A Task-based Language Teaching Approach
to Raising Awareness about Climate Change

by

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1. Introduction

The following graduating portfolio introduces a unit plan on the topic of *Climate Change* designed for grade 5 elementary school students. According to Ministry Of Education of South Korea (2016), these students need opportunities to develop their communicative competence which is the ability to use the language. In order to accomplish communicative competence, I have implemented Task Based Language Teaching (TBLT) as a teaching approach in my unit plan. In general, TBLT focuses primarily on meaning and on the best way to express meaning linguistically through tasks and using language in a communicative way. The TBLT approach reflects the interactive approach to learning a second language and satisfies the requirements of a classroom focused on communicative competence.

The TBLT framework I have chosen is offered by Willis (1996), which also incorporates focus on form. Lessons in this contain three components: pre-task, task-cycle and language focus. The pre-task functions as a warming-up exercise before carrying out tasks in the task-cycle. The task-cycle is obligatory in TBLT lessons because it engages learners in a primary focus on meaning, which the interaction approach argues leads to the acquisition. Although TBLT is a communicative approach that is primarily focused on meaning, the Willis (1996) framework implemented in the unit plan does not ignore focus on form. The last phase is the language focus, in which learners face the target language in implicit activities.

Overall, the portfolio is designed to help students develop their communicative competence, which consists of four components: linguistic, sociolinguistic, strategic, and discourse competencies (Canale, 1983). To develop communicative competence, interaction is crucial. It provides English learners with access to comprehensible input that is necessary
for acquisition (Lightbown & Spada, 2013), and encourages free communication and draws learners’ attention to language itself when the communication breaks down.

It is my hope that the portfolio components accomplish this goal of communicative competence, and also accurately represent the knowledge, skills, and attitudes that I have developed during my time in the Graduate School of TESOL.
2. Literature Review

2.1 Theoretical Background

The goal of all language learning should emphasize authentic and meaningful communication because the purpose of communication is to interact with people. According to Gass and Mackey (2012), in the 1970s, researchers started becoming interested in the types of discourse patterns produced during a conversation between native speakers and language learner. In particular, they studied discourses among native speakers and the way that native speakers modified their speech in order to make their words comprehensible for learners. One way of viewing communication is through the concept of communicative competence. The concept of communicative competence was first introduced by Hymes (1966) and has been discussed and refined since by many authors. It began developing in the early 1970s, after Chomsky (1965) emphasized the importance of linguistic competence. According to Chomsky (1965), linguistic theory is thinking about “an ideal listener or speaker” (p. 3) who isn’t influenced by interferences such as memory loss, distractions, and other random limitations and might produce a perfect grammar. He refers to the idealized capacity for language production as speaker’s competence and the actual language produced the speaker’s performance. In his words, performance seldom realizes the idealized possibilities of which a speaker is capable. Hymes (1972) argues that Chomsky’s concept can not serve as a relevant component in real-life communication. He also suggests that Chomsky’s theory does not account for socio-cultural factors that affect performance. Hymes’ original concept was that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language. Learners also need to know how language is used by members of a speech community to accomplish their purpose. Canale and Swain (1980) describe this theoretical framework within three main components: grammatical,
sociolinguistic and strategic competence. Grammatical competence is concerned with “mastery of the linguistic code which includes vocabulary knowledge as well as knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology” (Bagarić & Djigunović, 2007, p. 97). Thus, grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication so that the speakers are able to understand and express knowledge of the accurate meaning of the discourse. Sociolinguistic competence describes an ability to produce and understand appropriate discourse in a given context. Learners can be aware of social rules of language such as formality, politeness, and directness and of nonverbal behaviors, and cultural references such as idioms, expressions, and background knowledge. Strategic competence is “made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence” (Canale & Swain, 1980, p. 30). In other words, it consists of knowledge of verbal and non-verbal communication strategies helpful to compensate for a lack of linguistic knowledge. Because of this competence, it is possible for learners to overcome language difficulties, achieve conversational fluency, and modify text for audience and purpose. Canale (1983) has added one more component, which is discourse competence. It refers to an individual’s ability to combine grammatical forms and meanings to create a unified text in different genres. It is the knowledge of rules governing cohesion, which is related with how the literal meaning of a text is interpreted, and coherence, which is about the connection of ideas including developing and supporting argument and organizing and clarifying ideas. This competence enables learners to understand how ideas are connected through patterns of organization and cohesive and transitional devices.
One way to develop communicative competence is through interaction, and the importance of interaction underlines the interactionist approach. The interaction hypothesis states that interaction facilitates language acquisition “because conversational and linguistic modifications that occur in discourse provide learners with necessary comprehensible linguistic input” (Muho & Kurani, 2014, p. 47). Loewen (2015) also states that the interaction hypothesis claims that when learners are involved in meaningful interaction, they will have a chance to “negotiate for meaning” (p. 39). Ellis (2003) notes the interaction hypothesis was first introduced by Long (1996), who suggests that interaction and negotiation is necessary for the creation of comprehensible input and language acquisition. According to Gass and Mackey (2012), interaction approach researchers argue that modifications like repetition has the effect of making the input more comprehensible to second language learners, which leads to acquisition. The interaction approach consists of three constructs input, negotiation for meaning, and output.

This focus on input appeared in another theoretical construct that reflects the development of the integrationist approach, Krashen’s input hypothesis. According to this hypothesis, in language learning, input is the language data that the learners are exposure to, so input is essential for L2 acquisition. Krashen (1985) believes that there is only one way for humans to acquire language, which is by receiving and understanding messages, which are comprehensible. In Krashen’s view, learners comprehend language input that is slightly more advanced than their current level which he labelled $i+1$. If a learner is at a stage $i$, then the next stage is language acquisition, $+1$. He believes comprehensible input is the only way a learner can acquire a second language, even if there are some misunderstandings of grammar, people become able to understand language with the help of context, extra-linguistic information, and knowledge they have previously acquired. He emphasizes that the best way
to teach speaking is to provide comprehensible input and that people usually start to speak, when the acquirer feels ready. In this way, a speaker modifies his or her speech in order to promote understanding.

From the late 1970s, researchers began to attach importance to interaction. The interaction hypothesis states that as learners are involved in meaningful interaction, they will have more opportunities to negotiate for meaning. Hence, if communication breakdowns occur due to linguistic difficulties, learners will try to solve the linguistic problems by themselves as it leads to facilitating the L2 acquisition (Loewen, 2015). Long (1991) argues that only giving input to learners is not sufficient and emphasizes the importance of interaction during communication. Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other. According to Long, comprehensible input gained through interactional adjustments such as negotiating meaning and modifying output is central to second language acquisition. Loewen (2015) states that if learners are involved in meaningful interaction, “they will have opportunities to negotiate for meaning” (p. 39). Through negotiation, learners will realize the communication breakdowns by themselves and try to solve them by paying attention to the linguistic trouble sources. The negotiation for meaning brings learners’ attention to linguistic structures that are difficult for them to understand and it facilitates acquisition. Allwright (1984) suggests that learners who try to negotiate the input more gain more vocabulary knowledge and maintain that knowledge for a long time. Learners apply a set of clues such as confirmation check, comprehension check, clarification request and also responses including repetition, simplication, and elaboration (Foster, 1998; Long, 1983). Loewen (2015) states that “these types of negotiating for meaning can potentially help learners notice gaps between their own linguistic errors that result in communication breakdowns and the target-like forms that convey learners’ intended
meanings” (p. 42). Therefore, input becomes comprehensible through interaction and negotiated meaning. Schmidt (1990) argues that noticing is necessary for input to be intake. He found Noticing Hypothesis from his learning experiences while learning Portuguese, and quickly realized that he easily knew certain linguistic forms by only noticing them.

Furthermore, Swain (1993) argues that while comprehensible input was necessary for L2 acquisition to occur, it is insufficient. Based on her work with French immersion students in Canada, she observed that if learners do not have regular opportunities to produce output, their comprehensible skills would develop faster than productive skills of speaking and writing. Swain (1995) suggests three functions of output. The first one is noticing/triggering role of output, which is referred to as its consciousness-raising function. She believes that when learners produce language, they will face a linguistic problem which triggers them start to thinking about and notice how much they already know so that it causes noticing. According to her, noticing triggers cognitive processes of language development, so that learners learn new linguistic knowledge and develop their existing knowledge. The second function of output is that of a hypothesis testing role. By uttering something, the learner makes errors also called hypothesis and they want to test that hypothesis and receive feedback from an interlocutor. This feedback enables reprocessing of the hypothesis if necessary. Holliday, Lewis, and Pica (as cited in Swain, 1995) found that learners use clarification requests or confirmation checks to modify their output. The final function is conscious or metalinguistic reflection which is referred to as its reflective role. Swain calls the learner’s output his or her hypothesis about target-like use of the second language, and learners test the hypothesis when they participate in conversation by negotiating form. Students produce the output that is the best guess they can say or write at their level of language proficiency. “Learners negotiate meaning, but the content of that negotiation is
language form, and its relation to the meaning they are trying to express; they produce language and then reflect upon it” (p. 133). Therefore, output forces learners to move from semantic processing involved in comprehension to syntactic processing needed for target-like production. To sum up, Zhang (2009) frames the role of the three functions as constructs of input, negotiation, and output, which has gradually been recognized as crucial in second language learning acquisition.

At the same time, Long and Robinson (1998) note that a strict focus on meaning is insufficient for acquisition for the following reasons: (a) no need to guide curriculum content and delivery, (b) lack of opportunities, motivation, and ability for older children and adults, (c) students’ productive skills remain far from native-like, particularly with respect to grammaticality, (d) grammar errors without recognition, (e) focusing on meaning is inefficient (Long, 2000). Accordingly, Long (1991) introduces “focus on form” as a way to integrate “focus on forms” and “focus on meaning”, and suggests that one way to encourage accuracy is through the concept of focus on form. The combination of focus on meaning and focus on form is called meaning-focused instruction (MFI), represented in Figure 1 below.

![Meaning-focused Instruction Diagram](image)

*Figure 1. Adapted from Introduction to instructed second language acquisition (p. 58), by Loewen, S, 2015, New York: Routledge. Copyright [2015] by Shawn Loewen.*

Loewen (2001) defines meaning-focused instruction (MFI) as instruction that is “based on the premise that the L2 should be treated as a tool for communication and not as an object of study in itself and that there should be an overall emphasis on the communication of
meaning on L2 classes” (p. 538). Also, instructors should emphasize the importance of communication on class. At the same time, supporters of MFI (Ellis, 2003; Skehan, 1998; Willis & Willis, 2007), who also promote task-based language teaching, argue that learning linguistic structures in addition to focusing primarily on meaning can be helpful for learners to expand their interlanguage systems. For this reason, various types of MFI such as task-based language teaching encourage at least some attention to linguistic form.

Focus on form, proposed by Long (2000), refers to activities capturing learners’ attention to linguistic elements such as grammatical structures and pragmatic patterns, while maintaining meaningful communication. The primary objective is to activate noticing, presented by Schmidt (1993), which refers to “registering forms in the input so as to store them in memory without necessarily understanding their meaning or function” (Long, 2000, p. 187). Therefore the goal of focus on form is to combine attention to meaning and form.

According to Loewen (2015), L2 learning related with meaning-focused instruction is a fundamental consideration in classroom interaction, leading negotiation for meaning when there are breakdowns during communication. On the other hand, meaning-focused interaction may not solely be enough for learners to develop communicative competence due to the limitations of interaction as noted above by Long (2000). Loewen (2015) agrees that interaction alone does not necessarily lead to more accurate production.

According to Housen and Pierrard (as cited in Loewen, 2011), instructed second language acquisition focuses on, “any systematic attempt to enable or facilitate language learning by manipulating the mechanisms of learning and/or the conditions under which these occur” (p. 538). In addition, Ellis (1990) and Long (1988) mention that appropriately focused attention to language items can make a very positive contribution to learning. Therefore, classroom instruction must ensure that it provides students opportunities to interact and
negotiate communication breakdown. Therefore, the conditions that need to be met for language acquisition to occur, according to the interactionist approach, are input, negotiation, and output.

Overall, based on the definition of communicative competence, the primary goal of language learning is to communicate effectively. The interactionist approach posits the importance of three key aspects for effective language learning to occur: (a) input, (b) output and (c) interaction. To achieve communicative competence, learners should possess not only knowledge about language but also the ability to activate that knowledge in communication. To interact in this way, students need both input and output in appropriate amounts. In communicative contexts focus on meaning primarily; however, focusing on meaning alone may not guarantee that learners acquire linguistic structures. Therefore, some explicit attentions to language structures require crucial consideration. Form-focused instruction achieves this aim by giving brief attention to basic linguistic structure in primarily meaning-focused interaction and by allowing learners to engage with the language to do things and experience language through using it while at the same time ensuring that they pay some attention to its formal aspects.

2.2 Teaching Approaches and Methods

The teaching method used in this portfolio is task-based language teaching (TBLT). TBLT is one kind of meaning-focused instruction (MFI) that reflects the interactive hypothesis and satisfies the requirements of a classroom focused on communicative competence. Before discussing TBLT, it is important to clearly define what a task is because
different research gives different definitions (Ellis, 2003; Skehan, 1998; Willis & Willis, 2007). However, something they all have in common is that: (1) meaning is primary, (2) learners should be given the opportunity to use the language, and (3) learners are expected to use their own linguistic resources.

In this portfolio, I have adopted Ellis’ (2006) definition has been adopted. He provides a basis for distinguishing a task from an exercise by defining three key characteristics of a task: (a) the primary focus is on message, (b) learners need to use their own linguistic and non-linguistic resources, (c) there is an outcome other than the display of language. Tasks can involve listening, speaking, reading or writing or any integration of these skills. Van den Branden (2010) notes “tasks invite the learner to act primarily as a language user and not as a language learner” (pp. 8-9). He also mentions that classroom tasks should promote meaningful interaction and provide the learners with abundant opportunity so as to process meaningful input and produce meaningful output in order to reach relevant and obtainable goals.

Prabhu (1987), one of the first methodologists to implement the idea of TBLT, first proposed a model of three stages which consists of pre-task (preparatory), task (meaning-focused, interactive process), and post-task (discussion – attending to form). After Prabhu, Willis (1996) designed the following three stages: preparation for the task (pre-task), the task itself (task-cycle), and follow-up or language focus (post-task) as illustrated in Figure 2.
First, in the pre-task phase, teachers introduce the topic and task, and prepare students to perform the task, which is designed to promote acquisition. Dornyei (as cited in Ellis, 2006, p. 81) “emphasizes the importance of presenting a task in a way that motivates learners”. The pre-task phase can be seen as a warming up for the task cycle sequence and this phase is important because it gives learners the chance to get interested in the topic and to understand the necessity of the pre-task in terms of the upcoming task cycle (Willis, 1996). During pre-task phase, Ellis (2006) suggests that a variety of non-task preparation activities that teachers can choose from to activate learners’ schemata or promote their background knowledge such as brainstorming. Developing an understanding of the topic in the beginning (as a first step) will promote output and the development of fluency in late stage. For instance, the students are asked to write KWL chart (what I Know, what I Want to know, and what I Learned) in lesson 1 and match the pictures with the proper words in lesson 2, 3, and 4.

Second, the task cycle is subdivided into three task stages: task stage, planning stage, and report stage. The task cycle is a vital task phase because learners start to use the target language to accomplish the task. The focus is on meaning during interaction. A key learning principle of the task-based approach is that learners will learn a language best if they are involved in activities that have interaction (Bachman, 1990). The planning stage is the central...
part of the task cycle. During this phase, learners work on a type of task in groups and plan their report. Students are encouraged to use subject matter and to manage it in order to complete a task. Lastly, there is the report stage, which is the natural conclusion of the task cycle. According to Willis (1996), the report stage is an essential part because it “acknowledge[s] that students are offering [their reports] as the best they can achieve at that moment, given the linguistic resources and time available” (p. 59). Students present their findings and compare their outcomes. “Throughout the task cycle, the emphasis is on students understanding and expressing meanings in order to achieve task outcomes and report their findings (Willis, 1996, p. 101). Grammatical errors should be ignored while students reporting. According to Willis (1996), what matters is the fact that students offer the best they can achieve at that moment and don’t get frustrated or even afraid of presenting their outcome. For instance, the students are given four statements and find out which statements are true or false with reasons to prepare for the report. After that, they read 100-word article or listen to 90-second mp3 to check their discussion.

The final phase in the framework, the language focus, provides an opportunity for linguistic items and for learners to acquire them with more focus on accuracy. In this phase, some of the specific features of the language are analyzed. This phase contain a practice stage in which the teacher conducts practice of the new patterns. Unlike the previous two steps, students take an advantage of instruction focused on language form. Learners think about grammatical features and language under the teacher’s supervision. Also, the teacher makes specific language features noticeable and memorable for the students (Willis & Willis, 1998). Ellis (2006) notes that “some methodologists recommend reserving attention to form to the post-task phases of the lesson” (p. 95). Long (1998) also emphasizes that part of instruction should be reserved for attention to grammar. Without this, the outcome is likely to be fluency
with a lack of accuracy due to errors. For instance, the students are engaged in the conscious-raising activity to recall the target linguistic feature.

If the goal of language instruction is communicative competence, as outlined in Section 2.1, then the best way to achieve it is through meaning-focused instruction, specifically TBLT. By applying ‘focus on form’ in input and ‘focus on meaning’ in output, the students have more competence during the communication compared with the traditional teaching approach. More students can produce more fluent and accurate English, because they are given ample opportunities to exchange their ideas and opinions with others. Hence, the purpose of utilizing also reflects the underlying principles inherent within this portfolio, which is communicative competence whose purpose is not to teach learners linguistic rules about language but to teach how to communicate using the language. Accordingly, TBLT is an effective way that students can achieve their goals of communicative competence.
3. Unit Plan

3.1 The Learners

My target students are between the ages of 11 and 12 years old. They are currently enrolled in grade 5 in a private elementary school. There are sixteen students in the class - 5 boys and 11 girls - and their proficiency level is between intermediate low and intermediate mid compared with the other students of the same age (see Table 1 below). Also, they can easily communicate with native speaker teachers and usually get high scores on the tests. Additionally, all students have had English classes with both Korean and native teachers since they were first graders.

I conducted a written survey (see Appendix A) with students to learn more about their language learning experience. Survey results show that most students started learning English when they were 6-7 years old. Some of the girls started at the age of 3 or 4. Even though most students started learning English forced by parents, as they grew, they learn English by themselves for language practice and also for new knowledge. Some students also mentioned that they “learn language because of fun and want to communicate with foreigners when travelling” (Student A). In addition, they do several things to improve their English such as go to academy, study with tutors, look for resources on the Internet, read a variety of workbooks, write journals and read English books. When they first started learning English, writing was the most difficult aspect for them to learn. I think this is because they were too young to write something in English. When it comes to improvement, ten students think that they need to improve their grammar. They reported that grammar books and academy teachers use a lot of terminology, which is difficult for them to understand. Student B mentioned that, “the teachers at the academy do not really explain what the exact meanings of terminology are” (Student B). Based on comments like theses and the students’
proficiency level, students appear to understand how to use language but not necessarily know how to describe it, of metalanguage used in Korean translation. Therefore, they understand the usages of grammar but they have a hard time to comprehend the exact meanings of the terms written in Korean translation. These terms interrupt learners’ comprehension. Based on the survey and my experience, the students are highly-motivated to learn English.

Richards and Rodgers (2011) state that there are three primary roles for students in TBLT. The first role is a group participant because students must be engaged in pairs or small group work throughout the lesson. The second role is to be a monitor. They mention that learners need to think about not only the message in task work but also “the form in which such messages typically come packed” (p. 235). The other is a risk-taker and innovator. A lot of tasks will ask learners to build and translate messages in task work by using linguistic resources and prior experience they have. Throughout the unit plan, there are a lot of tasks for students to do corporately and collaboratively in groups which is one of the principles in TBLT.
Table 1

*General level of English proficiency*

<table>
<thead>
<tr>
<th>Language Skill</th>
<th>Proficiency Level</th>
<th>Descriptions</th>
</tr>
</thead>
</table>
| Listening      | Intermediate Mid  | • Can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.  
• Can understand the main idea in conversations that I overhear. |
| Speaking       | Intermediate Low  | • Can talk about people, activities, events, and experiences.  
• Can present information on plans, instructions, and directions. |
| Reading        | Intermediate Mid  | • Can easily understand the main idea of texts related to everyday life, personal interests, and studies.  
• Can read simple written exchanges between other people. |
| Writing        | Intermediate Low  | • Can write briefly about most familiar topics.  
• Can prepare materials for a presentation. |

*Note.* ACTFL (2012) Progress Indicators for Language Learners

### 3.2 The Learning Environment

The English classes at school are always divided into eight classes by the proficiency level of the students. Students have classes with both Korean and native teachers three times a week each for a total of six hours per week. Each class is forty minutes in duration. The size of the classroom is a typical Korean classroom and is furnished with individual tables that are capable of pair, individual, and group work. It is organized into centers: a reading center with numerous books; English newspaper (Junior Herald); a writing center with a large white board with colored markers, and stationary supplies; and a multimedia center with one main computer and TV for teacher use. There are specific English textbooks. One is a Korean government textbook and the others are published by America publishing companies. Each lesson of the books integrates the four skills of listening, reading, speaking and writing. Additionally, the teacher is responsible for preparing all handouts and materials. There are a
variety of things included in the curriculum such as reading English newspaper twice a week, writing a journal twice a week, reading race, and book report to help enhance students’ level of English.

All parents have high expectations for English class. There are after school program for two hours a week ranged from the regular English classes using a textbook to debate classes. According to some parents, even though the tuition fee is high compared to the public school, they are satisfied with the curriculum because there is no need to spend money on private education. In addition, the students’ expectation about the class is that they want to learn language through a variety of activities. Whenever the teacher introduces the new activity, students actively participate in the activities and the teacher easily recognizes how much the students enjoy the lesson.

As the perspective of education has changed, the school reviews its English teachers to be a facilitator who support learning. When the teacher was an instructor or lecturer, the center of the learning was teachers and students needed to follow the instructions. But nowadays, the education reform is clearly focused on improving student learning. Finley (2000) explains that the academic standards states not only provide information on what students should learn, but also illustrates instructional approaches that have proven to be most successful in supporting their learning. These approaches are student-centered and reflect new views of learning and of teaching. In my lesson, the students can possibly handle most tasks by themselves so the teacher only provides the topic and some simple instruction.

According to Richards and Rodgers (2011), the role of the teacher in TBLT is categorized into three main roles: (a) selector and sequencer of tasks, (b) preparing learners for tasks, and (c) consciousness-raising. When a teacher becomes a selector or sequencer of tasks, he or she has an active role in selecting and designing tasks and then constructing these
tasks in keeping with learners’ needs, expectations, interests, and language skill levels. The second role is done during the pre-task when a teacher introduces a topic and task instructions. The third role is to examine the given text, guide exposure to tasks.

3.3 Unit Goals

3.3.1 Overview.

As there are a lot of signs of climate change happened internationally and locally, this would be an opportunity for students to be aware of causes and effects about the climate change that they might experience and some environmental problems causing climate change such as natural disasters and lack of water, which are the biggest environmental issues all over the world. Nowadays, we constantly view dramatic events related to climate change from the media and these signs might be relevant to our life closely. Hence, the aim of this unit is to raise awareness of the relationship between climate change and life. In addition, learners find the ways they can do for making climate change slow down, or possibly even reserve its effects.

My unit plan, Climate Change, intends to extend learners’ understanding to the close relationship between climate change and life. The students have learned about climate change during science and moral classes when they were in fourth grade, and they know the cause and effect of the climate change (Ministry of Education). My expectation is that students will be able to handle this topic easily because of their background knowledge, past experience, and topic familiarity. According to Engin and Seven (2005), the second language learners achieve different levels of understanding the content depending on how familiar they are with it. Therefore, I chose this topic because learners are somewhat familiar with it already. This unit on Climate Change is designed to provide opportunities for students to:
3.3.2 Content Goals.

- SWBAT develop an awareness of the impact that human have on the earth through an analysis of climate change.
- SWBAT establish a sense of responsibility and appreciation by focusing on overcoming danger caused by climate change.
- SWBAT develop positive attitudes towards constructive ideas and associated values that are transmitted in oral and written forms.

3.3.3 Language Goals.

- SWBAT use inferential language to construct a logical argument.
- SWBAT summarize a reading text by using the grammar, words, and chunks presented on the text.
- SWBAT have an opportunity to retrieve grammar and vocabulary previously met and the chance to use items in ways that are new (e.g., recall the forms needed to express meanings).
### 3.4 Learning Threads

#### 3.4.1 Overview

<table>
<thead>
<tr>
<th>Content</th>
<th>Language Components</th>
<th>Language Skills</th>
</tr>
</thead>
</table>
| **L1** 100-word article titled *How climate works.* | **Nouns:** atmosphere, interaction  
**Adjectives:** ordinary, certain  
**Adverbs:** rapidly | **Target** • Consciousness Raising  
• Adverb word order (They usually have different climates.)  
**Included** • Input Enhancement  
• Relative clauses |
| **R-** Verify T/F sentences about how climate works, and analyze the article  
**S-** Discuss T/F sentences about climate and report details of the discussion |
| **L2** 90-second MP3 titled *Why does climate matter?* | **Verbs:** submerge  
**Nouns:** heat wave, illness, threat  
**Adjectives:** severe, available, frequent | **Target** • Consciousness Raising  
• Comparatives (Higher temperature creates heat waves.)  
**Included** • Input Enhancement  
• Relative clauses |
| **L-** Predict why climate matters and verify T/F sentences by listening to an mp3  
**S-** Discuss T/F sentences about the matter of climate |
| **L3** 100-word article titled *Effect of climate change on people and the environment.* | **Verbs:** threaten, erode  
**Nouns:** heat wave  
**Adjectives:** severe, certain  
**Adverbs:** particularly | **Target** • Consciousness Raising  
• Relative clauses (People live in low-lying areas near the coast that could be flooded.)  
**Included** • Input Enhancement  
• Adverb word order, Relative clauses |
| **R-** Verify T/F sentences about effect of climate change on people and the environment, and analyze the article  
**S-** Discuss T/F sentences about the effects |
| **L4** 90-second MP3 titled *Be part of the solution!* | **Verbs:** manufacture, absorb  
**Nouns:** atmosphere, emission | **Target** • Consciousness Raising  
• Infinitives (Trees help to slow climate change.)  
**Included** • Input Enhancement  
• Adverb word order, Comparatives |
| **L-** Listen to 90 second MP3 about solutions  
**S-** Discuss T/F sentences about the solution |
3.4.2 Content.

The topic of the unit plan is about climate change, which is a crucial problem all over the world. Students are familiar with this topic in Korean because it is dealt with in their science, morals, and society subjects (Ministry of Education). Therefore, the students already have learned this topic in Korean and likely have enough background knowledge to deal with it in details in English. Slimani (1989) conducted research on the role of topicalization and how learners learned about a particular topic and showed that whatever is topicalized by the learners has a better chance of being learned and also learners were more engaged in learning from classmates. Engin and Seven (2005) also conducted a kind of quantity research about the effects of background knowledge, interest and topic familiarity on reading in 2002 and the interest do not affect reading. However, the topic familiarity and background knowledge are effective and crucial to understand the reading passage and the listening script.

In this EFL class, where most students do not have opportunities to practice and use English outside of the classroom, it is crucial for learners to be encouraged to use of language by providing meaningful tasks which help learners achieve communicative outcome when they are acknowledged to authentic and comprehensible input.

According to Richards (2001), when deciding course content, teachers need to think about the distribution of content “as planning the scope and sequence of the course” (p. 149). This unit plan follows a whole to part sequence which means “material at the beginning of a course may focus on the overall structure or organization of a topic before considering the individual components that make it up” (p. 151). In my unit plan, the lesson at the beginning focuses on the overall content of the topic before dealing with the particular elements. In detail, the sequence of the unit plan is: 1) the concept of climate and climate change, 2) the reasons why the climate matters, 3) effects on people and the environment, and 4) being part
of the solution. Through this lesson, learners get the main concept of the topic and try to relate the topic with their lives or themselves.

The content of the lesson plans is as follows:

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-word article titled</td>
<td>90-second MP3 titled</td>
<td>100-word article titled</td>
<td>90-second MP3 titled</td>
</tr>
<tr>
<td><em>How Climate Works.</em></td>
<td><em>Why Does Climate Matter?</em></td>
<td><em>Effects of Climate Change on People and the Environment.</em></td>
<td><em>Be Part of the Solution!</em></td>
</tr>
</tbody>
</table>

3.4.3 Vocabulary.

Task-based language teaching pedagogy suggests that vocabulary is best learned inductively (Willis & Willis, 2001). As the primary language learning approach for climate change is centered on Task-Based Language Teaching (TBLT). In other words, the best internalization of vocabulary comes from encounters with words within the context of surrounding discourse. Rather than isolating words and focusing on dictionary definitions, students should be encouraged to attempt to study vocabulary in a TBLT framework in which items appear. Then, they will be able to associate new words with a meaningful context to which they apply (Brown, 2001).

For example, Ellis (1994) mentions that implicit learning is “acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation” (p. 25) while explicit leaning is “more conscious operation where the individual makes and tests hypotheses in a research for structure” (p. 25) (as cited in Angelika Rieder, 2003). According to Peregoy, Boyle, and Cadierno-Kaplan (2008), students learn many new words incidentally during conversation
they are involved in. Therefore, it is teachers’ job to provide “a) exposure to new words during academic instruction, b) experience reading a variety of materials independently, c) opportunities to write frequently, d) explicit instruction on words, and e) instruction on vocabulary strategies” (pp. 205-206). All these strategies will help learners develop word consciousness helpful for recognizing, understanding, and using new words. Incidental learning is the same with implicit learning. According to Richards and Schmidt (as cited in Ahmad, 2011), “incidental learning is the process of learning something without the intention of doing so” (p. 67). Therefore, incidental learning is one of the effective ways of learning vocabulary from context. Ahmad (2011) suggests that incidental vocabulary learning is more suitable for vocabulary learning because incidental learning makes learners engaged in the cognitive process of learning. In lesson two, three and four, for instance, students learn environment-related terms (heat waves, emission, etc.) while they are conducting tasks.

The target vocabulary of the unit plan is as follows:

<table>
<thead>
<tr>
<th>Key word frequency</th>
<th>Lesson 1 How Climate Works.</th>
<th>Lesson 2 Why Does Climate Matter?</th>
<th>Lesson 3 Effect of Climate Change on People and the Environment.</th>
<th>Lesson 4 Be part of the Solution?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>atmosphere</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>heat waves</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>illness, threat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>emission</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>submerge</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>threaten, erode</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>manufacture, absorb</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>severe</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>certain</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ordinary</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>frequent, available</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Adverb</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rapidly</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>particularly</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
3.4.4 Grammar.

The purpose of the grammar in my unit plan is to help learners understand the usage of the target language. All the target grammar I choose is based on their frequency in the reading texts and listening scripts. Even though TBLT focuses most on meaning, it also emphasizes the importance of linguistic structures to learners. Willis (1996) proposes that the focus should be on learners’ understanding of meaning in order to achieve task outcomes and report their findings in TBLT. However, learners also get aid of the instruction focused on language form. Willis (1996) mentions that, “Explanation of rules only helps if the learner has sufficient experience of the target language to make sense of it, in which case there may be no need for the explanation at all” (p. 6). She also states that learners can produce language without explanation of any rules or even any practice of the pattern. Learners acquire it naturally. Additionally, Willis and Willis (2007) mention that there are five ways for learners to recognize and manipulate the forms of the language; consciousness raising, recall, extension, correction, and exam practice. Among these techniques, my unit plan uses consciousness-raising and recall (i.e., vanishing words). The former is that in the beginning of the lesson, students first become aware or conscious of the new language, then recognize and distinguish it, then produce it. Consciousness-raising activities are an excellent way of helping learners to notice (Sharwood, 1981). One advantage of consciousness-raising is that it encourages good learning habits. It promotes learners to look for things for themselves rather than wait for their teacher to do things and also build up active learning.

According to Loewen (2015), input enhancement is one way to encourage noticing. It was first suggested by Sharwood Smith (1991), also known as consciousness-raising, which was defined as “the process by which language input becomes salient to learners” (p. 118). In other words, input enhancement can be used to draw learners’ attention to the target forms by
using special techniques such as bolding, italicizing, capitalizing and underlining. Loewen (2015) also adds that input enhancement can help learners’ noticing of target forms, as well as improve overall comprehension.

The target grammar is presented one by one in each lesson and it is redundant through the lessons to help learners for long-term memory by exposure. Nassaji and Fotos (2011) also mention that one type of noticing is input enhancement, which is the process of input made by notice. It also means that simple enhancement can aid comprehension and activate noticing and also learners’ noticing of target forms, as well as improve overall comprehension. In addition, a variety of enhancement may be advantage of cognitive processing thoroughly.

The grammar of the lesson plans is as follows:

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Climate Works.</strong></td>
<td><strong>Why Does Climate Matter?</strong></td>
<td><strong>Effect of Climate Change on People and the Environment.</strong></td>
<td><strong>Be part of the Solution!</strong></td>
</tr>
<tr>
<td>Consiousness-raising</td>
<td>Adverbs word order (ex. They usually have different climates.)</td>
<td>Comparison (ex. Higher temperature creates heat waves.)</td>
<td>Relative clauses (ex. People live in low-lying areas near the coast that could be flooded.)</td>
</tr>
<tr>
<td>Input enhancement</td>
<td>Relative clauses</td>
<td>Adverbs word order, relative clauses</td>
<td>Adverbs word order, comparatives</td>
</tr>
</tbody>
</table>

3.4.5 Language Skills.

Since our natural performance, in the real world of language use, mostly involves the integration of one or more skills, the implementation of this unit adheres to the integrated skill approach where students’ attention is directed towards the meaningful purposes for language use (Brown, 2001). By being exposed to authentic language and challenged to interact naturally in the target language, students can rapidly gain a true picture of the
richness and complexity of the English language (Oxford, 2001), which can lead to better retention of principles of effective speaking, listening, reading, and writing (Brown, 2001). In the Climate Change unit plan students have to use the four skills to accomplish various tasks throughout the lessons: speaking skills are needed to discuss, reading and listening skills are needed to find out if their decisions are right or wrong, and writing skills are needed to prepare the in-class group reports as taking notes.

The language skills of the lesson plans are as follows:

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How Climate Works.</em></td>
<td><em>Why Does Climate Matter?</em></td>
<td><em>Effect of Climate Change on People and the Environment.</em></td>
<td><em>Be part of the Solution!</em></td>
</tr>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Listening and Speaking</strong></td>
</tr>
<tr>
<td>• Discuss 4 statements about climate</td>
<td>• Discuss 4 statements about the signs of climate change</td>
<td>• Discuss 4 statements about the solutions</td>
<td>• Discuss 4 statements about the solutions</td>
</tr>
<tr>
<td>• Report about T/F discussion</td>
<td>• Report about T/F discussion</td>
<td>• Report about T/F discussion</td>
<td>• Report about T/F discussion</td>
</tr>
<tr>
<td>• Listen to 90 seconds about why climate matters</td>
<td></td>
<td>• Listen to 90 seconds about the solutions</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>• Verify T/F sentences about how climate works</td>
<td>• Verify T/F sentences about signs of climate change</td>
<td>• Verify T/F sentences about how climate works</td>
<td>• Verify T/F sentences about how climate works</td>
</tr>
<tr>
<td>• Analyze the article</td>
<td></td>
<td>• Analyze the article</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>• Take notes for the group report about climate</td>
<td>• Take notes for the group report about signs of climate change</td>
<td>• Take notes for the group report about effect of climate change</td>
<td>• Take notes for the group report about the solution</td>
</tr>
</tbody>
</table>
3.5 Lesson Plans

3.5.1 Overview.

The purpose of the unit plan is to raise learners’ awareness of climate change and provide the opportunities to learn school subjects in English. All lessons are based on the framework of TBLT, mentioned in the Teaching Method (section 2.2), which includes pre-task, task cycle and language focus phases. In the pre-task phase, the students are exposure to the objective in which the teachers tries to activate the learners’ background knowledge and the related schema through the teacher’s instruction. In the task cycle which includes the planning and report stages done by the students, the students are directly involved in the task. Firstly, the teacher provides the students a list of statements which include true and false sentences. The students discuss whether the statements are true or false with group members. Then, one student of each group is assigned as a spokesperson whose job is to report their group’s discussion and a secretary whose job is to write the importance details about the group discussion to help the spokesperson to report easily. This phase is the superiority of TBLT, which means that the cooperative nature of planning and report stages help students get feedback from the group members. Finally, in a language focus phase, the teacher deductively teaches complicated formal aspects of language through consciousness-raising activities for students to notice. It promotes active learning. For the homework, students have a chance to use both grammar and vocabulary that students have learned during the class to review the lesson.
### 3.5.2 Lesson 1

**How climate works**

<table>
<thead>
<tr>
<th>Grade/English Level</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school 5th grade / Intermediate Low</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| · SWBAT describe how climate works.  
· SWBAT detect what is happening nowadays. | · SWBAT summarize the reading using the words. (ex. **nouns**-atmosphere, interaction / **adjectives**- ordinary, certain / **adverbs**- rapidly)  
· SWBAT classify the adverb word order. (ex. They **usually** have different climates.) |

**Classroom Preparation**

Desks are organized in rows. The teacher has prepared worksheets and reading materials for easy distribution to students.

<table>
<thead>
<tr>
<th>Time</th>
<th>Sequencing of Activities</th>
<th>Interaction</th>
<th>Focus</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. T shows the word ‘climate change’ and introduces the topic by asking: <em>Have you ever heard ‘climate change’ before? What do you think of when you hear this? What is climate change? Can you guess how it works?</em></td>
<td>individually</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Pre-task</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Ss write on ‘K and W’ sections. Then, Ss share their writing with group members.</td>
<td>groups of 4</td>
<td>S, W</td>
<td>Worksheet #1</td>
</tr>
<tr>
<td>6</td>
<td><strong>Task Cycle</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. T gives Ss the statements and asks whether there are some sentences they don’t understand. Then, T lets Ss discuss the sentences in groups to find out which sentences are true or false. T appoints one member of the groups to act a spokesperson and a secretary for the preparation of the report.</td>
<td>class groups of 4</td>
<td>S</td>
<td>Worksheet #2</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. T asks the spokesperson to prepare to report the group discussion to the class as a whole about their decision on the statements whether they are true or false with specific reasons. (Each group of the spokesperson presents the views of their group.)</td>
<td>groups of 4</td>
<td>S, W</td>
<td>Worksheet #3</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. T gives the reading text and asks students to read out loud.</td>
<td>class</td>
<td>R</td>
<td>Reading material</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Ss find the statements they discussed and figure out how much they get correct.</td>
<td>groups of 4</td>
<td>R</td>
<td>Reading material</td>
</tr>
<tr>
<td>Time</td>
<td>Sequencing of Activities</td>
<td>Interaction</td>
<td>Focus</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>2</td>
<td>7. T asks Ss to put away their texts and summarize the reading orally.</td>
<td>class</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Language Focus</strong> 8. T asks Ss to go through the text and find the position of adverbs. Then, T shows the sentences and removes the underlined words and sees if Ss can recall them.</td>
<td>class</td>
<td>R, S</td>
<td>Reading material PPT</td>
</tr>
<tr>
<td>3</td>
<td><strong>Closure</strong> 9. Ss write ‘L’ section. Then, Ss share their writing with group members.</td>
<td>class</td>
<td>L, S</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10. T asks questions for wrap-up. <em>How does the climate work? Why is climate change faster than before?</em> T explains homework.</td>
<td>class</td>
<td>L, S</td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

The homework is to summarize the reading. Students should include the target grammar (adverb with the correct position). The writing should include what climate is, and what is happening now. The essay should be about half a page, hand writing, and be submitted to the teacher by next class.
Lesson 1: Worksheet #1

Think about *climate change*!
Then, share what you think with group members.

**KWL chart**

**Know**

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**Want to know about?**

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**Learn**

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

*Note: Adapted from https://kr.pinterest.com/leq2/kwl-variations/*
Lesson 1: Worksheet #2

Discuss four statements using the given opinion statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>true</th>
<th>false</th>
</tr>
</thead>
<tbody>
<tr>
<td>The interaction between energy from the sun and all the things on earth such as the atmosphere, oceans, land creates the climate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different parts of the earth <em>usually</em> have the same climates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The earth is <em>rapidly</em> warming up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humans are causing climate change to slow down.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you think of the first statement?  
I think ______________.
Lesson 1: Worksheet #3

Instructions

Prepare for the report below. The report should include:

- decision on true or false,
- reasons to support the decision.

Free writing

Try to use the words in the clue bank for the report.

Clue bank

atmosphere  interaction  ordinary  certain  rapidly
Lesson 1: Reading material

How climate works

Here’s how climate works. When energy from the sun interacts with the atmosphere, oceans, lands, ice, clouds, and living things on earth, it creates the climate. These interactions are complex and they don’t always happen the same way all over the planet. That’s why different parts of the earth, usually have different climates.

But here is the thing. Scientists, who carefully study today’s climate, have noticed something out of the ordinary happening. The earth climate is now changing faster than it ever has before and living things can’t adapt that fast. The reason is simple. The earth is rapidly warming up. Scientists now know that certain things that humans do are causing this fast change in the climate.

Note: Adapted from https://www.youtube.com/watch?v=qITEZ1zYCLs.
Lesson 1: Homework

Instructions

Summarize the reading. Your homework should be:

- more than $\frac{1}{2}$ page,
- hand-writing,
- submitted to the teacher by next class.

Teacher feedback:
Lesson 1: Slideshows

Slide 1

Grammar activity
vanishing-words

Lesson 1

Slide 2

Activity 1

- They don’t happen the same way all over the planet.
- That’s why different parts of the earth, have different climates.

Slide 3

- They happen the same way all over the planet.
- That’s why different parts of the earth, have different climates.

Slide 4

Activity 2

- Scientist study today’s climate.
- The earth is warming up.

Slide 5

- Scientist study today’s climate.
- The earth is warming up.

Slide 6

- Scientist study today’s climate.
3.5.3 Lesson 2

Why does climate matter

<table>
<thead>
<tr>
<th>Grade/English Level</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school 5th grade / Intermediate Low</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

Content Objectives
- SWBAT predict the signs of climate change.
- SWBAT classify how climate change affects variety parts of the earth.

Language Objectives
- SWBAT use appropriate terms associated with climate change, (ex. verbs - submerge / nouns - heat wave, illness, threat /adjective-available, severe, frequent)
- SWBAT find out the rules of comparatives. (ex. Higher temperature creates heat waves.)

Classroom Preparation
Desks are organized in rows. The teacher has prepared worksheets and reading materials for easy distribution to students.

Before Class
Before class starts, students put their homework on the designated desk.

<table>
<thead>
<tr>
<th>Time</th>
<th>Sequencing of Activities</th>
<th>Interaction</th>
<th>Focus</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Introduction</td>
<td>class</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>1. T introduces the topic by asking and reviewing: What is climate change? What is happening now? What do you know about the signs of climate change? What is happening now on earth?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pre-task</td>
<td>class</td>
<td>S</td>
<td>Worksheet #1</td>
</tr>
<tr>
<td>2. T shows the word ‘signs of climate change’ and Ss brainstorm about it with picture clues. Then, Ss match the pictures with appropriate phrases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Task Cycle</td>
<td>class</td>
<td>S</td>
<td>Worksheet #2</td>
</tr>
<tr>
<td>3. T gives Ss the sentences and looks at it as a whole to make sure Ss understand all the sentences. Then, T lets Ss discuss the sentences in groups. T appoints one member of the groups to act a spokesperson and a secretary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>groups of 4</td>
<td>S, W</td>
<td>Worksheet #3</td>
</tr>
<tr>
<td>4. T asks the spokesperson to prepare to report the group discussion to the class as a whole about their decision on the sentences whether they are true or false with specific reasons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>class</td>
<td>L</td>
<td>MP3</td>
</tr>
<tr>
<td>5. T plays an Mp3 two times and asks students to find whether their discussion is correct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Sequencing of Activities</td>
<td>Interaction</td>
<td>Focus</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>4</td>
<td>6. T plays the Mp3 again and Ss read along.</td>
<td>class</td>
<td>L, S</td>
<td>MP3</td>
</tr>
<tr>
<td>2</td>
<td>7. T asks Ss to summarize the reading orally.</td>
<td>class</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Language Focus</strong></td>
<td>class</td>
<td>R, S</td>
<td>PPT</td>
</tr>
<tr>
<td></td>
<td>8. T asks Ss to listen carefully and find which words are emphasized. Then, T shows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the sentences and removes the underlined words and sees if Ss can recall them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Closure</strong></td>
<td>class</td>
<td>L, S</td>
<td>Transcript for homework</td>
</tr>
<tr>
<td></td>
<td>9. T asks questions for wrap-up.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*What are the signs of climate change? What are the examples we can recognize the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>climate change? T explains homework.*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

The homework is to summarize the listening (transcript) into a half page. Students should include the target grammar (comparatives). The writing should include the signs of climate change and the causes and effects. The essay should be about half a page, hand writing, and be submitted to the teacher by next class.
Lesson 2: Worksheet #1

1) Match the pictures with proper phrases.

- Higher Temperatures
- Rising Sea Level
- Wilder Weather
- Shrinking Sea ice
- Changing Rain and Snow Patterns
- Warmer Ocean

2) Check your answer with your group members.
### Lesson 2: Worksheet #2

Discuss four statements using the given opinion statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>true</th>
<th>false</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher</strong> temperatures cause heat waves which are helpful to people.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Rising sea level can harm important coastal ecosystems.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Heat waves can be dangerous, causing illnesses.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A drought means there's <strong>more</strong> water available for drinking</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

What is your opinion about the first statement?  

In my opinion, ___________.

What is your opinion about the second statement?  

In my opinion, ___________.

What is your opinion about the third statement?  

In my opinion, ___________.

What is your opinion about the fourth statement?  

In my opinion, ___________.
Lesson 2: Worksheet #3

Instructions

Prepare for the report below. The report should include:

- decision on true or false,
- reasons to support the decision.

Free writing

Try to use the words in the clue bank for the report.

Clue bank

submerge heat wave illness threat
available severe frequent
Lesson 2: Listening transcript

Duration: 90 seconds

Transcript: Why does climate matter?

Higher temperatures mean that heat waves are likely to happen more often and last longer. Heat waves can be dangerous, causing illnesses such as heat cramps and heat stroke, or even death. The warmer it gets, the more severe the impacts on people and the environment will be.

A drought means there's less water available for drinking, watering crops, making electricity at hydroelectric dams, and other uses.

Rising sea level is a threat to people who live near the ocean. Some low-lying areas will have more frequent flooding, and very low-lying land could be submerged completely. Rising sea level can also harm important coastal ecosystems like mangrove forests and coral reefs.

Note: Adapted from https://www3.epa.gov/climatechange/kids/impacts/signs/index.html. Copyright 2016 by Environmental protection agency.
Lesson 2: Homework

Instructions

Summarize the reading. Your homework should be:

- more than $\frac{1}{2}$ page,
- hand-writing,
- submitted to the teacher by next class.

Teacher feedback:
Lesson 2: Slideshows

**Activity 1**
- **Meaning:** temperatures mean that heat waves are likely to happen more often and last longer.

**Activity 2**
- **Meaning:** The more it gets, the more severe the impacts on people and the environment will be.
### 3.5.4 Lesson 3

**Effect of climate change on people and the environment**

<table>
<thead>
<tr>
<th>Grade/English Level</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school 5th grade / Intermediate Low</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

**Content Objectives**
- SWBAT organize a variety of effects depending on people and the environment.
- SWBAT detect the effects on people.

**Language Objectives**
- SWBAT use appropriate terms associated with climate change. (ex. verbs-threaten, erode /noun-heat wave /adjectives-severe, certain/ adverb-particularly)
- SWBAT find out the rules of relative clauses. (ex. People live in low-lying areas near the coast that could be flooded.)

**Classroom Preparation**
Desks are organized in rows. The teacher has prepared worksheets and reading materials for easy distribution to students.

**Before Class**
Before class starts, students put their homework on the designated desk.

<table>
<thead>
<tr>
<th>Time</th>
<th>Sequencing of Activities</th>
<th>Interaction</th>
<th>Focus</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. T introduces the topic by asking: What kinds of effects are there? What is happening now on earth?</td>
<td>individually</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Pre-task</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. T shows the word ‘effects on people and the environment’ and Ss brainstorm about it with picture clues. Then, Ss match the pictures with appropriate phrases.</td>
<td>class</td>
<td>S</td>
<td>Worksheet #1</td>
</tr>
<tr>
<td>6</td>
<td><strong>Task-Cycle</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. T gives Ss the sentences and looks at it as a whole to make sure Ss understand all the sentences. Then, T lets Ss discuss the sentences in groups. T appoints one member of the groups to act a spokesperson and a secretary.</td>
<td>class groups of 4</td>
<td>S</td>
<td>Worksheet #2</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. T asks the spokesperson to prepare to report the group discussion to the class as a whole about their decision on the sentences whether they are true or false with specific reasons.</td>
<td>groups of 4</td>
<td>S, W</td>
<td>Worksheet #3</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. T gives the reading text and asks students to read out loud.</td>
<td>class</td>
<td>R</td>
<td>Reading material</td>
</tr>
<tr>
<td>Time</td>
<td>Sequencing of Activities</td>
<td>Interaction</td>
<td>Focus</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>5</td>
<td>6. Ss find the statements they discussed and figure out how much they get correct.</td>
<td>groups of 4</td>
<td>R</td>
<td>Reading material</td>
</tr>
<tr>
<td>2</td>
<td>7. T asks Ss to put away their texts and summarize the reading orally.</td>
<td>class</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Language Focus</td>
<td>class</td>
<td>R, S</td>
<td>PPT</td>
</tr>
<tr>
<td></td>
<td>8. T asks Ss to go through the text underlining all the expressions to do with the gerunds. Then, T shows the sentences and removes the underlined words and sees if Ss can recall them.</td>
<td></td>
<td></td>
<td>Reading material</td>
</tr>
<tr>
<td>3</td>
<td>Closure</td>
<td>class</td>
<td>L, S</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. T asks questions for wrap-up.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What are the effects of the climate to people and the environment? What are the results of the effects?</em> T explains homework.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

The homework is to summarize the reading into a half page. Students should include the target grammar (relative clauses). The writing should include the effects on people and the environment. The essay should be about half a page, hand writing, and be submitted to the teacher by next class.
Lesson 3: Worksheet #1

1) Match the pictures with proper phrases.

- Temperature-related Illnesses
- Forests
- Coastal Area
- Plants, Animals and Ecosystems
- Recreation
- Air-conditioning
- Crop Losses

2) Check your answer with your group members.
Lesson 3: Worksheet #2

Discuss four statements using the given opinion statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heat waves, severe storms and air pollution linked to climate threaten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>people’s health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>As the sea level rises, people who live in low-lying areas could be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flooded.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Climate change is linked to illness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Warmer oceans cause rising sea level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

Do you agree with ______?  

I’m sorry, I don’t agree with your opinion but I think ____________.
Lesson 3: Worksheet #3

Instructions

Prepare for the report below. The report should include:

- decision on true or false,
- reasons to support the decision.

Free writing

Try to use the words in the clue bank for the report.

Clue bank

threaten  erode  severe  certain  particularly
Heat waves, severe storms, air pollution, and diseases linked to climate already threaten people's health in many areas of the world. Global climate change will increase these threats. Some people will be particularly at risk, especially those who are poor, very young or elderly, or disabled, or those who live in coastal areas or big cities.

Global climate change threatens coastlines and the buildings and cities located along them. Hundreds of millions of people around the world live in low-lying areas near the coast that could be flooded as the sea level rises. Rising sea level will also erode beaches and damage many coastal wetlands. Rising sea level and stronger storms caused by warmer oceans could completely wipe out certain beaches and islands.

Note: Adapted from https://www3.epa.gov/climatechange/kids/impacts/effects/index.html. Copyright 2016 by Environmental protection agency.
Lesson 3: Homework

Instructions

Summarize the reading. Your homework should be:

- more than $\frac{1}{2}$ page,
- hand-writing,
- submitted to the teacher by next class.

Teacher feedback:
Lesson 3: Slideshow

Slide 1

Grammar activity vanishing-words

Slide 2

Activity 1

- Millions of people live in low-lying areas near the coast could be flooded as the sea level rises.

Slide 3

- Millions of people live in low-lying areas near the coast as the sea level rises.

Slide 4

Activity 2

- Some people will be at risk, especially those are poor, very young or elderly.

Slide 5

- Some people will be at risk, especially are poor, very young or elderly.

Slide 6

- Some people will be at risk,
### 3.5.5 Lesson 4

**Be part of the solution!**

<table>
<thead>
<tr>
<th>Grade/English Level</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school 5th grade / Intermediate Low</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

#### Content Objectives
- SWBAT analyze the kinds of solutions.
- SWBAT recommend the solutions.

#### Language Objectives
- SWBAT apply the new words into their own sentences. (ex. **verbs**-manufacture, absorb / **nouns**-atmosphere, emission)
- SWBAT identify the rule of infinitives. (ex. Trees help **to slow** climate change.)

#### Classroom Preparation

Desks are organized in rows. The teacher has prepared worksheets and reading materials for easy distribution to students.

#### Before Class

Before class starts, students put their homework on the designated desk.

#### Time | Sequencing of Activities | Interaction | Focus | Resources
---|-------------------------|-------------|-------|----------
3  | **Introduction**
   1. T introduces the topic by asking: *Have you ever thought about how to take care of the earth? Do you recycle? What else can you do for the earth?* | individually | S |  
2  | **Pre-task**
   2. T shows the word ‘be part of the solution’ and Ss brainstorm about it with picture clues. Then, Ss match the pictures with appropriate phrases. | class | S | Worksheet #1
6  | **Task Cycle**
   3. T gives Ss the sentences and looks at it as a whole to make sure Ss understand all the sentences. Then, T lets Ss discuss the sentences in groups. T appoints one member of the groups to act a spokesperson and a secretary. | class groups of 4 | S | Worksheet #2
10 | 
   4. T asks the spokesperson to prepare to report the group discussion to the class as a whole about their decision on the sentences whether they are true or false with specific reasons. | groups of 4 | S, W | Worksheet #3
5  | 
   5. T plays an mp3 two times and asks students to find whether their discussion is correct. | class | L | MP3
### Time | Sequencing of Activities | Interaction | Focus | Resources
--- | --- | --- | --- | ---
4 | 6. T plays the mp3 again and Ss read along. | class | L, S | MP3
2 | 7. T asks Ss to summarize the reading orally. | class | S | 
5 | **Language Focus** 8. T asks Ss to listen carefully and find which words are emphasized. Then, T shows the sentences and removes the underlined words and sees if Ss can recall them. | class | R, S | PPT
3 | **Closure** 9. T asks questions for wrap-up.  
*What can you do to take care of the earth?*  
T explains homework. | class | L, S | 

### Homework

The homework is to summarize the reading into a half page. Students should include the target grammar (infinitives). The writing should include a variety of the solution. The essay should be about half a page, hand writing, and be submitted to the teacher by next class.
Lesson 4: Worksheet #1

1) Match the pictures with proper phrase.

- Travel Green
- Switch to Clean Energy
- Watch Your Water Use
- Reduce Waste
- Use Less Energy

2) Check your answer with your group members.
**Lesson 4: Worksheet #2**

Discuss four statements using the given opinion statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>The shade of trees keeps streets and house cooler.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To make water safe to drink and to deliver it to our house doesn’t take a lot of energy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saving water doesn’t save energy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reducing, reusing, and recycling can help slow climate change.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are your views? [Image]

I consider that _________. [Image]
Lesson 4: Worksheet #3

Instructions

Prepare for the report below. The report should include:

- decision on true or false,
- reasons to support the decision.

Free writing

Try to use the words in the clue bank for the report.

Clue bank

manufacture  absorb  atmosphere  emission  deliver
Lesson 4: Listening script

Duration: 90 seconds

Transcript: Be part of the solution.

Saving water saves energy, which in turn reduces greenhouse gas emissions. It takes a lot of energy to treat the water that you use every day to make it safe to drink and to deliver it to your house. It takes even more energy to turn it into hot water.

Most people don't realize that reducing, reusing, and recycling can help slow climate change. How? To begin with, every product has a life cycle, and every step—from manufacturing to disposal—leads to greenhouse gas emissions. Reducing, reusing, and recycling means you buy (and throw away) less stuff, and that helps reduce the amount of greenhouse gases we're adding to the atmosphere.

Trees help to slow climate change because they absorb carbon dioxide during photosynthesis. Trees also provide shade, which helps keep streets and houses cooler in the summertime and reduces the need for air conditioning.

Note: Adapted from https://www3.epa.gov/climatechange/kids/solutions/actions/index.html. Copyright 2016 by Environmental protection agency.
Lesson 4: Homework

Instructions

Summarize the reading. Your homework should be:

- more than $\frac{1}{2}$ page,
- hand-writing,
- submitted to the teacher by next class.

Teacher feedback:
Lesson 4: Slideshow

Slide 1

Grammar activity
vanishing-words

Slide 2

Activity 1
• Trees help ☐ climate change because they absorb carbon dioxide.

Slide 3

• Trees help ☐ because they absorb carbon dioxide.

Slide 4

• ☐ because they absorb carbon dioxide.

Slide 5

Activity 2
• It takes a lot of energy ☐ the water that you use every day ☐ it safe ☐ and ☐ it to your house.

Slide 6

• It takes a lot of energy ☐ that you use every day ☐ ☐ and ☐ ☐.
3.5.6 Homework.

Because class time is limited, the homework is designed to help students learn beyond the class hour. The homework contains writing using the specific target grammar that the students have learned during the class. For instance, the students need to summarize the reading text by paraphrasing and the writing should be about minimum half a page, hand writing, and be submitted to the teacher by next class. The goal of the homework is for reviewing and checking the learners’ understanding. If the homework is something that students have already talked about or done in class, students can become more responsible for their own learning. The reason why the homework is writing is that the students need to review what they have learned about the content, vocabulary, and linguistic structures by summarizing. During the class, the students spend most of the time in class speaking so they need support in writing as well. According to Brandl (2008), work done outside of class should somehow bear a relation to the objectives or learning tasks of a lesson. He also suggests that it is imperative for students to use their time outside of class to explicitly review and reinforce grammatical structures and vocabulary, adhering to design principles of being meaningful and communicative. In the present unit plan, the teacher always explains the instruction about the homework at the end of the class to make sure all students fully understand it and are motivated to do it. The homework will not be graded because I believe scoring makes students demotivated in learning. The due date is always at the beginning of the next class, and students should put the homework paper or notebook on the designated desk.
Table 3

**Homework rubric**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Dissatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>Totally complete.</td>
<td>Mostly complete.</td>
<td>Partially complete.</td>
<td>Mostly incomplete.</td>
</tr>
<tr>
<td>Submission Time</td>
<td>Is turned in early or on time.</td>
<td>One day late.</td>
<td>More than two days late.</td>
<td>No submission.</td>
</tr>
<tr>
<td>Effort</td>
<td>Can see a lot of efforts.</td>
<td>Can see efforts.</td>
<td>Can see a little effort.</td>
<td>Can’t see any efforts.</td>
</tr>
</tbody>
</table>

3.6 Assessment

3.6.1 Overview.

The aim of TBLT is to provide students with the abilities they need for successful completions of their target tasks. Therefore, the assessment in the present unit plan is performance-based. According to Shepard (1989), performance-based assessment refers to assessment activities that directly assess students’ understanding and the level of proficiency. McTighe & Ferrara (1994) mentioned “these assessments allow students to construct a response, create a product, or perform a demonstration to show what they understand and can do” (p. 8). Therefore, performance-based assessments are more likely to reveal student understanding. McTighe & Ferrara (1994) also state that performance-based assessments are suitable for assessing “content-specific knowledge” (p. 8) such as communication and cooperation. Long (2015) notes that the goal of assessment in TBLT is “to determine whether students have learned what intended in a TBLT program, so they can now do what they need to do in the L2” (pp. 329-330). Norris, Brown, Hudson, & Yoshioka (1998) also state that the assessment of TBLT involves task outcomes in terms of learner success or failure to accomplish the task. The performance test is not about language that students produce but about their ability to do tasks. Therefore, the rubric focuses on fluency rather than accuracy. In addition, scoring of the performance test is criterion-referenced, reflecting that the goal is “not compare one student’s abilities against those of other students but to determine whether each student can or cannot perform target tasks at a satisfactory level” (Long, 2015, p. 331). Norris (2000) emphasizes the focus on assessment, not on tests. According to him, the first job teachers need to do is to make aims of the test. I will not use the achievement test as a placement test. The goal of the achievement test is to know how much learners understand the whole concept about climate change and to see how they apply it to their daily life. Hence,
I focus communicative tests which Fulcher (2000) emphasizes. He mentions three primary aspects. First, communicative tests involve performance which means the test tasks and target-language use tasks should be closely matched. Second, tests should be authentic which means that “the test-taker must be able to recognize communicative purpose and be able to respond appropriately” (p. 490). Third, tests are scored on real-life outcomes. That is why I want to see how much learners are aware of the concept, climate change.

Table 4

*Overall scoring scale*

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Dissatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11~12</td>
<td>10~8</td>
<td>5~7</td>
<td>4~3</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Satisfactory</td>
<td>Dissatisfactory</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
<td>------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Speech is generally clear. Overall intelligibility remains high.</td>
<td>Speech is generally clear with minor difficulties and may require some listener effort at times.</td>
<td>Speech is clear at times but may not be sustained at a consistent level.</td>
<td>Speech contains frequent pauses and hesitations.</td>
</tr>
<tr>
<td><strong>Topic Development</strong></td>
<td>The response presents a clear idea and conveys the relevant information required by the task. It includes appropriate detail.</td>
<td>The response is sustained and conveys the relevant information required by the task. However, it exhibits some incompleteness, inaccuracy with respect to content.</td>
<td>The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits the key ideas, makes vague references to key words.</td>
<td>The response fails to provide much relevant content. Ideas that are expressed are often inaccurate.</td>
</tr>
<tr>
<td><strong>Language Use</strong></td>
<td>The response demonstrates good control of basic and complex grammatical structures including grammar and words that he or she learned.</td>
<td>The response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures used. Such limitations do not seriously interfere with the communication of the message.</td>
<td>The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors).</td>
<td>Range and control of grammar and vocabulary severely limit expression of ideas and connections among ideas.</td>
</tr>
</tbody>
</table>

*Note:* Adapted from https://www.ets.org/toefl/teachers_advisors/scores/guides/. Copyright 2016 by Educational Testing Service.
3.6.2 Unit Achievement Test

Instructions

The four statements below are related to the climate change topics we studied in class.

① **Read** them carefully.
② **Decide** if they are true or false.
③ **Tell** me your decision about true or false with proper reasons.

<table>
<thead>
<tr>
<th>statements</th>
<th>true</th>
<th>false</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The interaction between energy from the sun and all the things on earth such as the atmosphere, oceans, land creates the climate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Rising sea level can harm important costal ecosystems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Heat waves, severe storms and air pollution linked to climate do not threaten people’s health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. There is no connection between saving water and gas emissions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Free writing
3.6.3 Unit Achievement Test Sample Answers

Instructions

The four statements below are related to the climate change topics we studied in class.

① Read them carefully.
② Decide if they are true or false.
③ Tell me your decision about true or false with proper reasons.

<table>
<thead>
<tr>
<th>statements</th>
<th>true</th>
<th>false</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The interaction between energy from the sun and all the things on earth such as the atmosphere, oceans, land creates the climate.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>B. Rising sea level can harm important costal ecosystems.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>C. Heat waves, severe storms and air pollution linked to climate do not threaten people’s health.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>D. There is no connection between saving water and gas emissions.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Free writing

A. True & interactions are complex. X happen all over the planet. different part → different climates

B. True: more frequent flooding / submerged harm → mangrove forests or coral reefs

C. False: poor, young, elderly, disabled → more harmful live in coastal areas or big cities.

D. False: saving water reduces greenhouse gas emissions.
   a lot of energy for drinking and delivering turn water into hot water.
### 3.6.4 Score Sheet

Name: _____________________________

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Dissatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Topic Development</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Language Use</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Score: _____________

Comments:
3.7 Teaching Demonstration Analysis

I conducted my teaching demonstration lesson with four teacher colleagues at the HUFS campus. The lesson lasted for about forty minutes and it dealt with my first lesson plan on ‘How climate works’. Although it involved a lot of preparation beforehand, the whole process went smoothly, and it was truly a great learning experience. Each lesson in my unit plan is based on TBLT, which consists of three phases, pre-task, task cycle, and language focus. The lesson objectives of the first lesson plan are that students will be able to classify the difference between climate and weather, recognize how climate works and detect what is happening nowadays.

The purpose of the pre-task is to introduce the new topic and to give students the opportunities to brainstorm ideas about it. To begin with, the teacher asked students simple questions about the weather and about the difference between weather and climate. One of the students had background knowledge of my questions, so he shared what he knows about with the group. I was pleased with his response because it is really helpful for learners to share their own thoughts. I observed that the other students easily understood what he said so I continued to the next step, the KWL chart. While the students were doing the KWL chart, the teacher moved around and looked at their paper, monitoring whether they needed support or not. Because of the support from one student, all students filled in K and W sections. When they shared their writing, I could see how much they built their background knowledge and what they wanted to know more about the topic, meeting the first content objective successfully.

The next phase was the central part of the task cycle. It began with the students finding out which statements were true or false and finishing the written report. At my prompting the students chose a spokesperson and a secretary by themselves. In this phase,
there was a lot of interaction among the students to complete the task by asking and answering each other and I observed that this work maximized their learning opportunities sufficiently as a feature of TBLT. In this phase, I didn’t interfere with the students’ work flow. In a TBLT classroom, the role of the teacher is monitor and supporter. The report stage is the conclusion of the task cycle. During this stage, the spokesperson presented a summary of the group’s discussion. Although the students performed well as I expected, fewer learning opportunities than the previous stage. Nevertheless, the students did their best they can achieve during this cycle to do a good job, confirming their positive attitude and high motivation, so I was satisfied with the outcome of the task, and I gave a positive reaction to all students. However, I think it would be better for me to introduce the topic of the presentation, set a purpose for listening to the rest, and sum up the activities the end in order to ensure that the students focus on the target language of the class. I feel that giving more direct instruction in this regard would help the class accomplish the learning objectives more completely.

Lastly, the lesson ended with a language focus. I expected the students to do well during this phase because the students are generally comfortable doing grammar activities. To begin this phase, the teacher chose the target grammar depending on the frequency and showed the sentences on the screen and did the vanishing words activity. However although it was a good activity and the students responded well, I realized that the length of the activity is long causing the students to feel pressure. Therefore, I will consider reducing the length of the activity.

At the end of the lesson, I observed how much the students achieved the lesson goals of this lesson plan by asking questions. The student answered all the questions confidently and correctly.
I received some positive comments from students. Overall, they liked the TBLT lesson and its flow. They said it was really helpful for students to have as many opportunities as possible to use the language. Korean students are in EFL situation, which means they don’t have many opportunities to use the L2 outside of the classroom. Therefore, it is really crucial for teachers to create an environment for learners in which they have more chances to use the L2 for a communicative purpose.

Despite all these types of positive feedback, the teaching demonstration left a few things to be desired. Firstly, the length of the reading needs to be shortened. I provided two different kinds of reading materials and the students need to find information they need by discussing with group members. While watching my video, I realized the students had hard time finding the information they want. Also, it took more time than I expected. The reading article should be revised. Secondly, I observed the learners’ interaction. The discussion is mainly lead by a spokesperson. Hence, the other students do not talk much compared with the spokesperson. TBLT emphasizes the importance of students’ interaction. Therefore, the roles of the students need to be revised so that all the students have an opportunity to speak and share their opinion. All group members should be assigned one role to enhance their interaction.

To sum up, I would say that I am moderately satisfied with the demonstration lesson results. The most important confirmation is that TBLT is a feasible approach for me to use in the future. I want to try more with my students and find out the strength and weakness by myself, and I will try to integrate TBLT into my classrooms. Task cycles in a Willis (2007) framework, are good at engaging students in the lesson and providing ample opportunities to use the target language by themselves with a little support from a teacher.
4. References


Appendix A: Student Survey

- When do you start learning English?

- Did you like to learn English at that time?

- When you first started learning English, what aspect of the language (speaking, listening, reading, writing) did you find most difficult to learn?

- Do you think it is important to know the translation in your language in order to fully understand the meaning of an English word? What is the reason?

- What aspect of the language (grammar, vocabulary, pronunciation, idioms) do you think you need to improve most now?
- What do you do now to improve English?

- What do you think you can do to improve your English?

- What aspect of the language (speaking, listening, reading, writing) do you find most difficult to learn now?

- What is the purpose of leaning language (English, Chinese, Japanese, etc.)?