**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Daisy and Jay | 203WD | 05/Feb/2019 | TBL | 20min |

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| **Lesson** | |
| **Topic** | Debate: Language study abroad |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn to speak persuasively, constructively and logically. |

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| **Materials and References** |
| <https://www.youtube.com/watch?v=J6mARFIVAjU>  12 coins(2coins for each student) and an hourglass |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adult | **Number of Students** | 6 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, most of them have had some overseas experiences. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. They engage actively in kinesthetic learning and tend to favor the visual learner mode, but, auditory learning still needs developing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students know about studying abroad and some of them already have done it before. All students are interested in learning English in different ways and have some ideas to share with the class. Also, they are unfamiliar what to do and what not to do in a formal debating. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Some students are likely to dominate the debate 🡪 use coins which only provide 2 opportunities to speak at the maximum  Time: the debate points may not all be debated before time runs out 🡪 announce the time is finished to end the debate, set a time limit to each person’s speech(1min for each student, set an hourglass to 1min)  Desk arrangement: moving desks, spilling drinks 🡪 clear desks of everything before the lesson  Technical failure 🡪 use my laptop as a backup |

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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to give explicit instructions to prevent students’ misunderstandings. | | |
| **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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  1 min  30 sec  2 min  1min | T-S  S  T-S  T-S | (Give the Handouts to students)  Hi Guys! Have you ever studied abroad? According to statistics from UNESCO on the mobility of students in 2018, the number of Korean students studying abroad was 130.756. It is not too much to say; Recently, studying abroad is now a prerequisite for careers.  Now, rank 3 countries which you want to go study abroad in.  Let students make their lists of 3 countries in which they want to study abroad. (Give them 1minuts and 30 sec)  Students write down on the worksheets.  Times up!  (Gesture) You three are A group and the others are B group.  Talk to your partners with your wish list of countries (studying abroad)  (You have 2 minute)    Okay guys! Gesture A or B group to ask ’a **commonly wished country’** and ask ‘**why’.** |

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| **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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30  sec  2min  3min  30  sec | T  S  T-S | Now, we are going to think about “**studying abroad**” and we will debate about the advantages and disadvantages of studying abroad. Watch and listen to this short video. As you watch and listen, write down some of the pros and cons about studying abroad.  Ask students to turn over the paper(pros and cons side)  Play the video for 2min. Students watch and listen, and how was Matte’s studying a year in a foreign country and note some pros and cons based on her story.  Let’s brainstorm ideas about the pros and cons of “Studying abroad”. Call out your ideas and I will write it down. (Encourage ideas from all students)  Create a list of pros and cons on the board writing at least 3 points from each side. Add more points below if needed.  **Debate Topic: Studying abroad**  (Example)   |  |  | | --- | --- | | Pros | Cons | | * Great experience * Importantly a deeper understanding of new cultures | * Full ride scholarships are very rare * Feeling of loneliness could come when it is the national holiday |   All right, guys, now we’re going to debate “**pros and cons of studying abroad”**  Move your chairs into one circle.  (Gesture) You three are the **pro** side. Sit students here (gesture). You three are the **con** side, sit there. (Wait for students to move.)  During the debate you will use 2 coins per person to make it fair.  Only the person who drops the coin earliest can speak.  You guys have 6 minutes!  Let’s begin. (Gesture to one student to begin the debate.) Go! |

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| **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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 6 min | S-S | One team begins the debate by giving a speech. The other team can respond with a rebuttal speech. Students can spontaneously introduce a new point of view or go back to previously mentioned points.  Teachers monitor students from a distance and try to catch the logics, examples, evidence, names of famous people, laws related to the topic and debating expressions. Also, teachers can look for debating manners. Monitor what kind of language students are using in the debate. Teachers should listen carefully for sentences which are in a way aggressive. For example, the following sentence can be aggressive ‘What you have just said is completely wrong’. Instead of using this expression, students can say, ‘What you said can be right in certain circumstances but can be wrong in other cases’. |

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| **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:** List all materials that will be needed in this stage. | | |
| **Time** | **Interaction** | **Procedure** |
| 30 sec  2 min  30 sec | T  S-S  T | Among many speeches, whose speech do you think was the most logical and constructive? Give specific reasons why his/her speech was the best.  You have 2 minutes.  Students discuss with their partners and teachers write down some speeches that students mention. The tally talking cards should be taken back while students are discussing.  Teachers select the best speech of the debate and offer a compliment. Well done class, next time you can prepare pros and cons of studying abroad in UK, USA, and Canada. You have to come up with 3 pros and 3 cons for each country. |

**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** |  |  |

**Rank 3 countries in which you want to study abroad**

**Name:**

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| --- | --- | --- |
|  | Country | Simple reasons |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

**Pros and Cons of studying abroad**

**Name:**

|  |  |
| --- | --- |
| Pros | Cons |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |