

Lesson Plan/Rationale

Mercedes Montano, Toso Foifua, Bryan Lim, Karen Remular

1. STUDENT PROFILE/CONTEXT

The students are at an intermediate level, ESL (English as a Second Language) class in a middle school, here in Hawaii. The classroom consists of 20 students, 7 boys and 13 girls with an age range from 8 to 12 years old. Most of them are second-generation children of immigrants and are native speakers of Hawaiian, Japanese, and Ilocano. Some of them have already been exposed to English, and some of their goals are to learn English as a second language in order to help their parents, and themselves, outside of the classroom and to better their English speaking ability.

2. GENERAL DESCRIPTION OF THE COURSE

This course focuses on all four learning skills: speaking, writing, reading, and listening to help the students become more comfortable and be more knowledgeable with the English language and with using the language outside of the classroom. The teaching approach for this certain lesson is communicative with the syllabus structured around specific speaking activities. This lesson will be based on a lot of teacher/student interaction, as well as student/student interaction.

3. COURSE/LESSON OUTCOMES, LESSON FOCUS

3.1 Lesson topic/focus

Purchasing an item at a store

3.2 Lesson outcomes

Terminal Outcomes (Brown, Chapter 10)

Students will be able to...

1. communicate effectively given any situation or context, using vocabulary learned in the classroom
2. critically analyze and interpret underlying meanings in people's statements and utterances by identifying and noticing key terminology
3. write out complete sentences and make connections between vocabularies to extend and create complex sentences.
4. infer the different possible approaches that can take place while purchasing items at a store

Enabling Outcomes (Brown, Chapter 10)

Students will be...

1. challenged to use new vocabulary to create new sentences
2. tasked to create short dialogues focusing on a given scenario
3. grouped to provide each other with more options/input to complete task(s)
4. encouraged to share their understanding/interpretation of terminology based on the context it is used
5. encouraged to share their past experiences, relevant to discussion of terms, regarding if students have encountered the “word” before, heard it used in a different way than what is explained in the classroom, etc.
6. able to understand a new set of vocabulary necessary for the lesson topic.
7. knowledgeable on how to write a dialogue and demonstrate through role-play the different scenarios that could take place at a store.

[Rationale: Outcomes]

The terminal goals/outcomes of the lesson should have a target for the language course while the enabling goals/outcomes should have a target for the language lesson (Brown Chapter 10). It is what students will be able to achieve either during or after the lesson. According to Harmer, teachers should aim the outcomes depending on what the teacher intends to do for the students (Class lecture, “Goals, Aims, Objectives, Outcomes, Standards”). The lesson is focused on speaking and listening during conversations that take place in stores when purchasing items. The specific outcomes involve being able to communicate effectively with a wide range of people at stores and to correctly know how to purchase items at any given store.

4. PROCEDURES**4.1. Activity #1:** New chapter vocabulary list (5-7 minutes)

Material: T will need to provide the S vocabulary list amount of 20 words. S will need writing material such as pen, pencil, and paper.

T is going to hand out the sheets to the S with 20 key vocabulary words on it

T is going to go over those words one by one

T says the word and tells them what it means

S's repeat after T

T: Please make sure you write the definitions of the word and the context you hear them in the sentence. Repeat the word after me.

While teacher speaks, students transcribe vocabulary words, definitions, and context.

T: *to buy*

S's: *to buy*

T: to buy means to obtain in exchange for payment. For example, I have five dollars and am going to buy a shirt.

S's write.

T: *sales associate*

S's: *sales associate*

T: a sales associate is someone who is connected or works for a business or organization and attempts to sell things to you. For example, the sales associate helped me find this shirt.

S's write.

T will continue to do this with most of the vocabulary, but not all.

[Rationale Activity 1]

Harmer tells us that a speaker's knowledge of a word also includes an understanding of how the shape of that word can be altered so that its grammatical meaning can be changed. (Harmer, 2007, p.61) Meaning the knowing the meaning of the definition, is essential because it leads the students to the next level. It also gives the student basic knowledge of simple vocabulary for them to start with their language learning that will eventually lead them to using the words in a sentence.

4.2. Activity # 2: Discussion (15 minutes)

Materials: S's will use the same vocabulary list as in activity 1, S's will need a pencil and a partner to talk with, and the T will need to provide students with a KWL paper.

Part 1- T will ask S's a series of questions:

Does any of the this vocabulary look familiar to you?

Where have you heard it before?

When and where would you use these words?

T will select a few S's to answer

Part 2- T will distribute KWL papers to Ss and have them write about the vocabulary: *What they know, what they want to know—restricted to if they have I heard it before, what context they heard it before, and if they just don't know it at all, and later, what they learned*

Part 3- T will ask the S's to discuss the following with a partner:

What have you bought either recently or in the past?

What stores did you go to? And, what was the procedure for buying what you bought?

If you can, use the new vocabulary.

S's discuss their shopping experiences with a partner. During this time, the T will walk around and listen to conversations to 1.) show interest in the S's experiences, and 2.) make herself/himself available for any help with vocabulary, grammar, context, etc. The T will/can give feedback to S's if needed.

[Rationale Activity 2]

This activity is designed for students to first, analyze the set of vocabulary in the context given to them which, in turn, makes them think critically about the way they've used the vocabulary. Second, students will create their own mini-outcomes and later, reflect if they met those goals, either at the end of the class time or the end of the chapter. This will help the teacher figure out what areas he/she should spend more time focusing on. Third, students will dwell on their past experiences at a store and share with their partner. Ultimately, this activity implements speaking opportunities which, according to Harmer (124-129), provides practice and will allow students to interact with one another to execute learning (Long, 451-452; class power point).

4.3. Activity #3: Reading & Writing (15 minutes)

Materials: T will need a semi-blank comic strip to display via power point, projector, photos taped on blackboard, etc, strips describing the scenarios; Option#2 – print out comic strip and distribute to class (in groups or pair)

Part 1- T distributes a comic strip with empty call-outs or dialogue balloons

S's must fill in the blank(s) working with a group of 3 or 4, with dialogues (sentences) using the set of words from the vocabulary list presented in Activity #1

Part 2- T will then distribute strips of paper with explanations of three different scenarios for students to work with.

S's are to create dialogues between:

- a) A Customer and store clerk/sales associate (trying to decide on a gift to purchase)
- b) A customer and another customer (standing in line, meeting in the aisle, at the front entrance, etc.)
- c) A customer and cashier (checking out)

S's will choose one of the three and complete the task.

[Rationale Activity 3]

Harmer advises that writing is an enabling activity (Harmer 112). By having the students write out sentences using the listed vocabularies, the teacher can determine the level for students to concentrate on the vocabulary. This, in turn, will challenge the students to better understand the meaning and connotation of the words in a given context (situations in which the words can be used) (Harmer 207). Overall, this activity (writing) is used as an aide memoir or practice tool to help the student(s) practice and work with language they have been studying (Harmer 112).

4.4. Activity #4: Role-play (25 minutes)

Materials:

T distributes paper strips to each pair.

T explains to the class that Ss will pair up with a partner, and T will tell them that S's will need their vocabulary list, paper and pencil.

T explains that with their partners they will be given strips of paper with different scenarios.

T: Now, what I want you to do with these strips of paper is with your partner create a dialogue for each scenarios. I want you to pretend that you're at a store, and that this is a real life situation. Write down what you would say. And try to use as much as the vocabulary as you can.

T: So for scenario 1, this is what you would hear.

Sales associate (SA): Hello. Can I help you find something?

Customer (C): Yes actually. I am looking for a shirt. Do you know where I can find that?

SA: Why yes I do. Follow me this way. It's in the clothing section.

While they are walking:

SA: Is there any particular kind or color you are looking for?

C: Oh no. Not at the moment. I just need to buy one today.

SA: Here we are. Would you like to put it on in the dressing room?

C: No thank you. Where is the cash register?

SA: Over by the shoes.

C: Thank you.

SA: You're welcome.

Later, S's will perform their dialogues in front of the class as the T observes and grades them on use of the vocabulary, context of the vocabulary in the sentence structure, and fluency.

[Rationale Activity 4]

In this activity, students will be required to practice their English by having a chance to talk with their partners. By making a dialogue, students can try to put down information of situations that may one day happen to them when they are shopping. By doing this the students can also try to expand their knowledge using new vocabularies and other words they've learned.

5. ASSESSMENT

The overall assessment of the lesson will follow the conclusion of all activities. A formative evaluation (Dassier, and Powell 91-110) will be used to assess the effectiveness of the lesson, based on student performances and skills. An after action review will be conducted: teacher will explain what was supposed to occur (expected outcomes established by facilitators), then explain what did occur (actual results of the activities), and finally, teacher will facilitate a discussion of the results between the teacher and students. This way, the teacher will be privileged to have student's input and reflection on the lesson, gauging whether future adjustments need to be made (improvements) and what to sustain.

Works cited:

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 3rd ed. White Plains, NY: Longman, 2007. 164-78. Print.

Harmer, Jeremy. *How to teach English*. new edition. England: Pearson Education Limited, 2007.

Dassier, Jean-Louis P., and William Powell. "Formative Foreign Language Program Evaluation: Dare to Find Out How Good You Really Are." (2001): 91-110. Web. 23 Nov 2010.

Appendix A

Activity #1 Vocabulary list:

New Chapter Vocabulary List

Verbs:

to buy
to ask
to recommend
to put on

Items:

shirt/s
pants
skirt/s
shorts
shoe/s
necklace/s
earring/s
doll/s
game board
video game/s

Places/stores:

department store
shoe store
dressing room
sales associate
customer
cash register

Activity #3 Strips:

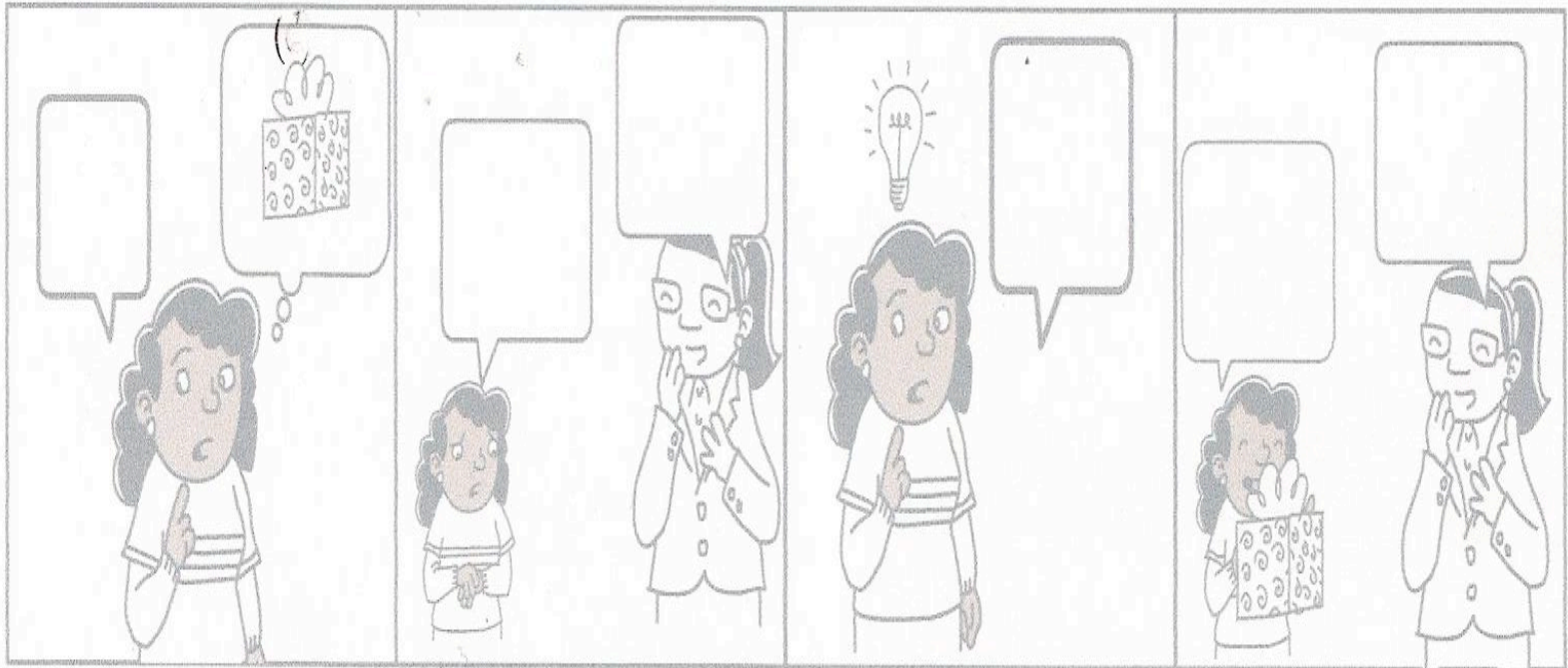
Choose one of the three situations to create a dialogue for your comic strip, using words from the vocabulary list presented in activity #1. You are not limited to just one sentence per call out. Furthermore, you are encouraged to use as much of the vocabulary from list as possible, given that they are relevant in function and can altogether express a complete thought.

- a) A Customer and store clerk/floor attendant (trying to decide on a gift to purchase)

- b) A customer and another customer (standing in line, meeting in the aisle, at the front entrance, etc.)
- c) A customer and cashier (checking out)

Shopping for a Friend

SLS 303



Activity #4- 3 Different Scenarios:

Scenario #1: Purchasing an item

With your partner, one person will pretend to be the customer and another person pretends to be the sales associate. The customer wants to purchase an item, and the sales associate will help the customer. Your task is to write a dialogue for this situation and role-play it out, using the vocabulary you've learned in class.

Scenario #2: Asking a fellow shopper for ideas

With your partner, both of you will pretend to be shopping in a store. One of you wants to buy something, but you don't know what to get, and you want to ask another fellow shopper for some

tips. Your task is to write a dialogue for this situation and role-play it out, using the vocabulary you've learned in class.

Scenario #3: Ready for checkout.

With your partner, one will pretend to be a customer, and the other a sales associate. The customer already decided to purchase an item. Your task is to write a dialogue for this situation and role-play it out, using the vocabulary you've learned in class.