



THE ENGLISH TEACHER'S GUIDE TO KOREA

Living, Working, and Thriving in Korea Sparkling

By
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Appendix 3

ATEK Press

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APPENDIX 3: SAMPLE LESSON PLAN, WITH ALL REQUIRED MATERIALS

INTRODUCTORY INFORMATION

1. TITLE

Womyn in Korea

2. SOURCE

Produced with public domain content from the Internet. Contact ajasonthomas@yahoo.ca for sources of specific information or images.

3. LEARNER PROFILE

Number of Students: 8

Age/Grade: 24-54/University graduates

Proficiency:

- speaking: intermediate-mid to advanced-low
- listening: intermediate-mid to advanced-low
- reading: intermediate-high to advanced-mid
- writing: intermediate-mid to advanced-low

Type/Length of Class: an eight-week teacher training course; the class meets for 90 minutes, twice a week

Motivation: to be better EFL teachers

Language Experience: primary school through university

4. LESSON CONTENT

Tasks/Functions: composing group and individual opinions

Grammar: noun clause/certainty frames: be sure that, think that, assume that, wonder if, doubt that

Lexis: womyn, matriarchy

5. LESSON OBJECTIVES

By the end of the lesson, students should be able to:

- examine questions and statements about the status of womyn in Korea;
- evaluate, judge and report on the opinions of others about the status of womyn in Korea; and
- negotiate and compose opinions about the status of womyn in Korea

In pairs and individually with little to no teacher assistance.

6. MATERIALS

PowerPoint® file, handouts, computer, projector, large screen, small whiteboards, markers, pencil, bell

LESSON

It is not customary for a teacher to script an entire lesson, so do not consider the following lesson as part of a traditional written lesson plan. This is solely to demonstrate how a lesson is conducted.

Teacher Instruction	Teacher Talk	Tasks	Target Response
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WARM UP

Greet Ss	"Hi everyone, it's good to see you."	Greet T	"Hi."
Lower affective barriers	"Today we'll have some fun with a serious topic. How is everyone?"	Respond	"Fine/Good/Tired" etc.

Teacher Instruction	Teacher Talk	Tasks	Target Response
Personalize introduction	e.g. "S, how was your open class?"	Answer the question	will vary, e.g. "It wasn't bad, I prepared my students well."
Give feedback Ask Ss referential/open question Rephrase topic	"Great! Today I want to look at the status of womyn in Korea. What do you think about the power womyn have? S?"	Give an opinion	will vary, e.g. "Womyn have almost no power in Korea."
Recast response with target content language Rephrase question	"You think that [e.g. womyn have almost no power]. What do you think about the situation for womyn in Korea? What about the older womyn you know? Your aunts? S?"	Give an opinion	will vary, e.g. "Womyn get a raw deal, my aunt is unhappy ..." etc.
Ask question to activate content schema	"Do you think the situation is improving, S?"	Answer a question	[If "yes" or "no" then:]

Teacher Instruction	Teacher Talk	Tasks	Target Response
[Ask S to respond with a complete sentence]	["Please use a complete sentence—start with 'I think that'""]]	[Answer a question]	"I think that ..."
Ask S to ask S the same question	"S, can you ask S the same question?"	S asks S the same question	"S, do you think the situation is improving?"
Observe Ss		Give an opinion	"I think that ..."
Offer feedback Give instructions for a numbered heads activity Number Ss	[e.g. Good.] Let's hear more opinions. Number ones, think of three ways that the situation for womyn has improved. Number twos, you will think of three problems or challenges womyn still have. One two one [etc.]"		

Teacher Instruction	Teacher Talk	Tasks	Target Response
Check task comprehension (1)	"What will you think of, S?"	Answer a question	"We will think of three ways the situation for womyn has improved."
Give feedback Check task comprehension (2)	"Yes. What will you think of, S?"	Answer a question	"We will think of three challenges womyn still face."
Give feedback and time for task completion	"Good. You have two minutes."		
Observe Ss		Do the numbered heads activity	
Ask for and give feedback Nominate if necessary	"Number twos, what kinds of challenges did you think of?"	Give an opinion	will vary

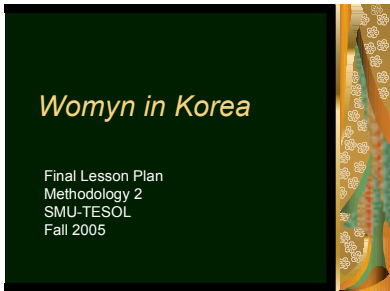
Teacher Instruction	Teacher Talk	Tasks	Target Response
Ask for and give feedback Nominate if necessary	"That's interesting. Number ones, what kinds of victories did you come up with?"	Give an opinion	will vary
			
Show visual and ask display questions to activate content schema	"Look at this picture. Who are the womyn? What are they doing?"	Answer the question	e.g. "They are nationalists." "They are womyn." "They are marching for a free Korea."


Teacher Instruction	Teacher Talk	Tasks	Target Response
<p>Give feedback</p> <p>State the topic of the lesson</p> <p>Ask Ss to repeat in chunks</p>	<p>“Today we’re going to talk about the status of womyn in Korea.</p> <p>Everyone, please you repeat the topic: ‘Today / we’re going to talk about / the status of womyn / in Korea.’”</p>	<p>Choral repetition</p>	<p>“Today / we’re going to talk about / the status of womyn / in Korea.”</p>
<p>Give feedback</p>	<p>“Good.”</p>		

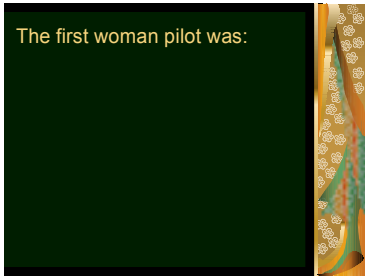

Teacher Instruction	Teacher Talk	Tasks	Target Response
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PRESENTATION

<p>Give instructions for reading and responding to the text</p> <p>Give an example of the activity type</p> <p>Use gestures and realia to facilitate comprehension</p>	<p>“Now I’m going to give you a short quiz about womyn in Korea. We will use the ‘Golden Bell’ system. So, you will see some questions. With your partner, write the answer. When you hear the bell, you will raise your board like this.”</p>		
<p>Check comprehension</p>	<p>“Please summarize what you will do, S.”</p>	<p>Summarize</p>	<p>“We will take a quiz. We will write the answers on the board.”</p>
<p>Give feedback</p> <p>Check comprehension</p>	<p>“Yes. And when will you show your answer, S?”</p>	<p>Answer a question</p>	<p>“We will show our answer when we hear the bell.”</p>


Teacher Instruction	Teacher Talk	Tasks	Target Response
			
<p>Give feedback.</p> <p>Introduce target content language to activate bottom-up processing and linguistic schema</p>	<p>"Good. Now S, why is 'womyn' spelled with a 'y?'"</p>	<p>S answers the question (TSST)</p>	<p>"I don't know why it's spelled with a 'y.'"</p>
<p>Ask S to ask S the same question</p>	<p>"S, can you ask S why 'womyn' is spelled with a 'y.'"</p>	<p>S asks S the question (TSST)</p>	<p>"Why is it spelled with a 'y?'"</p>
<p>Observe Ss</p>		<p>S answers the question (TSST)</p>	<p>"I have no idea why it's spelled with a 'y.'"</p>

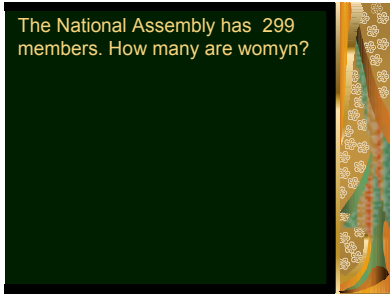
Teacher Instruction	Teacher Talk	Tasks	Target Response
Ask S to ask you the same question	"S, can you ask me the same question?"	S asks the question (TSST)	"Why is 'womyn' spelled with a 'y?'"
Model the answer Use board to facilitate comprehension Use target content language	"I assume that it takes 'men' out of 'womyn.'"		
			
Use visual to activate linguistic schema and aid comprehension Ask a display question	"What do you think her job is?"	Answer a question	"She is a pilot."

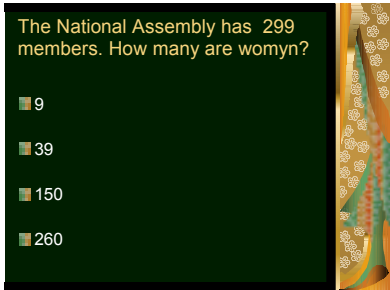
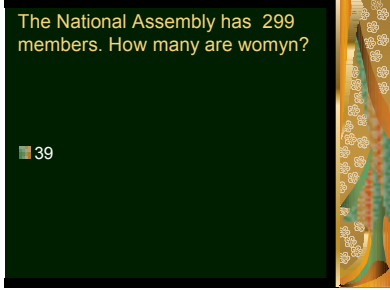
Teacher Instruction	Teacher Talk	Tasks	Target Response
Give [presumed] feedback Drill preferred pronunciation	“A pi’lot? No, she’s a ‘pi-lot. Everyone repeat: ‘pi-lot.”	Choral repetition	“‘Pi-lot.”
			
Give feedback Present text	“Good. Here is the first question.”		
			
Present text Instruct Ss to choose response	“Here are your choices. Write your answer. You have 10 seconds.”	Select and write a response	

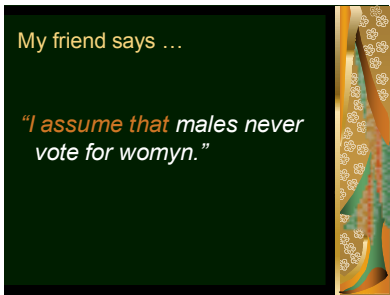
Teacher Instruction	Teacher Talk	Tasks	Target Response
Ring bell Ask for feedback	"What is your answer?"	Raise white-board	
<div><div>The first woman pilot was:</div><div><div>■ Park Gyeong-Weon in 1928</div></div></div> 			
Present text Provide feedback Rephrase	"Congratulations [S, etc.]. Park Gyeong-Weon was the first female pilot in Korea."		
<div><div>My friend says ...</div><div><i>"I wonder if her family and friends supported her."</i></div></div> 			


Teacher Instruction	Teacher Talk	Tasks	Target Response
Present text Describe text	"I asked a friend to talk about the quiz. This is what she said."		
Draw visual on whiteboard (see Line of Certainty visual on p. 57)	"I wonder if"		
Ask comprehension question	"Does she know that Park Gyeong-Weon's family supported her? S?"	Answer a question	"No, she doesn't."
Provide feedback Explain use of target language	"Exactly. She wonders. Maybe she wants to know, but she doesn't know."		

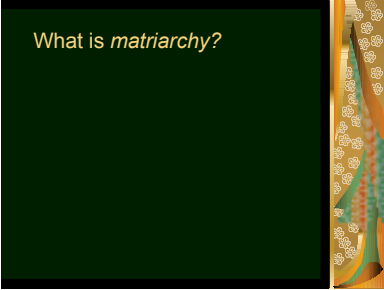
Teacher Instruction	Teacher Talk	Tasks	Target Response
			
Use visual to activate linguistic schema and aid comprehension Ask a display question	“Now, what is this place, S?”	Answer a question	[If: “I don’t know the word in English” then:]
[Ask S to query S]	[“Could you ask S?”]	[Ask S a question]	[“What is this place?”]
[Observe Ss]		[Answer a question]	“It’s the National Assembly.”
Give feedback Drill lexical item	“Yes. Everyone repeat: ‘National Assembly.’”	Choral repetition	“National Assembly.”

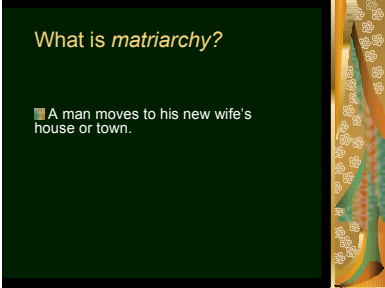
Teacher Instruction	Teacher Talk	Tasks	Target Response
Give feedback Ask S to predict the next question	"Good. S, can you guess what the next question will be?"	Predict	e.g. "The next question will be about womyn in politics."
Give feedback	"Let's see."		
			
Present text Rephrase to make input more understandable	"In other words, 299 politicians meet in the National Assembly. How many of the politicians are womyn?"		

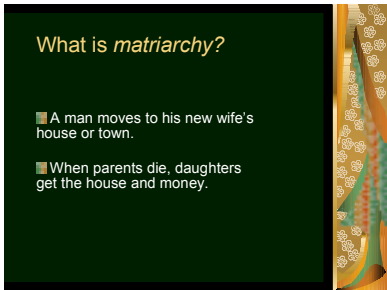
Teacher Instruction	Teacher Talk	Tasks	Target Response
 <p>The National Assembly has 299 members. How many are womyn?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 9 <input type="checkbox"/> 39 <input type="checkbox"/> 150 <input type="checkbox"/> 260 			
<p>Present text Instruct Ss to choose response</p>	<p>“Here are your choices. Write your answer.”</p>	<p>Select and write a response</p>	
<p>Ring bell Ask for feedback</p>	<p>“What is your answer?”</p>	<p>Raise white-board</p>	
 <p>The National Assembly has 299 members. How many are womyn?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 39 			

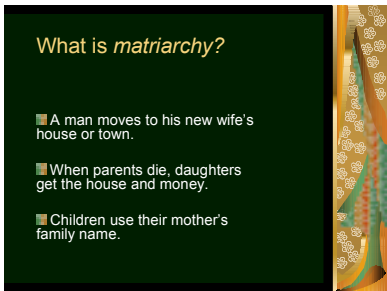
Teacher Instruction	Teacher Talk	Tasks	Target Response
Present text Provide feedback Rephrase	“Nicely done [S, etc.]. There are 39 womyn in the Assembly.”		
			
Present text on whiteboard (see Line of Certainty handout on p. 57)	“I assume that”		
Rephrase text Ask comprehension question	“My friend assumes that men don’t vote for womyn. Does she know this, S?”	Answer a question	“No, she doesn’t know.”

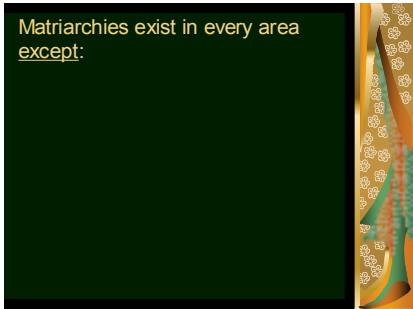

Teacher Instruction	Teacher Talk	Tasks	Target Response
Provide feedback Explain use of target language	"Right. But she says that probably men don't vote for womyn."		
			
Use visual to activate linguistic schema and aid comprehension Ask a question	"Yes. Now, what's going on here? It's a special event. Can you tell me what's happening, S?"	Answer a question	"Is it a wedding?"

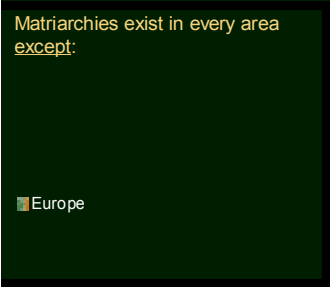
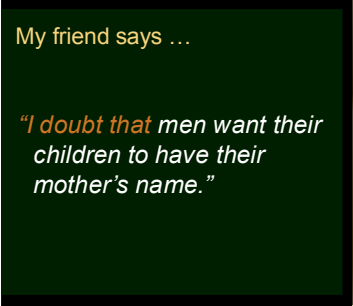
Teacher Instruction	Teacher Talk	Tasks	Target Response
Provide feedback Preview text Check comprehension	"Yes! This is a photo of a wedding party in Indonesia. The bride is going to collect her man, the groom. Where are they going, S?"	Answer a question	"They're going to collect the groom."
Give feedback Ask a question	"Right. In Korea, who collects whom? Does the woman come to the man's house, like in this photo? S?"	Answer a question	"No, the groom collects the bride in Korea."
			

Teacher Instruction	Teacher Talk	Tasks	Target Response
Provide feedback Present text	"Ah, ok. The next question is about matriarchy. Please repeat: 'matriarchy.' Well, what is matriarchy? Let's look at some examples."	Repeat	"Matriarchy."
			
Present text Ask S to read example	"Please read the first example, S."	Read text aloud	"A man moves to his new wife's house or town."


Teacher Instruction	Teacher Talk	Tasks	Target Response
<p>Give feedback</p> <p>Refer to visual to assist comprehension</p>	<p>“Good. This is what is happening in the photograph. So, these womyn live in a matriarchy.”</p>		
			
<p>Present text</p> <p>Ask S to read example</p>	<p>“Please read the second example, S.”</p>	<p>Read text aloud</p>	<p>“When parents die, daughters get the house and money.”</p>
<p>Offer feedback</p> <p>Elaborate</p> <p>Ask a question to check comprehension of elaboration</p>	<p>“Yes. If there is no daughter, then maybe a female relative will get the property. What are examples of female relatives, S?”</p>	<p>Answer a question</p>	<p>“Sisters, nieces and maybe cousins are examples of female relatives.”</p>

Teacher Instruction	Teacher Talk	Tasks	Target Response
			
Give feedback Present text Ask S to read example	“Good. Please read the last example, S.”	Read text aloud	“Children use their mother’s family name.”
Provide feedback Personalize to facilitate comprehension	“Yes. What is your mother’s family name, S?”	Answer a question	will vary, e.g. “My mother’s family name is Han.”
Check comprehension of personalization	“So, if Korea were a matriarchy, what would your family name be?”	Answer a question	e.g. “My family name would be Han.”

Teacher Instruction	Teacher Talk	Tasks	Target Response
			
Provide feedback Present text Rephrase	"Correct. Now here is the next question. There are matriarchies everywhere except one of these places."		
			
Present text Instruct Ss to choose response	"Here are your choices. Write your answer."	Select and write a response	

Teacher Instruction	Teacher Talk	Tasks	Target Response
Ring bell Ask for feedback	"What is your answer?"	Raise white-board	
			
Present text Provide feedback Rephrase	"Congratulations [S, etc.]. Yes, there are no matriarchies in Europe right now."		
			

Teacher Instruction	Teacher Talk	Tasks	Target Response
Present text on whiteboard (see Line of Certainty handout on p. 57)	"I doubt that"		
Define and explain use of target language Elaborate Rephrase text Ask S to summarize	"To doubt is the opposite of to know. If I doubt, I question what is true. My friend doubts that men want children to have their wife's name. She thinks that men don't want to use a womyn's name. S, please summarize how my friend uses 'doubt.'"	Summarize	"Your friend says 'doubt' because she doesn't think men want their children to have their mother's name."

Teacher Instruction	Teacher Talk	Tasks	Target Response
			
Provide feedback Present visual to preview text Define Ask S to repeat the definition	"An excellent summary. Now. A 'forum' is a public meeting. What is a 'forum,' S?"	Repeat	"A forum is a public meeting."
Give feedback Define Describe Ask S to repeat the description	"Yes. The World Economic Forum is a meeting. The richest and most powerful people in the world meet every year in Switzerland to talk and drink. What do they do when they meet, S?"	Repeat the description	"They talk and drink."

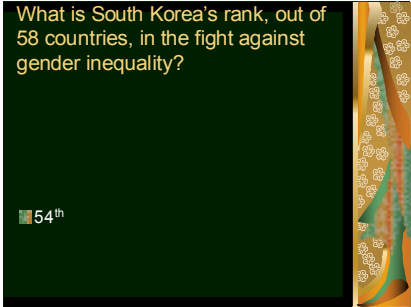

Teacher Instruction	Teacher Talk	Tasks	Target Response
Ask S to ask S for names of typical attendees	"Ok. S, please ask S to give two examples of people who might attend the World Economic Forum."	Ask a question	"Who might attend the World Economic Forum?"
Observe Ss		Give examples	will vary, e.g. "Two people might attend are the king of Jordan and the president of GE."
Give feedback Preview text	"Those are good examples. This year, the Forum apparently talked about inequality between womyn and men."		


Teacher Instruction	Teacher Talk	Tasks	Target Response
<div> <p>World Economic Forum Launches New “Gender Gap Index” Measuring Inequality between Women and Men in 58 Countries</p> <p>16 May 2005 - Geneva, Switzerland</p> <p>REPORT FINDS SWEDEN AND OTHER NORTHERN EUROPEAN COUNTRIES DO BEST – THE UNITED STATES (17), SWITZERLAND (34), JAPAN (38), BRAZIL (51), INDIA (53) AND TURKEY (57) DO LESS WELL</p> </div>			
Present text Elaborate Use visual (board) and morphemes to make input comprehensible	“Let’s look at this word, ‘inequality.’ What’s this word, the base or main word, S?”	Answer a question	“The word is equal.”
Ask for a definition of ‘equal’	“What’s a definition for ‘equal,’ S?”	Give a definition	“Equal means two or more values are the same.”


Teacher Instruction	Teacher Talk	Tasks	Target Response
Elaborate with visual (board) and morphemes Use an example Ask a question	“Great. -ity makes it a noun, something to measure. And in- means not or without. Here is another example: visible. If I say the moon is visible, can I see it, S?”	Answer a question	“Yes, you can see it.”
Give feedback Conclude example Ask for definition of ‘inequality’	“Yes. But if the moon is invisible, I can’t see it. It’s not visible. Can you tell me the meaning of inequality, S?”	Define	“Inequality means ‘without equality.’”

Teacher Instruction	Teacher Talk	Tasks	Target Response
Provide feedback Rephrase definition Rephrase text Ask S to paraphrase	“Great. Not equal. Different. The World Economic Forum measured inequality between womyn and men. Can you paraphrase what they did, S?”	Paraphrase the purpose of the WEF study	“They measured the difference between womyn and men.”
Give feedback Ask a question	“Yes. In how many countries was it measured, S?”	Answer a question	“It was measured in 58 countries.”
Preview text	“Including South Korea. How well did South Korea do?”		

Teacher Instruction	Teacher Talk	Tasks	Target Response
<p>What is South Korea's rank, out of 58 countries, in the fight against gender inequality?</p>			
<p>Define 'rank' within context</p>	<p>"First rank means that the country is the most equal for womyn and men."</p>		
<p>What is South Korea's rank, out of 58 countries, in the fight against gender inequality?</p> <ul style="list-style-type: none">■ 34th■ 38th■ 54th■ 58th			
<p>Present text Instruct Ss to choose response</p>	<p>"Here are your choices. Write your answer."</p>	<p>Select and write a response</p>	

Teacher Instruction	Teacher Talk	Tasks	Target Response
Ring bell Ask for feedback	"What is your answer?"	Raise white-board	
			
Give feedback	"Congratulations [etc.]"		
			
Personalize	"Did you hear people talk about this, in May, S?"	Answer a question	will vary, e.g. "No, I didn't hear this discussed at all."

Teacher Instruction	Teacher Talk	Tasks	Target Response
Provide feedback Preview text	"Well, it's not about export markets. So, what does my friend think?"		
			
Present text (see Line of Certainty handout on p. 57)	"I think that"		
Ask comprehension question	"Does my friend know that men don't care, S?"	Answer a question	"No, she doesn't."
Provide feedback Elaborate on use of clause	"Right, but she thinks it's true. She is saying that this is her opinion."		

Teacher Instruction	Teacher Talk	Tasks	Target Response
			
Preview text Use target content in context	“How do these womyn feel? I assume they’re angry. What do you think, S?”	Answer a question	will vary, e.g. “I think they feel wronged.”
Ring bell Ask for feedback	“What is your answer?”	Raise white-board	
Provide feedback	“You were right [S etc.]”		
Present text (see Line of Certainty handout on p. 57)	“I’m sure that”		

Teacher Instruction	Teacher Talk	Tasks	Target Response
Rephrase target language Ask comprehension question	“She is sure. So, she strongly believes this. Does she want to punish the people responsible, S?”	Answer a question	“Yes, she does.”
Give feedback	“Yes, I’m sure she does.”		
Present text Drill some new words Chunk lexical sets	“Here are some words we’ve seen. Please repeat: “Womyn / are still fighting for / ” etc.	Choral repetition	“Womyn / are still fighting for / ” etc.

Teacher Instruction	Teacher Talk	Tasks	Target Response
Distribute handout Chunk instructions for think pair share matching activity Ask S to paraphrase instructions	“So now you are familiar with my friend’s views. I will show you more of her views. Try to match these ideas with the certainty or ‘knowing’ she feels for each of the ideas. Use this chart. What will you do, S?”	Para- phrase	“We will try to match the ideas with how certain she feels about each idea.”
Give feedback Elaborate on instructions Instruct Ss to begin activity	“Yes. Work alone for one minute, then work with your partner for one minute. Ready? Here are more of her views.”		
<div> <p><i>My friend also says ...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ almost all school principals are men <input type="checkbox"/> _____ everyone wants to have a male son <input type="checkbox"/> _____ most womyn do not expect to have the ‘best’ jobs <input type="checkbox"/> _____ most Korean womyn want only male leaders <input type="checkbox"/> _____ Korea will be a matriarchy some day, but not soon </div>			

Teacher Instruction	Teacher Talk	Tasks	Target Response
Observe Ss		Do think pair share matching activity	
Ask for feedback	"What is my friend sure about, S?"	Give an opinion/infer	"Your friend is sure that almost all school principals are men."
Ask for feedback	"And what does my friend think is true, S?"	Give an opinion/infer	"Your friend thinks that Korea will have a woman president some day."
Ask S to ask S for feedback	"S, please ask S what my friend assumes is true?"	Ask a question	["What does Jay's friend assume is ... please help me."]
[Model the language, if necessary]	["Listen to how I ask: 'What does Jay's friend assume is true?'"]	[Ask a question]	"What does Jay's friend assume is true?"

Teacher Instruction	Teacher Talk	Tasks	Target Response
Observe Ss		Give an opinion/ infer	"His friend assumes that most womyn do not expect to have the best jobs."
Give feedback Ask S to ask S for feedback	"Ok S, ask S what my friend wonders about."	Ask a question	"What does Jay's friend wonder about?"
Observe Ss		Give an opinion/ infer	"She wonders if everyone wants to have a son."
Give feedback Ask S to ask S for feedback	"Ok, S, ask S what my friend doubts."	Ask a question	"What does Jay's friend doubt?"
Observe Ss		Give an opinion/ infer	"Jay's friend doubts that most Korean womyn want only male leaders."


Teacher Instruction	Teacher Talk	Tasks	Target Response
Give feedback on response Ask for feedback on presentation	“Good. Are there any questions about the quiz, or about what my friend said?”	[Ask a question]	[will vary]

GUIDED PRACTICE

*Now, share your ideas
about womyn in Korea ...*

Teacher Instruction	Teacher Talk	Tasks	Target Response
<p>Give instructions for the “vicious voting” activity</p> <p>Use gestures and chunking to make input comprehensible</p> <p>Check comprehension</p>	<p>“Now it’s your turn to share ideas about womyn in Korea. In pairs, you will answer three questions. For each question, you can be as certain, or as uncertain, as you want, but you must say how certain you feel. S, what must you say?”</p>	<p>Answer a question</p>	<p>“We must say how certain we feel when we answer the questions.”</p>
<p>Give feedback</p> <p>Elaborate</p> <p>Ask S to paraphrase directions</p>	<p>“Right. After you answer, I will ask the class to raise a hand to show if they agree with you. Please paraphrase the activity, S.”</p>	<p>Paraphrase directions</p>	<p>“In pairs, we will answer three questions and we must say how certain we feel about the answers.”</p>

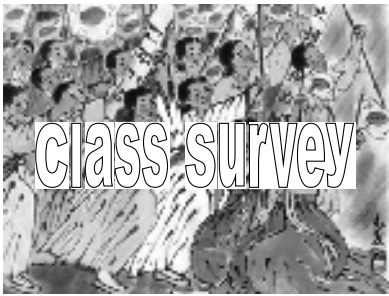
Teacher Instruction	Teacher Talk	Tasks	Target Response
Give feedback on summary Elaborate	"Great. Use different language for each question. The team with the most votes has no homework."		
Preview questions	"The questions are about womyn and work, politics, and society. You will have five minutes to prepare your ideas."		
Check comprehension	"How much time will you have, S?"	Answer a question	"We will have five minutes."
Provide feedback Assign Ss to teams	"You got it. S, please work with S [etc.]. Here are the questions."		

Teacher Instruction	Teacher Talk	Tasks	Target Response
<div> <div> <i>What do you think?</i> <ol style="list-style-type: none"> 1. Are there any jobs womyn should not have? 2. When will Korea have a woman president? 3. Why is Korea not a matriarchy? </div>  </div>			
Present the questions Repeat Instruct Ss to begin the activity	“Remember to use three of these certainty frames on the handout. Please start.”		
Observe Ss and assist where appropriate		Do the vicious voting activity	
Ask for feedback	“Time’s up. S and S, what’s your response to the first question?”	Give an opinion	will vary, e.g. “We wonder if womyn should work in a men’s bathhouse.”

Teacher Instruction	Teacher Talk	Tasks	Target Response
Ask for and give appropriate feedback on responses of every team for each question (possible only with a small group of learners!)	"Well said. Who agrees? Raise your hand if you feel the same way. Ok, S and S, what do you say?" etc.	Give an opinion	will vary, but must use appropriate certainty expression accurately, e.g. "We assume that the first woman president will be a post-op tranny, because men only listen to other dicks," or "We wonder if Korea is not a matriarchy because it carries Joseon like a rigid, mummified corpse on its back."

Teacher Instruction	Teacher Talk	Tasks	Target Response
Ask for and provide feedback for vicious voting activity	“Good work everyone. It looks like S and S received the most votes, but I think they will enjoy the homework anyway, ha ha. Are there any questions about the activity?”	[Provide feedback]	[will vary]

INDEPENDENT ACTIVITY



Teacher Instruction	Teacher Talk	Tasks	Target Response
Introduce independent activity Encourage Ss to embrace conflict for the independent activity Ask S for opinion	“Well we’ve heard some great ideas, but now I want you to be more critical. That means, ask difficult questions and give thoughtful answers. It’s more interesting. What do you think, S?”	Give an opinion	will vary

Teacher Instruction	Teacher Talk	Tasks	Target Response
Give directions for survey activity (form, topic, language focus)	“Write a difficult question about womyn and Korea on the handout here, then do a survey. Ask different people the question. How certain are people about their answers? Encourage each other. Don’t hide behind English. What’s my idea, S? Please paraphrase.”	Paraphrase the instructions for the independent activity	“You want us to write a difficult question about womyn in Korea, then ask people the question.”

Teacher Instruction	Teacher Talk	Tasks	Target Response
<p>Give feedback</p> <p>Give directions (purpose, audience, language focus)</p> <p>Use board to illustrate form, audience, topic, purpose and language focus</p>	<p>“Great. Please, don’t write every word you hear. Take point-form notes, like this. You’re writing just for yourself. Listen for differences in the language others use. Please summarize, S.”</p>	<p>Summarize</p>	<p>“We should take notes for ourselves, and listen for differences in language.”</p>
<p>Set time limit to activity</p> <p>Invite Ss to begin the survey activity</p>	<p>“You have [ten] minutes to complete your survey. Please begin.”</p>		
<p>Observe Ss</p>		<p>Do the survey activity</p>	

Teacher Instruction	Teacher Talk	Tasks	Target Response
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FEEDBACK

Praise Ss efforts if target content language was used accurately and appropriately Comment on individual efforts	"Wonderful. You really made an effort to use the certainty language, and it really helps people understand you. S, you [e.g. did a good job questioning people's answers]."		
Ask for feedback on independent activity	"Did you enjoy the activity? S?"	Provide feedback	will vary
Give feedback on feedback Ask for feedback	"[Response.] What was the most interesting part of the activity, S?"	Provide feedback	will vary

Teacher Instruction	Teacher Talk	Tasks	Target Response
Give feedback on feedback Ask for feedback	"[Response.] What was the most difficult part of the activity?"	Provide feedback	will vary
Give feedback on feedback Ask for feedback	"[Response.] If you did the activity again, what would you change?"	Provide feedback	will vary
Give feedback on feedback	[Response.]		

Teacher Instruction	Teacher Talk	Tasks	Target Response
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CLOSURE


Inform Ss of ways to use the target content language beyond the classroom	<p>“I assume that you will remember to frame your ideas with language like this, any time you are having a meaningful discussion. I’m sure that it’s more polite than simply stating an idea like a fact. And we’ve practiced using different language, so try to use this variety when you speak and write.”</p>		
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Teacher Instruction	Teacher Talk	Tasks	Target Response
Ask S to paraphrase extension	"S, can you paraphrase my advice?"	Para-phrase	e.g. "You think that we should frame our opinions with the language we've practiced today, because it's polite."
Give feedback	e.g. "It's wonderful to have you with us, advanced-low proficiency level S!"		

Teacher Instruction	Teacher Talk	Tasks	Target Response
Assign homework Ask S to paraphrase	“Your homework will be to write a one-paragraph summary of your survey. Also, write a paragraph about the future of womyn in Korea. Give reasons and examples to support your opinion. What is the homework, S?”	Para-phrase	“We should write a paragraph about the survey, and a paragraph about the future of womyn with reasons and examples.”

Teacher Instruction	Teacher Talk	Tasks	Target Response
Give feedback Inform Ss that the class will return to the topic of the lesson	"Great. We will return to the status of womyn in Korea in a future class."		
Thank Ss and end the lesson	"Thank you. Good bye."		

1. Place my friend's statements on this "line of certainty":

KNOWING		<p>She is sure that ...</p> <p>She thinks that ...</p> <p>She assumes that ...</p> <p>She wonders if ...</p> <p>She doubts that ...</p>
NOT KNOWING		

2. Interview three people about womyn in Korea.

Example: Why has Korea never had a woman president?

Seun-hi thinks that modern Korea still shares many of the Joseon period's values and beliefs.

Name	Question: <hr/>