

PHASE 2 LESSON PLAN

A. Students and Setting

Students:

Grade 6 (Ages 11-12); EFL Beginning Level; All students speak Thai as L1. Some students travel over an hour (by minivan) to be here.

Setting:

This is a large private Catholic school on the northern edge of the city (Surat Thani, Thailand). There are 60 students in each class. Students sit at wooden desks in straight rows from the front to the back of every classroom... twelve students across & five rows. There is one space for walking and movement between two sides of 32 to 34 students and two smaller spaces on the left and right sides of the class. This class meets for one hour, once per week. The school does not have an English program, so students receive little input and engagement in English language relative to their full study program. Students do not receive scores for performance. Final marks of complete or incomplete are given according to their attendance.

B. Lesson Background:

This is the third week of term 2. Students are familiar with the general procedures, patterns, group work and class arrangement due to their engagement with the presentation of material (dialogues, texts, activities and games) last term in their respective contexts (technology, transportation, music and television). This term, administration has requested the use of authentic, academic language in the classroom. Students have studied in the context of science and an emergency communication framework about natural disasters involving dialogues for speaking and TPR activities used to integrate real-life listening skills. Students will continue their studies on natural disasters and the domestic history thereof by taking part in intensive reading activities. These activities will include jigsaw activities pertaining to a text about past natural disasters that have happened in Thailand. Students will be assigned to groups of six (new groups assigned monthly), inclusive of six specific roles for each member to participate in these reading activities. Larger classroom participation will involve students in the use of a rubric for providing in-class scores to each group. Individual roles will be: facilitator/runner who will oversee the group's activities and behavior, as well as document any pertinent behavioral issues, attend to the group's need for supplies outside the group setting, and assist in writing an introduction to the group to be spoken aloud by another speaker. The facilitator will also work closely with the group artist/introductory speaker while she/he observes the group, draws and finds pictures and props about the main idea of the group's particular segment of the story and acts as introductory speaker for their group. Two speakers will act out a dialogue about what they learned and documented through the reading by listening and taking notes during the teacher's modeling of that dialogue, and subsequently practicing it together. Two will read a summary of the text provided by the teacher that includes information about the main idea and other factors considered (types of natural disasters, dates and places of occurrence). This is intended to be a building block for next week's continuation of the same topic at the beginning of class before the chronology of events from the story is elicited to a timeline as a lead into the next lesson on traveling and geography.

C. Learning Objectives/Expected Results:

Because students have studied using an emergency communication framework and vocabulary with regard to natural disasters, students will now have an opportunity (with the use of the text on natural disasters) to build on that knowledge by considering more detail about the history of natural disasters in their own country. Students' output will involve integrating reading, writing and speaking about what they've learned about the history of natural disasters in Thailand, as well as listening and speaking on the part of the observer. Emotional engagement will be another important factor in this lesson, as some of the imagery and storyline may hit close to home (e.g. the 2004 Boxing Day Tsunami in Southern Thailand). The combination of emergency communication, practice and knowledge about the circumstances in context is intended to reinforce deeper knowledge of the practical use of language to serve a real-life purpose. Non-linguistic skills include the development of critical thinking, leadership (in groups) and responsibility (of all group members).



D. Materials and Sources:

My laptop computer w/ PowerPoint files, a microphone and PA system, rubric document, flashcards, a self-authored text detailing natural disasters that have happened in Thailand, copies of the four surveys, a handout outlining summary points, whiteboard markers and confidence! The PowerPoint presentation and supplemental flash cards (to model vocabulary variations in the dialogue) will be reviewed by students to re-set the context, and stay engaged with the target language. Ten parts of the text (numbered one to ten...correlating with group numbers) will be assigned to each group for reference and engagement during reading activities. A hand-out with summary points will be used so two students in each assigned group may detail their group's segment of the story. A chart (kept in each classroom) displaying monthly efforts of groups will be displayed (with their collective scores taken from each class survey). The rubric will be displayed on the projection screen between presentations in order to provide references to students who will use them for providing marks to individual students, as well as full groups. Four different surveys will be used by students to provide scores to their fellow students who share the same roles in their respective groups. Those scores will be used in class by the teacher to inform students of their individual progress.

To review:

Last Weeks Dialogue:

A: Look. What is that?
B: Oh no! It's a tsunami!
A: We should run for cover!
B: but... Where should we go?
A: ...to the top of that hill!
B: Okay. Let's go now!

Last Week's TPR:

1. "Oh no!" - **hands to the face**
- 2 "Run for cover!" – **running motion in opposite direction**
3. "Be careful." - **arms extended slightly w/ palms down, gently motioning hands downward**
4. "Brace yourself!" - **both feet apart and on the floor, elbows bent, arms extended, palms down**

Last week's vocabulary

terms (from flashcards): tsunami
flooding
typhoon
earthquake
volcano
landslide

This week's vocabulary

terms (from the text): experienced
erupting
continue
daily
routines

This week's summary dialogue: A: What did you learn about natural disasters?
B: I learned _____.

Sources

Reviewed Clip art included in PPT from: http://www.servimg.com/image_preview.php?i=43&u=13119950
& http://classroomclipart.com/clipart-view/Clipart/Weather/flash_flood_rescue_jpg.htm

Ideas from the books: *Smooth Moves 2nd Edition* (2009). Dave Hopkins. TEFL International.

Practical English Language Teaching (2003). David Nunan. McGraw Hill Education (Asia).

cont. on next page....



Names _____ **Group number** _____ **Date** _____

Class Number ___/___

Reading Summary: "Natural Disasters"

What type of natural disaster was it? _____

When did it happen? _____

Where did it happen? _____

Main Idea : _____



E. Procedures / Timing:

Teacher does . . .	Students do/say . . .	Approximate Time
G greets the students, connects VGA to projector & displays PPT with image of tsunami on screen and immediately proceeds to model (teacher to teacher) last week's dialogue (listed above) on communicating during a tsunami (three times).	G greets teacher upon entrance, and proceeds by observing the teacher's modeling of the warmer dialogue.	3 min
M motions for students to raise hands to respond in line two of the dialogue for teacher to student modeling.	V volunteers by raising hand, speaking in line two and/or continues observing input modeled by the teacher and other students.	3 min
M motions for students to continue dialogue practice through student to teacher modeling beginning in line one three times.	S students volunteer by raising hands and speaking in line one. Other students will continue observing the input.	3 min
M motions two volunteer students to begin practicing the dialogue together (student to student) to model the routine for vocabulary expansion.	T two volunteers will practice the dialogue (student to student) to model the routine for the rest of the class to engage in the vocabulary expansion scenario.	2 min
D draws a class seating arrangement on the board using the letter X for each assigned seat, then draws a circle around every other row of three students' spaces on each side of the room (from the front to the back of the chart, then from the back to the front of the chart) and asks students in every other row to turn their chairs around to face the three students behind them to form groups of six	S students will observe the seating chart and organize into groups according to the instructions outlined on the chart.	3 min



students.		
Erases seating chart, shuts off PPT and projector, then models the first two lines of the dialogue with a volunteer student (teacher to student) by holding a different flashcard (a typhoon) for vocabulary expansion, motions that student to begin working with that flashcard in her/his group, and provides the remaining flashcards to the remaining groups.	Students observe the model of instruction for vocabulary expansion and proceed by practicing the first two lines of the dialogue with the new flashcard, trading flashcards with other groups when finished practicing with one.	5 min
Motions for first students finished from each group to come to teacher's desk for reading instructions, assigns them roles of facilitators, provides a passage from the text "Natural Disasters" correlating with their group number, as well as a summary handout.	Continues practicing vocabulary expansion in groups. Finished students from each group will receive materials and be assigned facilitators for their groups.	*During dialogue practice*
Motions for facilitators to gather around the board and observe modeling examples of jigsaw reading activities (a summary of the text, spoken summary dialogue, introductory speech and art collection), and asks facilitators to organize group roles with their group members.	Facilitators observe teacher's modeling of jigsaw reading examples for role organization in their own groups. *summary dialogue listed above	*During dialogue practice*
Gives facilitators two minutes to organize groups, writes group roles on the board, then asks all students to raise their hands as each role is announced.	Works with facilitators to organize within groups and raises hands when their roles are called out by the teacher.	3 min
Asks students to begin working by reading the summary and the example of the summary	Students begin reading the summary and example of the teacher's dialogue example on the	10 min



dialogue on the board before proceeding with the reading and other jigsaw activities.	board before proceeding with the summary activities detailed in the handout, the collection of pictures, drawings and other jigsaw activities, working with their facilitators to finish their projects.	
Walks around class twice to observe student progress, provides all students surveys for providing scores to members of other groups, then asks groups to raise their hands when finished.	Continues jigsaw reading activities and raises hands when finished.	*during reading activities*
Wraps up reading practice by asking all students to put their materials down on their desks, erases board, turns projector back on, opens file containing class rubric (which has been seen in previous classes) and asks students to raise their surveys at eye-level to let teacher know they're ready to present and participate in assessing fellow students.	Wrap up their work in groups by putting materials down on their desks and raising surveys (for grading students who share their group roles during presentations) to let the teacher know they're ready to present and assess.	2 min
Motions students to lower surveys to begin assessing group one, and asks group one to begin presenting, beginning with the introductory speech given by the artist, asking students to follow the facilitators lead for the rest of the procedure.	Assesses group one as they present their summary, beginning with the introductory speech given by the artist who displays drawings/pictures gathered before two members of the group act out the summary dialogue and the last group then finishes by reading the first and second parts of the written summary aloud.	3 min
Opens rubric file and asks for a raise of hands while pointing to each number to mark group one's collective score on the group chart stationed in class,	Raises hands to give their peers in group one a collective score, gives round of applause for group one, then in groups two through seven, presents their activities similarly	15 min



then joins students in round of applause for group one before motioning groups two through seven to imply that they should carry out the same procedures.	while peers assess their work.	
Turns off projector, unplugs computer, erases board, and informs groups eight through ten that they will begin class next week by presenting their work, then asks facilitators to collect surveys from their groups.	Students give their surveys to their group facilitator who provides them to the teacher	2 min
Assigns teams one and two (written on whiteboard) to all students sitting on each side of the room and asks students in the third row to stand for “Teacher Says”, a TPR game to end the class on a high note. *points will be given to teams whose rows of students both make the correct movements and avoid making movements when “The teacher didn’t say ____!” (all TPR phrases included in materials section)*	Assists their team rows in performing the correct TPR movements when the “teacher says ____!”	5 min
Announces winning team and asks students to remember their work for next week before bidding farewell to the class.	Applaud winning team and say goodbye to the teacher.	1 min



F. Alternative Assessment:

Performance assessment and peer feedback are prevalent throughout the presentation process in this lesson, so they may be seen as best suited to this particular scenario. This mostly took on the cooperative forms of assessing oral presentations. The surveys may be used to begin creating student portfolios in the immediate future. Group facilitators also took part in observation, which helped to keep students on task and productive within their groups.

I intend to find out whether these students who meet once per week can work best in collective, group settings through scaffolding with carefully limited teacher input. I would also like to assess linguistic strengths and weaknesses among individual students, so I may better organize heterogeneous group activities in the future. That way, students have a better chance at working toward acquisition of the target language. Students' linguistic competence is displayed in the syntactic, semantic and discourse observations of the texts, which would be seen as evidence in the written summaries and spoken dialogues. Phonetic, phonological and morphological realizations may be learned and/or acquired through conscious or subconscious processing of comprehensible input heard in the teacher's modeling of the language in each different activity.

G. Classroom Management:

Pedagogical planning found here included the utility of a holistic pattern of classroom management: the construction of lesson materials, students' expected engagement with stated materials and choices provided to promote responsibility in working with peers. The assignment of group roles is a culturally appropriate technique that tends to ensure that the gears are turning and a harmonious environment ensures maximum productivity while keeping stress levels at a minimum. That includes logistics for the delivery of their written work. Students have become very familiar with the learning system that has involved the general structure of group work, the procedures for movement into groups (made understandable with the seating chart), as well as the expected work that is modeled and demonstrated by the teacher rather than explained or incomprehensibly lectured. As seen in the outline above, the teacher observes group while walking around the room from group to group in order to reinforce students' understanding of the procedures, while anticipating any behavioral issues carried out by individuals that are outside of the responsibilities of group facilitators and other members. Any issues as such would be addressed either after class has ended, or (in the case of language barriers... or in a worst case scenario) the student would report to his/her homeroom teacher to address, report or clarify his/her actions. Lastly, the movement found in TPR is an application of research into this particular age group's (pre-teen/adolescent) psychological needs in the classroom. Thus, along with the interaction found in their groups, is intended to support the socio-emotional growth of people their age, which helps to legitimize the course and make its validity known to students.

H. Reflection – Phase 2:

In this phase of the lesson plan, I tried to more clearly articulate the anticipations in lesson outcomes and individual learner differences in a way that make sense within Thai society. Not only did I try to provide more nuance in the reasons stated, but the activities are also detailed in a way that better represent individual learner differences.

Integrated skills and alternative assessment were mostly integrated through the cooperative and collaborative processes of group work in these classes. Scaffolding took place as students assisted each other, and sometimes corrected each other during productive activities. This involved group processing (and observations of students at work by the facilitator) in order to come up with something to write, and subsequently read during the presentations. Of course, the artist also had to work with the facilitator to write the introduction to read aloud before drawing pictures or coming up with other artistic expressions derived from the text. The two remaining speakers also used the integration of reading and speaking (and sometimes writing if taking notes). The entire class would be involved in the assessments during the final stages of production in this lesson. These roles were assigned to take individual learner differences and the self-management of the group into account. My role as a teacher in the production phase gradually changed to facilitator to reinforce general procedures pertaining to the management of the classroom, just as the students took on a change of roles from observers of input to collaborators.



