



Vietnam Virtual EXchange for English Language Teaching

TEACHING SPEAKING ONLINE LESSON PLAN TEMPLATE (Collaborative group task) – 60 minute lesson

Number of students expected: 20

Level: B1/B2 (Ss have the same L1)

Educational setting: Tertiary institution

Lesson plan for teaching speaking online designed by Group 1:

Aim of this speaking session: To develop students' ability to speak fluently and interactively regarding the topic "Life-long learning".

Inspiration: SDG 4 - Education for Everyone "*Ensure inclusive and equitable quality education and promote life-long learning opportunities for all*"

LESSON OBJECTIVES

By the end of this lesson, the students will:

1. Discuss in groups about factors affecting life-long learning for 5 minutes.
2. Discuss in groups (within 10 minutes) and prepare a 5-minute presentation about how to facilitate life-long learning or the benefits of life-long learning.

Assumed knowledge:

- Students have basic knowledge of phrases to express ideas and opinions (e.g. sequencing words, phrases to express agreement/disagreement).
- Students are familiar with Zoom, Miro and Google Form and have accounts on these platforms.

Teaching aids: Zoom, Google Slides, Google Docs (for the adapted text), Google Form, Miro.

Stage	Approx. Time (min.)	Teacher Activity	Student Activity	Interaction Pattern ¹	Reason	Materials required/Tools used
Warmer	7 mins	<p>- T asks question: Which age should we stop learning? Why?</p> <p>- T asks Ss to address this question in groups and type their answers into AnswerGarden.</p> <p>- T elicits from 2-3 if they are surprised by any answers and why.</p>	<p>- Ss enter breakout rooms for 5 minutes only and answer giving reasons.</p> <p>- Ss type answers into AnswerGarden</p>	<p>TSS</p> <p>G</p> <p>SsT</p>	Lead into the topic of life-long education.	<p>AnswerGarden: https://answergarden.ch/</p> <p>Breakout Room function in Zoom.</p>
Pre-speaking	10	<p>- T provides Ss with an excerpt about life-long learning.</p> <p>- T gives Ss 5 minutes to read the excerpt and have them choose the correct answer from 3 options. (See APPENDIX 2 for options for the question: What is the message of the story?)</p>	<p>- Ss read text.</p> <p>- Ss answer questions using the Zoom poll.</p>	<p>TSS</p> <p>S</p>	Provide an example of life-long learning to reflect on for further discussion.	<p>Adapted passage from this article: https://www.bbc.com/future/article/20170828-the-amazing-fertility-of-the-older-mind</p> <p>(See APPENDIX 1 for the passage)</p> <p>Use the Poll function on Zoom to ask Ss for the answer to the question.</p>

¹ T=Teacher, P=Pair work, G=Group work, S=Individual Student work, SSs= students to students; SsT= students to teacher TSs= teacher to students TS= teacher to individual students

		<ul style="list-style-type: none"> - T has Ss answer some questions about the vocabulary in the text. (See APPENDIX 3 for the vocabulary questions) - T clarifies the vocabulary meaning. 		S		
During-speaking Discussion	12	<ul style="list-style-type: none"> - T asks the question: What factors stop people from studying as adults (25+ years old)? and informs Ss that they will answer it in groups. - T encourages Ss to use sequencing words, agree/disagree phrases (assumed knowledge) - T divides Ss into 4 groups and have them discuss (in English) the question in 6 minutes. - During the discussion, T visits each Breakout Room to check on Ss' progress and make sure they're not using L1. - T asks 2 Ss to share their opinions. 	<ul style="list-style-type: none"> - Ss enter breakout rooms - Ss share their opinions 	<p>TSS</p> <p>G</p> <p>SsT</p>	Allow students to engage with the topic and develop ideas for the following task.	Same Breakout Room as the Warmer.
Mind map	12	<ul style="list-style-type: none"> - T shows the mind map topics and assigns topics to groups: 	<ul style="list-style-type: none"> - Ss discuss and make a mind map in groups. 	TSS	Provide a chance for deeper reflection and discussion as well as an opportunity to	Miro - the tool to create the mind map: https://miro.com/mind-map/

		<ul style="list-style-type: none"> - G1 & G2: What are the benefits of life-long learning? - G3 & G4: What can be done to facilitate life-long learning? <p>- T gives the 4 groups 10 minutes to discuss and make mind maps. Before this, T informs Ss that some Ss will be picked randomly to present.</p> <p>- During the activity, T visits each Breakout Room to check on Ss' progress and make sure they're not using L1.</p>		G	compare different elements of the topics.	Same Breakout Room as the Discussion
Presentation	14	<ul style="list-style-type: none"> - T calls on 2 random speakers from 2 groups (with different topics) to present their mind maps. Each speaker has 5 minutes to present. - After the speaker presents, T asks the group with the same topic if they agree with their friends and have anything to add or comment. - T gives feedback on Ss' performance. 	<ul style="list-style-type: none"> - Ss present their mind maps. - Ss express their opinions. 	SSs	Allow Ss to summarize what they have discussed. Ss can comment on their peers' work and learn from the strengths and weaknesses of their peers.	Miro - the tool to create the mind map: https://miro.com/mind-map/

Wrap-up	5	<p>- T asks Ss to answer 2 questions in a Google Form: Q1: What have you learnt today? Q2: What do you want to know more about regarding this topic?</p> <p>- T summarizes the lesson content and assign homework: Record yourself giving a 5-minute speech about the following topic: Why should or shouldn't we keep learning?</p>	<p>- Ss get the link to the Google Form and answer the questions.</p>	TSs	Ss show their understanding of the lesson.	<p>Google Form: https://forms.gle/GaZNC3HJvvfo2Sov7</p>
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APPENDICES

APPENDIX 1 - The adapted text

Priscilla Sitienei is a midwife from Ndalat in rural Kenya, who grew up without free primary school education. This means she never learnt to read or write. However, as she approached her **twilight years**, she wanted to record her experiences and knowledge to pass down to the next generation. And so, she started to attend lessons at the local school – along with six of her great-great-grandchildren. She was 90 at the time.

We are often told that “**you can’t teach an old dog new tricks**” – that the adult brain simply can’t absorb as much information as a young child’s. Many people would assume that you simply couldn’t **pick up** a complex skill like reading or writing, especially at the age of 90.

The latest studies from psychology and neuroscience show that these extraordinary achievements don’t have to be the exception. Although you may face some extra difficulties at 30, 50 – or 90 – your brain still has an astonishing ability to learn and master many new skills, whatever your age. And the effort of doing so, may bring more benefits such as maintaining and enhancing your overall **cognitive health**.

NB: Important vocabulary is in bold.

APPENDIX 2 - Comprehension question: What is the message of the story?

Choose the correct answer:

- A. You cannot learn new things after 90 years old.
- B. Mastering new skills at an old age may badly affect your cognitive health.
- C. Being in your twilight years does not stop a person from learning. (correct answer)**

APPENDIX 3 - Vocabulary questions:

1. The phrase **twilight years** in paragraph 1 is closest in meaning to:

A. sunset

B. the last years of one's life

C. the twenties

2. What does the author mean in the following sentence: **you can't teach an old dog new tricks?**

A. An old dog hates new tricks

B. You cannot make an old dog learn new tricks.

C. You cannot make people change their existing behaviour

3. Choose the definition of **pick up** that best fits the context of the text:

A. collect

B. catch

C. learn

4. If you have good **cognitive health**, you can:

A. think, learn, and remember clearly

B. do physical exercises well

C. be tired