

Background Information Sheet

| Name | Class | Date | Lesson Type | Length |
|-------|----------|------------|--------------|---------|
| Jinny | 222nd WK | 03/07/2021 | TBL Speaking | 20 min. |

| Lesson | |
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| Topic | Money or Career Satisfaction |
| Main Aim | Students will practice their speaking fluency. |
| Secondary Aim | Students will improve their communicative skill, and how to deliver their opinions related to the topic. |

| Materials and References |
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| Link: https://youtu.be/Qf3eujz4l2U |
| Notebook/papers, writing utensils, board, board pens |

| Student Profile | |
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| Level | Advanced |
| Age | Adults |
| Detail | This is a general English class with students who possess high motivations. The students are Korean and adapted with pair or group works, but still needed to relax for discussions to improve their communicative skills as they need to overcome the anxiety of speaking up freely. |

| Assumptions about students' knowledge as required for this lesson: |
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| Students know about the importance of money and following the passion of their work. Half are already having a job while the rest plans to pursue the career they want. |

| Anticipated Difficulties and their Solutions: |
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| There are few cases where students have yet to form their ideas of what they want to do for their future. They might need extra minutes to think about what they want to do depending on their interests, their goals, especially after they achieve their English skills. |

| My Personal Aim |
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| What I hope most to demonstrate in this lesson is the ability to manage the time, preparing the plan to carry the classroom dynamics without feeling anxiety, and making a smooth simulation with asking questions or encouraging students to talk and ask questions to one another. |

| Stage Name: Pre Task Purpose of this stage: Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must be given a communicative task e.g. discuss, arrange/sort, create a list, etc. The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | |
|--|-------------|---|
| Materials: Desk Arrangement; horseshoe | | |
| Time | Interaction | Procedure |
| 30 sec | T | [Greeting] Greet your students and when the confusion of your students towards the desk arrangement is noted, explain to them the reason for the horseshoe desk arrangement as it includes discussion. Ask each student how they are doing and if they are looking forward to the process of graduating the class, ask what their goals are. When some shows hesitation, empathize with their reluctance. Give them 1 minute to talk |
| 1 min. | S-S | Students pair up and share their plan to one another. |
| | T | Monitor to catch some key words or areas for their improvement (grammar, words, etc). |
| 1 min | T-S | Time's up. What are your plans after graduating this class? Gestures encourage them to talk. Each student will take turns on telling their plan for their future. |

| Stage Name: Task Preparation Purpose of this stage: This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary. | | |
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| Materials: Board, board pens, writing utensils, papers, video clip | | |
| Time | Interaction | Procedure |
| 1 min | T-S | [Instructions] So I hear some of you talked about pursuing careers you wanted and some who put the financially supporting jobs as priority. That's okay, there's no right or wrong answer in making your own goal. |
| 2 min | T | To make them relax, show the video clip for a minute about the topic; money or job satisfaction. Ask each to recall their memories and what were the careers they pursued before reaching adulthood. No need to write down your ideas, but don't forget to ask questions. Talk to your partners for 3 minute about your opinions; job or money satisfaction. [I.C.Q] Do you have to write it down? (No) Do you have to ask your partner questions? (Yes) |

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| 3 min | S-S | Students discuss their opinions/ideas to one another. |
| | T | Monitor to catch some ideas or improvements they can work on. If one dominates in discussion, gesture the other to speak more with giving one idea as encouragement. |
| 2 min | T-S | Time's up. Let's hear your opinions. Would you rather pursue your passion in career or money satisfaction? Gesture each student to take turns in speaking their ideas or opinions. |

| Stage Name: Task Realization | | |
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| Purpose of this stage: This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. Classroom management may be an important consideration here. | | |
| Materials: List all materials that will be needed in this stage. | | |
| Time | Interaction | Procedure |
| 2 min | T-S | [Instructions] Now since half are agreeing with the monetary satisfaction and the other wish to pursue the career they enjoy. But we won't make this into a debate. Can you guys answer why? (Because this is a discussion and there is no right and wrong answer.) Yes. And do we have to get only one job? (No) Can we get to have more than one job? (Yes) |
| | T | This time, instead of partners, gather your desks as one for group discussion. Talk to your group about your ideas in 5 minutes. Ask if you can find enjoyment in earning money or being able to provide financial satisfaction in your career, and ask why. [I.C.Q] How long is the discussion? (5 minutes) Do you have to ask questions to your partner only? (No.) |
| 5 min | S-S | The group of 4 students share their ideas and discuss. If the discussion seem to take long, remind them how many time has left. |
| | T | Monitor for ideas or improvements to work on. |
| 2 min | T-S | Time's up. Encourage the group to answer their ideas and what other things they have heard one other students. |

| Stage Name: Post Task | | |
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| Purpose of this stage: To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies. | | |
| Materials: List all materials that will be needed in this stage. | | |
| Time | Interaction | Procedure |
| 1 min | T-S | <p>[Feedback]</p> <p>So have you all thought of these questions before? Did you have a similar struggle related to this topic?</p> <p>Students share their opinions.</p> |
| 30 sec | T | Correction for some errors and suggesting what improvements to do. |
| 1 min | T-S | Write down several categories then ask which discussions to talk about for the next class. As one category was decided, give one homework; brainstorm their opinions for the said topic. |

Instructor's Comments and Assessment

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| Pros |
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| Cons |
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| Change |
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| Overall Comments |
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| Grade |

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|--------------------------------|--------------------------|------------------------------|
| Above Standard 85%-100% | Standard 70%-84% | Below Standard 69%-0% |
| Instructor | Student Signature | Date |
| Taute, David | | |