**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Hailey | 204WK | 03/02/2019 | TBL | 20min |

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| **/Lesson** | |
| **Topic** | Planning Budget: Wedding |
| **Main Aim** | Students will practice their speaking fluency. |
| **Secondary Aim** | Students will learn to plan things out with their second language. |

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| **Materials and References** |
| Worksheet: paper for the listing and budget plan.  Turn cards: 5 each (total 15) |

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| **Student Profile** | | | |
| **Level** | Intermediate | | |
| **Age** | Adult | **Number of Students** | 3 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans, and they all registered this class to speak English fluently. Since they are all in their ages where one considers marriage, the topic is highly practical and students are most likely to talk about their thoughts naturally. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students have shown their interest on their future marriage, and one of the students has an experience working as a wedding planner. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| Some students are likely to dominate the conversation 🡪 use Turn Cards  Time: let students know that time is up at least 2 minutes ago  Desk arrangement: Check if desk arrangement is appropriate for group work  Technical failure 🡪 use printed picture instead |

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| **My Personal Aim** | | |
| I hope not to interrupt the conversation, but to be an enabler teacher.  Listen to what students say carefully and make a note by myself for delayed error correction. | | |
| **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. The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | |
| **Materials:** None | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  3 min | T-S  S  T-S | Today we are going to have a time to think of our future marriage. For those who already got married, let’s say you have another chance to have a new wedding ceremony. Now, as a group, talk about your ideal wedding. The wedding you would like to have. Each of you have one minute to share. I will gently tap the table when time is up.  Share their ideas of ideal wedding.  Gently tap the table when time is up for each person.  Okay, Good.  4 min |

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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:** worksheet | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5 min  10 sec | T  S-S  T | **Instructions**   * Now talk about what kinds of things we will need for the wedding. * For example, Venue. Talk about little more specifics. Like Where? Hotel or in the middle of the mountain? All three need to agree on one specific and write down the one that everyone agrees. * Only one person writes, and the person who writes also have to participate in the communication. * You have 5 minutes.   I.C.Q. Do all of you write down? (No, only one)  Does person who write also speak? (Yes)  Hand out the paper. Students talk about the list we need for the wedding.  Announce when there is 2 minutes remaining. If students are still discussing their ideas when time is finished, simply announce that preparation time is finished. Time’s up.  **6 min 10 sec** |

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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:** Turn cards | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  5min | T  S-S | **Instructions**   * Now we are going to plan a budget according to the list you guys made. * Discuss with your group and write it down appropriate budget right next to each list. * Everyone will get turn cards of five. You should use all of it till the activity ends. * You have 5 minutes.   Hand out turn cards. Students talk about the budget according to the list.  Announce when there is 2 minutes remaining. If students are still discussing their ideas when time is finished, simply announce that it’s time to wrap up.  **6 min** |

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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:** My personal notes for delayed error correction. | | |
| **Time** | **Interaction** | **Procedure** |
| 10 sec  3 min  40 sec | T  S-S  T | Now talk about if you changed anything about your previous ideal marriage.  Students discuss in groups.  Write down some delayed error correction in the board.  Well done everyone. (Point to the board and speak outloud) Let’s speak out altogether. Great. There is no homework for today. Have a great weekends. Dismissed!  **3 min 50 sec** |

**Instructor’s Comments and Assessment**

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| **Pros** | | |
| **Interesting topic; proper use of each stage; detailed instructions; good use of tasks – group work, budgeting, listing** | | |
| **Cons** | | |
| **Timing – although the lesson finished in time, there was a feeling of being rushed during stage 2 and 3..** | | |
| **Change** | | |
| **Prepare list for both small and big weddings and let them circle on the budget they think it is reasonable rather than listing up all the things we need for the wedding.** | | |
| **Overall Comments** | | |
| **Using Turn Cards was effective at managing the dominant speakers. It allowed everyone to speak and participate.** | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Hailey, Ko** |  |  |