

Background Information Sheet

Name	Class	Date	Lesson Type	Length
Tina	223WD	28/07/2021	Speaking	20 min

Lesson	
Topic	Can online learning be a substitute for offline learning?
Main Aim	Students will practice their speaking fluency to enhance communicative skills.
Secondary Aim	Students will become more confident by enabling them to speak as much as possible.
Materials and References	
Board pens	

Student Profile			
Level	Upper intermediate		
Age	Adults	Number of Students	3
Detail	This is a general English speaking class, mixed with two guys and a woman. The students are all Koreans, and have never been to abroad before. They are not very confident to communicate in English, so it is essential to give them as many chances as possible to speak with specific topics.		
Assumptions about students' knowledge as required for this lesson:			
Students know or even have experienced on-line learning that is happening a lot especially after the pandemic. All students should have opinions about on-line learning to share with the class.			

Anticipated Difficulties and their Solutions:
Board pens don't work-> Check before the class, and prepare an extra pen. Students don't talk in the way expected-> Don't rush to adjust/correct it if the flow is smooth and reasonable. If correction or guiding is needed, kindly join the discussion with hook questions or some useful ideas for students.

My Personal Aim
What I hope most to demonstrate in this lesson is the ability to write out a complete and detailed speaking lesson plan, which will help the lesson go in a smooth flow.

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:		
Time	Interaction	Procedure
30 sec	T	Organize seating arrangements in a horseshoe shape, so everyone can easily see each other. "Hello guys, today we are going to talk about online class. Have you ever experienced or considered online teaching or studying? How was it? What do you think about it? Please talk to each other"
3 min	S-S	Students talk to each other. (Join the conversation if necessary, mostly listening with some reactions)

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.		
Materials: Board pens		
Time	Interaction	Procedure
15 sec	T	"So, what are the characteristics (advantages & disadvantages) of online learning? Please freely talk to each other."
5 min	S-S	Students talk to each other. Monitor for 3-4 useful opinions to list on the board.

Stage Name: Task Realization		
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:		
Time	Interaction	Procedure
15 sec	T	"Considering the points you said just now, can online learning be a substitute for offline learning? Tell your opinion and reasons to your group."
6 min	S-S	Students talk to each other. Monitor for later feedback.

Stage Name: Post Task		
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:		
Time	Interaction	Procedure
30 sec	T	"Okay, what a great discussion, everybody. Now, pick up one of the concerns and come up with solution./(Give concerns if student cannot tell concerns: 1. How can students do pair-works? 2. Students will be more easily distracted, what can we do about it?) Please come up with solution."
4 min	S-S	Students talk to each other.
30 sec	T	Brief feedback individually and positively. Lee- You did great, you will be more fluent if you can speak with more confidence. Sung- Your flow is getting better now, but you can still make it better if you work more on your logic. Ji- Your pronunciation is very clear and good.

Instructor's Comments and Assessment

Pros		
Cons		
Change		
Overall Comments		
Grade		
Above Standard 85%-100%	Standard 70%-84%	Below Standard 69%-0%
Instructor	Student Signature	Date
Taute, David		