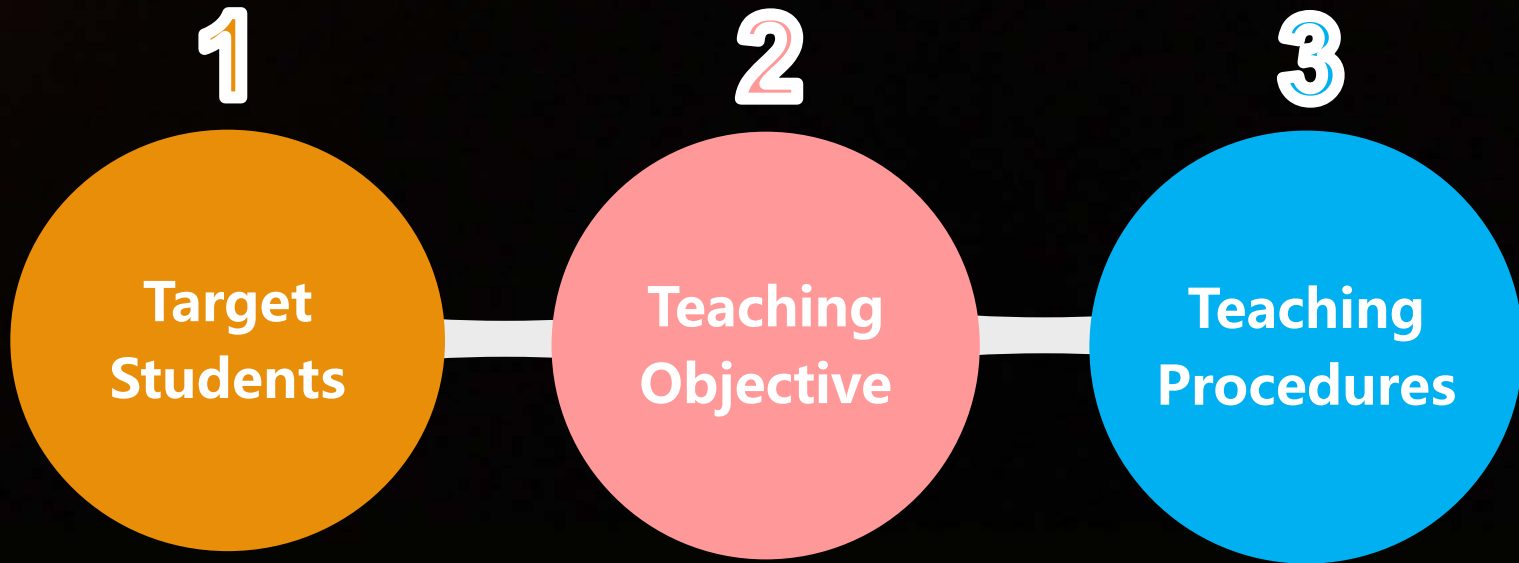# Outline

1

2

3

Target Students

Teaching Objective

Teaching Procedures

1

Target Students

(1) Sophomores;

(2) College English Test (Band 4): 95.12%;

(3) The Post-95s: the net generation;

(4) Problems with audience analysis.

2

Teaching Objective

To internalize students' knowledge of audience analysis through practice.

3

Teaching Procedures

Pre-class

In-class

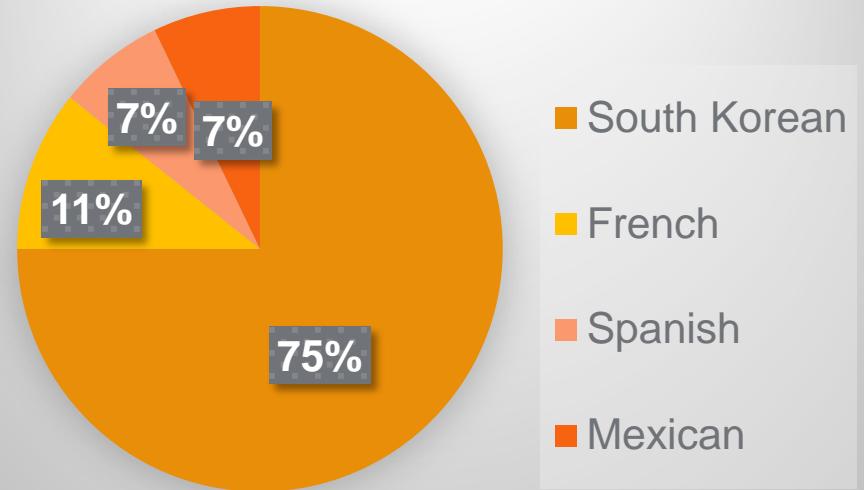**Post-class**

Pre-class Tasks

Assignment

Based on **audience analysis**, improve your essay on "Three Symbols of Cantonese Culture" with the 28 **international students** in our school as target audience. Underline sentences that can best reflect your analysis. Submit both the original version and the modified one on line.
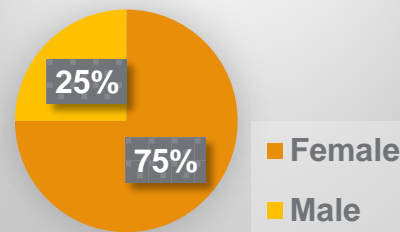
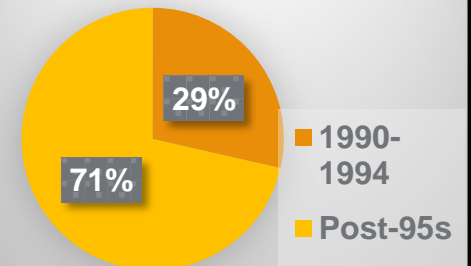**Note:** All these international students are beginners of Chinese language learning.
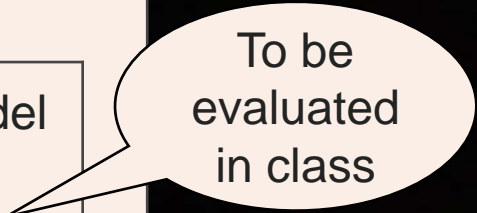
Nationality

- South Korean
- French
- Spanish
- Mexican

75%
7%
7%
11%

Gender

25%
75%

- Female
- Male

Age

29%
71%

- 1990-1994
- Post-95s

Pre-class Tasks

Students	Teacher
Step 1: Modification	
Step 2: Submission	Selection (3 typical samples) Sample A: a good model Sample B & C: with common problems
Step 3: Reading the three anonymous samples	

To be evaluated in class

In-class Activities

A special guest:

1. a representative of the target audience;

2. a participant in collaborative assessment.

In-class Activities

Criteria to be assessed	Excellent 3	Good 2	Need to improve 1	Notes
Demographic traits				
Audience knowledge				
Audience attitude				
Global achievement (purposefulness, empathy, effectiveness)				
Comments & Revisions				

Pair work ⟶ Whole-class discussion

In-class Activities

Pair work:
Comments & Revisions

↓

Whole-class discussion:
Comments & Comparison
of revised versions

↓

**Comments
from the guest**

In-class Activities

an organizer

a guide

a host

a scaffolder

Post-class Tasks

Students	Teacher
Evaluating one or two other students' writing	Giving written feedback to each student's writing
Further self-revision based on teacher and peer feedback	
Self-reflection on learning	Self-reflection on teaching
Portfolio (compositions, teacher and peer feedback, self-reflection)	Formative assessment

THANK YOU

In-class Activities

Pair work:
Comments & Revisions

8 mins

Whole-class discussion:
Comments & Comparison
of revised versions

7 mins

Comments
from the guest

5 mins

Criteria to be assessed	Excellent 3	Good 2	Need to improve 1	Notes
Demographic traits				
Audience knowledge				
Audience attitude				
Global achievement (purposefulness, empathy, effectiveness)				
Comments & Revisions				

Audience Analysis

- Timing: Course introduction

  - *"At the end of each unit (8 units altogether), there is a unit project (iProduce): to make a speech or write an essay to <u>a particular group of target audience</u>."*

Assignment

Based on **audience analysis**, improve your essay on "Three Symbols of Cantonese Culture" with the 28 **international students** in our school as target audience. Underline sentences that can best reflect your analysis. Submit both the original version and the modified one on line.

A guided reading

1. Lucas, Stephen. *The Art of Public Speaking*. Beijing: Foreign Language Teaching and Research Press, 2010. 59-69.
2. 傅莹：《在彼处：大使演讲录》，外语教学与研究出版社，2011年。144-156。
3.http://sixminutes.dlugan.com/audience-analysis

Required format of the assignment	
Original version	**Revised version**
	(Underline sentences that can best reflect audience analysis.)

THANK YOU