**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Plan type** | **Length** |
| Michael | TESOL | 27/07/2019 | Listening | PPP | 35 min |

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| **Lesson** | |
| **Topic** | About online chatting |
| **Main Aim** | Students will practice their listening comprehension, using an integrated top-down and bottom-up model. |
| **Secondary Aim** | Students will practice their speaking fluency. |

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| **Materials and References** | | | |
| - Computer, speakers and a projector, ppt, whiteboard and coloured markers.  - Material source is “ English Discussion Reference Book” published by Gilbut. | | | |
| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Teen | **Number of Students** | 3 |
| **Detail** | There are three students, and only one man. All students are Korean, and Jullie have lived in America. Yuns and Julie have highly experienced to teach English Language , and Cris Park is graduate student to master L2. | | |
| **Anticipated Classroom Management Difficulties and their Solutions** | | | |
| 1) Technical issues with the sound.  2) Also, 1 students regularly arrive about 5 minutes late, disrupting the class.  3) And, arranging seating and desks for groups can be time consuming and chaotic.  4) Mixed level(make easy and simple question) | | | |
| **My Personal Aim** | | | |
| 1) To write a detail and complete listening and less plan  2) To give good clear instructions to the students to enhance their ability effectively. | | | |

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| **Stage Name:** **Lead-in**  **Purpose of this stage:** is to ease into the topic, relaxing both teacher and students by focusing their attention on an interesting subject and encouraging the class to share their opinions freely, thus increasing STT and participation. This stage may be used to create a basis from which to elicit ideas and lexis relating to the text. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  T-S/S-S  T-S | **(Greet. Instructions)**  (Show P.P.T 1 a scene of online chatting with friends). As you know, I have a computer, Sometimes enjoy talking with my close friends. I like to use messenger because it’s so ease to use. Do you like talking to people using the computer?  **(Brainstorm/talk to a partner)**  1) Take turns to talk to your partner about online chatting  2) Where is the best place to buy a computer?  3) You each have 1 minute.  4) Students talk to their partners. Monitor their discussions  **(Feedback if appropriate)**  Feedback.  Tell us about advantage and disadvantage by chatting with students |
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| **Stage Name:** **Presentation**  **Purpose of this stage:** is to make the listening less challenging to the students by making use of guiding questions which help predict expected content; answers to these questions may be guessed during this stage and checked later in the lesson; pre-teaching keywords and phrases from the text. Knowledge of the purpose of the text, form and style could be highlighted to further aid comprehension. Thus, schema is activated. | | |
| **Materials: PPT** | | |
| **Time** | **Interaction** | **Procedure** |
| 2 min  10 sec  1 min  50 sec | T-S  T  S-S  T-S | **Pre-teach keywords : online chatting**    **Elicit – showing picture**  1) Show ppt 1: a picture of watching monitor with friends together.  2) Point to the picture and ask students “What is this called?”  3) Students answer, online chatting . Say “are they enjoying?  **CCQ(check students properly understand the meaning)**  1) Does he talk to somebody?(Yes.)  2) Can they type to talk?(Yes.)  **Drill(choral and individual drilling for correct pronunciation)**  1) Everyone, first listen to me… “online chatting  2) Everyone, repeat, (Drill 3 times, chorally.)  3) Nominate individuals and ask.’  **Board(highlight special areas of pronunciation)**  1) Write ‘online chatting’ on the board it a music instrument? (No.)  2) How many syllables does ‘chatting’ have? (four  3) Where is the stress? On the first, or second syllable? (First.)  **Guiding Question-**(Instructions)You are going to listen to someone talking about online chatting, but first, answer this question.  1) What are the dangers about online chatting?  **Students discuss the question with a partner.**  1) Students talk about and write their ideas, check to make a difference.  2) Monitor effectively.  **Feedback(Nominate a few students to share their ideas, if necessary)** |

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| **Stage Name:** **Practice** - Literal Comprehension Listening  **Purpose of this stage:** is for students to focus on literal meaning, e.g. of vocabulary, phrases, details, ideas etc. A variety of exercises may be used and should be constructed for short responses e.g. objective questions. | | |
| **Materials: PPT** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  1 min  1 min | T  S  S-S  T-S | **Instructions(Set the purpose for listening. Hand out worksheets)**  1. Now you are going to listen again to answer these two question. (Show ppt and read through the questions.)  1) Is the speaker talking about the danger of online chatting?  2) Is there a rise in addiction when chatting online?  3) What are two effects of online chatting addiction?  2. Write your answers down.  ☞ Play the listening text for the first time.  **Students listen for the 1st time, and write answers on the worksheet.**  Students work individually  **Pair check.**  It doesn’t make difference  **Feedback(to check accuracy)**  Feedback |

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| **Stage Name:** **Practice** - Interpretive Comprehension Listening  **Purpose of this stage:** is to allow student to listen intensively for inference. Discriminating between fact and opinion and understanding the writer’s true thinking are possible considerations during this stage. Contrasting ideas may be highlighted, and use of certain language which affects meaning can be analysed in context. | | |
| **Materials: PPT** | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  3 min  1 min  2 min | T  S  S-S  T-S | **Instructions(Set the purpose for listening. Hand out worksheets)**  1.Now you are going to listen once more to answer these two question. (Show ppt 5 and read through the questions.)  1) Do you think Internet addiction is as serious as some people think it?  2) Do you know anyone that you think may have an addiction to chatting?  3) Does the speaker think online chatting is the problem, or does he blame people?  **☞** Play the listening text for the second time.  **Students listen for the 2nd time.**  Students work individually  **Pair check(Monitor. If students need, then replay the audio a 3rd time)**  Pair work  **Feedback to check accuracy.**  Feedback. |

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| **Stage Name:** **Production** - Applied Comprehension Speaking  **Purpose of this stage:** : is to complete the final step in reading comprehension by getting students to apply to themselves the information from the text and which was focused on during the practice stages. The task should take into account your students’ background information in order to be suitable as an applied task. Speaking or writing skills may be practiced here. This stage is an important part of language acquisition. | | |
| **Materials: PPT** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  8 min  1 min | T  S-S  T-S | **Instructions(Give students a question to discuss in pairs or groups)**  1. Discuss these questions with your partner. (Show ppt and read through the questions.)  1) How long do you use the Internet per day? How much of the time is spent on chatting whether it’s a chatting site or a messenger service?  2) Do you think chatting online is dangerous? If so, why?  3) Do you know anyone that you think may have an addiction to chatting?  **Students discuss.**  Students work in pairs.  **Feedback(Students share their ideas with the class)**  Feedback. |

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| **Stage Name:** **Wrap-up**  **Purpose of this stage:** : is to end the lesson with some positive feedback about the lesson and the students’ participation. Review the ideas from the production stage if possible, and perhaps offer error correction. Classroom management should be considered, such are collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc. | | |
| **Materials: PPT** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  1 min | T  T-S | **Instructions**: show ppt.  **1)** For homework you will prepare a one minute presentation to enhance ability to listening fluntly.  2) Bring visual aids to help you.  3) Your classmates are potential and energetic.  4) The assignment is due on Saturday.  Feedback.  Well done everyone, did you enjoy today’s topic about online chatting? What was the best part? And the hardest part to follow?  I liked how well you concentrated, and also your participation was good. Keep it up.  It is crucial factor for you to continue to learn persistently and keep track of improving outcome.  Remember, when you learn new words you should write them in your vocabulary books. |

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

**☞ Script**

****We are here today to talk about the dangers of **online chatting**. There is no denying the fact that the on Internet for various reasons, there is a rise in the **addiction** of certain types of Internet options, like chatting. I’m sure all of you have chatted online at one time or another, whether it’s using a chatting site or exchanging information with your friends through a messenger service. There are some people whose social lives are only through chatting sites. This creates anti-social behavior and unrealistic views of life. Chatting addicts forget about their daily responsibilities and lose track of the time. They are so reliant on chatting that they can’t tear themselves away from the **computer** for long periods of time.

**☞** Keyword choice : **online chatting, addiction.**

**☞** The most appropriate keyword is **online chatting**

**Worksheet – About online chatting**

**Listen and write the answer next to the question.**

1. **Is the speaker talking about the danger of online chatting?**

→ Yes.

1. **Is there a rise in addiction when chatting online?**

→ Yes.

1. **What are two effects of online chatting addiction?**

→ There are anti-social behavior and unrealistic views of life.

1. **How long do yoy use the Internet per day? How much of the time is spent on chatting whether it’s a chatting site or a messenger service?**

→ I use the Internet on a daily basics.

1. **Do you think chatting online is dangerous? If so, why?**

→ The problem don’t realize that you are addicted.

1. **Do you know anyone that you think may have an addiction to chatting?**

→ I have never been.

**g) Does the speaker think online chatting is the problem, or does he blame people?**

→ Chatting addicts forget about their daily responsibilities and lose track of the time,

1. **What are some of the advantage of chatting online?**

→ Chatting gives me a chance to meet different people.