**Title: A Lesson Plan for Pair Presentation**

**Introduction**

The role of presentation in foreign language is no less important than other areas such as role-play, computer games, skits, etc. Ferlazzo and Sypnieski state in Asian EFL Journal (2018) that research confirms that in order for ELLs to acquire English they must engage in oral language practice and be given the opportunity to use language in meaningful ways for social and academic purposes (Williams & Roberts, 2011). The more presentations students have, the better their speaking proficiency becomes. As students’ speaking proficiency becomes better, their proficiency of the other areas, listening, reading, and writing, will also become better because the above-mentioned four areas, to wit, speaking, listening, reading, and writing are interrelated in language learning (Castillo & Annette, 2011). There are many kinds of presentations; individual, pair, and group presentations. This session will demonstrate a lesson plan to show how to make students have pair-presentations for suggesting to improve the life of the Korean military members after comparing the Korean and the American military life.

**Lesson Plan**

**Topic of Lesson:** Military Life

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| **Lesson Objectives**:  \* Students will get familiar with vocabulary and grammar regarding military life.  \* Students will be able to make suggestions to improve the life of the Korean military after analyzing and evaluating the merits of the US military life based on comparison between the American and the Korean military life. | | |
| **Time**  **(Est.)** | **Action** | **Materials** |
| 5 mins  8 mins  10 mins  13 mins  12 mins  2 mins | **Lead-in (Activating Schemata)**  Students individually tells to the whole section the names of MOS ‘s and the job(s) of each MOS while seeing pictures of them on the slides of the PowerPoint program.  **Preparation**  1. Students individually read a semi-authentic material about the American military life and underline new or unknown vocabulary.  2. Students get the meanings of new vocabulary through talk among themselves or with teacher.  (Teacher leads them to know the meanings using sentences or paraphrasing them.)  3. Students individually gets the gist of the content of the reading material.  **Practice: (**Info gap)/(In Pairs)    Students are divided into two pairs.  1. Pair 1 students individually watches an authentic video clip about the Korean military supplies for key information and fill out one half of the worksheet related to them. Students verbally compare the information they have obtained with each other and correct mistakes if there are any.  2. Pair 2 students individually watches an authentic video clip about the process they have to go through after they join the Korean military for key information and fill out the other half of the worksheet related to them. Students verbally compare the information they have obtained and correct mistakes if there are any.  3. Teacher checks each pair’s answers.  4. Students verbally exchange information with a person from the other pair and fill out the other half of the worksheet.  5. Students return to their original pairs.  6. Each pair synthesizes the contents of two video tapes.  7. The representative of each pair announces their synthesis.  **Production:** Presentation in pairs  **Scenario:** You are active US military members who work in the 8th US Army HQ located in Pyong Taek City, Korea. You, in pairs, are going to make a presentation of the American military life to the civilian Korean faculty members working in the KATUSA unit in the 8th Army HQ during a social gathering. The purpose of this presentation is to cultivate friendship between you and the faculty members through promoting mutual understanding. Your presentations have to include the following items.  \* Comparison between the US military and the Korean military life  \* Analysis and evaluation of the merits of the US military life based on the comparison  \* Suggestions for improvement of the Korean military life on the basis of above analysis and evaluation  **Presentation**  \* Write the contents of your discussion in bullet form in the Linoit Program for your presentation.  \* Make a presentation in pairs with what was written in the Linoit Program.  \* Time for presentation should be balanced out between two students.  **Wrap-up**  Teacher gives positive comments about students’ performance and points out some linguistic features students have used during this hour. | Pictures of the MOS’s on the PowerPoint Program  Semi-authentic material for reading  Video clips about military supplies and process  Worksheets  Scenario on the PowerPoint Program  Linoit Program |

**Conclusion**

The above lesson plan is just one way of preparation for teaching the main focus of which is students’ presentations. There are various ways to prepare an hour teaching whose final goal is preparation. Even so far as the types of other presentations, there are individual and group presentations. The lead-in process can be different, and the preparation and practice can also be different. Whether or not the plan will be successful is dependent upon the dynamics of between teacher and students and that among the students during class on that day.

**References**

Ferlazzo, L. and Katie Hull Sypnieski, K. H.

<https://www.kqed.org/mindshift/50918/how-to-use-oral-presentations-to-help-english-language-learners-succeed>

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