**Background Information Sheet**

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| **Name** | **Class**  | **Date** | **Lesson Type** | **Length** |
| Ha Young | 220WK | 03/07/2021 | Speaking | 20 min |

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| **Lesson** |
| **Topic** | Successful negotiation in workplace  |
| **Main Aim** | Student will practice negotiation through real-play |
| **Secondary Aim** | Student will practice fluency using negotiation expressions  |

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|  **Materials and References**  |
| Worksheet |

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| **Student Profile** |
| **Level** | Advanced |
| **Age** | Adult | **Number of Students** | 1 |
| **Detail** | This is one-to-one business speaking class. The goal of this class is very specific- to practice fluency in business situations. The student is already working in a foreign company and has advanced level of English. |
| **Assumptions about students’ knowledge as required for this lesson:** |
| This lesson requires a student to use personal experience from workplace to picture how the negotiation works. Since my student is already working in a company where she negotiates with different clients, she can easily understand the topic and engage in the activity.  |

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| **Anticipated Difficulties and their Solutions:** |
| I have to participate in real-play with my student, making very difficult to monitor and observer her utterances during the task realization stage. The solution would be to write out the anticipated responses of my student before the class and be prepared. I should be very observant during the lesson and monitor her incorrect language while drawing out as much responses as I could from her.  |

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|  **My Personal Aim**  |
| What I hope most to demonstrate in this lesson is to maximize chances of my student to practice speaking. |
| **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: -** |
| **Time** | **Interaction** | **Procedure** |
| 4min | T-S | Sits face-to-face with the student.**<Greeting>**T greets S by asking about her day at the work.T introduces the topic: negotiation.**Lead-in questions to ask:**1. How often do you negotiate at your work? What are some situations where negotiation is necessary?
2. What was your most memorable negotiation in the workplace?
3. In your opinion, what makes negotiation successful?
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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** |
| 5min | T-S | T hands out the worksheet. **T:** We will play out the character in this card. Who are you playing? S reads out role B.T reads out role A.**T:** What do we have to do? (negotiate on the details of the conference)**T:** What are some things we need to negotiate on? (number of rooms, parking spaces, meals, cost for east participant, discount, extra rooms)**T**: Is there any word you want to ask me about? (participants: people attending the conference)**T**: Here are some expressions we could use when negotiating. (go over the expressions) |

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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:** worksheet |
| **Time** | **Interaction** | **Procedure** |
| 7min |  T-S | T-S role play. Monitor and observe incorrect use of language.  |

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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:** worksheet |
| **Time** | **Interaction** | **Procedure** |
| 4min |  T-S T | T asks S about the role play and what were some parts she had difficulty with.Wrap up with Feedback. (strengths and areas to work on) |

**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** |  |  |