**Background Information Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Young Bin Lee | TESOL | 06/03/2021 | Speaking | 20 min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | Negotiation in life |
| **Main Aim** | Students will practice their speaking fluency by Task Based Lesson. |
| **Secondary Aim** | Students will practice the function of persuading, practice interrupting politely. Students will learn how to express themselves while doing the activity. Thus, they will practice how to deal with different situations. |

|  |
| --- |
| **Materials and References** |
| **Questionnaires, some illustrations.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 1 |
| **Detail** | This is one on one class with Korean adult student. The student enjoys travelling a lot. Based on Malcolm Knowles’ theory, adults are likely to go for their goals, once they are set. I aim for the goal that the students can approach with some effort by speaking English. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| I assume that my student is mature enough and has enough life knowledge and experience. I tried to connect my student’s life experience to my activity. | | | |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| Time management – prepared activity might finish earlier than expected. Prepare a back up activity to manage the class time well; if not, shorten the activity to manage the time well. |

|  |  |  |
| --- | --- | --- |
| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to let the students talk a lot, so the students can improve their fluency. | | |
| **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: N/A** | | |
| **Time** | **Interaction** | **Procedure** |
| 1 min  3 min  1 min | T-S  S-T  T-S | **Greet the student and ask student some questions about the topic.**  Hi, Sarah! I have a question. Who do you usually argue with? Can you explain shortly about based on your experience.  **Student starts answering my questions.**  **The teacher now briefly explains instructions to the student.**  “We all know that we always go through many situations, and we have to make a deal out of it. Let’s talk about some possible situations that can come from different group of people.” |

|  |  |  |
| --- | --- | --- |
| **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** |
| 1 min  1 min  10 sec  2 min  50 sec | T-S  S-T  T-S  S-T  T-S-T | **Teacher gives the student an example situation.**  “There are two people who are arguing. “I want to sleep over in my friend’s house. Can you please allow me to?” then another person replies, “No you can’t. We have to eat dinner together.” Who do you think their relationship?”  **Then the student answer. (Parents and children)**  **I ask her to comprehend her answer.**  How will you solve that problem?  **Student answers with solution.**  **Teacher gives her the list of the people.**  Are those people who are usually around us?  **Student replies. (Yes, they are).** |

|  |  |  |
| --- | --- | --- |
| **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** |
| 10 sec  2 min  20 sec  10 sec  2 min 20 sec | T-S  S-T  T-S  S-T | **Teacher now begins the activity. Ask the student to give a situation and explain that situation.**  ‘While she is answering, note down her errors for post task stage’  **Student starts answering.**  **Ask the student to give another situation from different group of people.**  **Students starts answering again.** |

|  |  |  |
| --- | --- | --- |
| **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** |
| 10 sec  1 min  30  2 min  1 min 30 sec | T-S  S-T  T-S  S-T | **Ask the student which of the situation with people who she encounter the most recently.**  “So, based on your experience, could you tell me the situation that you encountered the most recently?  **Student answers with her opinion based on her experience.**  **Delayed Error Correction the student’s error and things to improve.**  **Mention the student’s positive points and wrap-up the lecture.** |

**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** |  |  |