**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Banhyo Jeong | TESOL 220wk | 08/05/2021 | Speaking | 20 min |

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| **Lesson** | |
| **Topic** | Should the government regulate games? |
| **Main Aim** | Students will practice their speaking skill by giving opinion |
| **Secondary Aim** | Students will Improve their discussion skills. |

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| **Materials and References** |
| . Computer with sound  . White board and pen  . Work Sheet  [**https://www.youtube.com/watch?v=9v-mpun8LoQ**](https://www.youtube.com/watch?v=9v-mpun8LoQ) |

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| **Student Profile** | | | |
| **Level** | Advance | | |
| **Age** | Adult | **Number of Students** | 4 |
| **Detail** | This is a general English class and students are highly motivated learners. The students are all Koreans. They are accustomed to pair work, but still need to be relaxed before they will open up to communicate freely. Their overall English skills are good, but speaking skill still needs developing. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Be aware that the government is trying to tighten regulations on the game industry.  Students need to have basic idea of game industry regulation. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| . If the computer is not working, send the link to each mobile phone and see it.  . Students may have difficulty organizing their opinions. -> Gives some hints to solve the problems.  . Nervousness at the start of the lesson -> Print out a lesson plan |

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| **My Personal Aim** | | |
| Make sure to prepare thoroughly so that the class can run smoothly.  Give students the opportunity to actively express their opinions. | | |
| **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:** computer, whiteboard, markers | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  2min  1min | T-S  T-S  T-S | **<Organizing seating arrangements. Greeting.>**  Hello everyone. How are you?  These days, due to the Covid-19, the number of people playing games increased at home. What’s about you?  Does everyone enjoy a game? (Students response)  **<Showing student a video clip>**  Okay. Let’s see a short video clip.  **<Announcing the topic>**  Today, we are going to do a debate on this topic.  Should the government regulate games? |

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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** |
| 5min | T-S | **<Making groups and discussing>**  Let's divide the pros and cons first. (Divide into groups.)  Talk to your partner and organize your opinions.  I'll give you a paper, and it's okay to write down. (Hand out paper)  (In the middle of the conversation, give some thoughts that might be hints.)  Okay. Time is up. Let's start the discussion with the materials that summarize the opinions. |
| **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** |
| 1min  5min | T-S  T-S | **<Instruction>**  Before doing debate, I hope you follow this. Please exchange opinions one by one. Do not just talk about one person, I want everyone to talk.  (I.C.Q)  Is it okay to talk about only one person? (No)  **<Debate>**  Let's start with the opinion that the government should regulate it.  (Take turns discussing opinions.)  Okay. Everyone did a good job. |

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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** |
| 3min  2min | T-S  T-S | **<Discussing related to the topic.>**  In 2019, WHO decided to classify gaming addiction as mental health disease.  Do you think game addiction really is a mental problem?  Talk to your partner. I will give you 2 minutes.  **<Error correction>**  (write 3 errors you noticed during the debate)  Okay. Let’s wrap it up. Everyone did a great job.  Thanks for your participation. See you next class. |

**Instructor’s Comments and Assessment**

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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** |  |  |