**Background Information Sheet**

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| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| Nakyoung Kim (Helen) | 221 WD | 24 May 2021 | Speaking | 20min |

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| **Lesson** | |
| **Topic** | Experience of culture shock in another country |
| **Main Aim** | Student will practice their speaking fluency. |
| **Secondary Aim** | Students will learn function and agree/disagree persuading. |

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| **Materials and References** |
| PPT, board pens |

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| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adults | **Number of Students** | 5 |
| **Detail** | This is advanced English class. Students are highly internally motivated and self-directed learners. The students are all Koreans and like traveling abroad.  The 2 groups of 2 or 3 students will work to share ideas, followed by the whole class discussion. The students engage actively in visual learning and speaking. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students may have a lot of experience of traveling or living in a foreign country, even if they may not be recently able to travel or live abroad freely due to coronavirus disease situation in the world. They also have enough knowledge to compare their own culture and culture in another country. | | | |

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| **Anticipated Difficulties and their Solutions:** |
| If a student says the lack of experience in traveling or living in a foreign country, I will ask them to do role play as pretending a traveler who visits many countries and using their imagination.  If I feel nervous at the start of the lesson, I will check the PPT equipment is working. I will start the speaking lesson, sit down and follow the planned teacher talk. |
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| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to write out a compete, detailed lesson plan. | | |
| **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** |
| 30sec  1min  30sec  1min  1min | T  S-S  T  S-S  T-S | Make horse-shoe desk arrangements and organize the 2 groups of 2 or 3 students (Classroom management plays a role as **weather** in a campfire.)  Have nice and warm up talks to make atmosphere good (Classroom dynamics play a role as **weather** in the campfire.)  Say rules of English only (Rules play a role as **safety** in the campfire.)  Introduce a teacher’s name and let students introduce their names in turn in order to use them in the speaking lesson (Good rapport plays a role as **weather** in the campfire.)  Make sure all can easily see the screen. Show PPT1. (Showing a picture and asking questions are a teacher’s technique and play a role as a **poker** in the campfire.)  “Hello guys, look at the picture. What can you see from this picture? (e.g. culture shock, etc) For example, her appearance, where is she from, what does she do, what type of culture does she represent.” (Picture, which is material, plays a role as **fuel** in the campfire.)  Gesture for students to begin talking to their partners. Monitor time (time management plays a role as **air** in the campfire.)  Introduce the topic of “what was your biggest experience of culture shock in another country?” (e.g. feeling confused due to unfamiliar culture, environment and norms, etc)  Write the topic on the board. (Topic plays a role as **spark** in the campfire.)  Students discuss to share ideas (brainstorming task)  Ask questions of ‘who has been in a foreign country?” (e.g. Me!, etc) and “Tell me about your experience. (e.g. I have been to many countries such as Britain, China and so on. When I have been to London in Britain, ~, etc)” (Students’ experience play a role as **fuel** in the campfire.)  Personal experience and feedback. |

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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** |
| 30sec  10sec  1min  10sec  1min  10sec  1min  1min | T  T  S-S  T  S-S  T  S-S  T-S | Bring and use useful ideas from stage 1.  Make 2 groups of 2 or 3 students (Classroom management plays a role as **weather** in a campfire.)  Demonstrate discussion with partners.  A teacher will ask questions that help students understand the term “culture shock” in this stage and students will communicate with their partners. (Communication between a teacher and students and among students plays a role as **campfire**.)  Ask question: “Have you ever felt confused by the actions of someone from another culture? If so, talk to your partners.” (e.g. When British people wait in front of me by saying ‘after you’, I was confused about what I had to do, etc)  Students talk to their partners. A teacher can monitor supportively. Students ask help to a teacher if needed.  Ask question: “Have you ever been in a situation where you felt you had to “do as the Romans do, when in Rome?” (e.g. When I accidently crashed a person on the road in London, I felt that I needed to say ‘sorry’, etc)  Students talk to their partners. A teacher can monitor supportively. Students ask help to a teacher if needed.  Ask question: “Share the worst or best meal that you had in a foreign country.” (e.g. When I went to China, I tried a Chinese style of Za-zang-myeon but it was not delicious at all. It was the worst meal that I had in a foreign country., etc)  Students talk to their partners. A teacher can monitor supportively. Students ask help to a teacher if needed.  Feedback. Gesture to each group and ask their ideas. |

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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** |
| 10sec  2min  10sec  2min  10sec  2min  1min  30sec | T  S-S  (T)  T  S-S  T  S-S  T-S | Make 2 groups of 2 or 3 students. (Classroom management plays a role as **weather** in a campfire.)  Communication between students and students actively occurs. (Communication plays a role as **campfire**.)  Ask question: “Have you ever experienced reverse culture shock when you return to your home country? If so, talk to your partners” (e.g. I was confused of using mother tongue by choosing correct Korean words so that I often used a blend between Korean and English words when speaking, etc)  Students talk to their partners.  A teacher can monitor from distance. The teacher stays in the corner of classroom, but not in front of students. Students may overcome problems by themselves. A teacher observes and takes notes on what students did well. Also, the teacher takes notes on vocabularies or pronunciations that students may need to know.  Ask question: “What is the best / most important thing your culture has given to the world?” (e.g. Kimchi, soap opera, k-pop, etc)  Students talk to their partners. A teacher can monitor from distance.  Ask question: “What is the best / most important thing your culture / country has adopted from another culture?” (e.g. religion (Buddhism and Christianity), etc)  Students talk to their partners. A teacher can monitor from distance.  Feedback. Gesture to each group and ask their ideas. |

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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** |
| 1min  1min  1min | T  T-S  T | Lesson feedback. Tell the class what they did well and what needs to know and improve. Give students delayed correction.  Brief discussion: “When in Rome, do as the Romans do” is always good advice. Do you agree or disagree? Why? (e.g. I agree with a statement that “When in Rome, do as the Romans do” is always good advice. It may help to reduce the effects of culture shock., etc) Share ideas to the whole class. Communication between students and students actively occurs. (communication between a teacher and students plays a role as **campfire**.)  Set homework. (Rules of doing assignment play a role as **safety** in the campfire.) Prepare for the 3-minute presentation based on the above question.  Inform students about the topic for the next lesson. (e.g. “Tomorrow we will do a speaking lesson about business situations.”) Plus, a teacher needs to monitor time all over the stage, in order to finish class on time. (Time management plays a role as **air** in the campfire.) |

**Instructor’s Comments and Assessment**

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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** |  |  |