Engaging Elementary School Students in Interactive and Cooperative EFL Tasks

by

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1. Introduction

This portfolio consists of various aspects like literature review, unit plan with four lessons, learning threads, homework, and assessment. The content is organized by three different topics under a big umbrella of a unit plan theme, *I Love My School*.

The unit plan topic is *I Love My School*. There are three sub-topics: 1) Past Vacation, 2) Getting Around the School, and 3) School Clubs. Four lessons are designed by using those three topics. I chose that theme because daily school life is a something that students are very familiar with and they encounter many different real-life situations everyday at a school. Choosing a topic that is learner-friendly is beneficial because it helps them to connect the previous knowledge to new information.

The methods I am using for this portfolio are communicative language teaching and cooperative language learning. I chose those two methods because they are one of the most contemporary methods of language teaching and known as effective way to enhance learners’ communicative competence. Working cooperatively and collaboratively is important because it elicits the maximum use of the target language. Making students to work on a task as a pair or a group foster a lot of interactions with each other. By doing so, they can also develop positive relations between peers.

The theories that support those methods are social constructivism and the output hypothesis. Learning by interacting is heavily emphasized throughout the portfolio so there are many activities that require a lot of interactions whether it is in discussion form or doing a big project in groups. Lastly, producing the language makes the learning more meaningful. It is especially more effective when learners produce something that they have worked on together. For this reason, the portfolio focuses on the language output rather than input.
2. Literature Review

2.1 Theoretical Background

There have been many schools of thought and theories in the field of second language acquisition (SLA). Each of them has its own strengths, weaknesses, and methods of teaching with one goal, the promotion of effective SLA.

2.1.1 Communicative Competence

Communicative competence is defined as “the cluster of abilities that enable humans to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Brown, 2007, p. 378). From the definition, it is clear that language is viewed as interactive communication between two or more individuals, with a sociocultural identity. Communicative competence has become a popular term in SLA with its pedagogical aspect and it still is a most recent trend in research of teaching (Brown, 2007). Hymes (1972) first coined the term communicative competence. He came up with the idea of communicative competence as an objection to Chomsky notion of competence that focuses on linguistic components of language learning. Since communicative competence emphasizes on interpersonal communication and conveying ideas to each other, it is fair to say it is closely related to social constructivism because of the importance of interaction between students. Based on Hymes’ notion of communicative competence, Canale and Swain (1980) propose three components that construct communicative competence: 1) grammatical competence, 2) sociolinguistic competence, 3) strategic competence. The fourth component, discourse competence, was added by Canale (1983) later. Grammatical competence refers to “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology” (Canale & Swain, 1980, p. 29), while sociolinguistic competence
refers to the knowledge of sociocultural rules in language use and discourse. Strategic competence refers to “the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence” (Canale & Swain, 1980, p. 37), and discourse competence refers to the speakers’ ability to connect sentences during a discourse to construct a full and meaningful series of sentences.

Overall, communicative competence is the goal of communicative language teaching - the teaching approach adopted in section 2.2 - complements constructivist views about how second language develop in a sense that it occurs in an interpersonal manner. Language learning is a complex process that encompasses interaction and negotiation between learners.

**2.1.2 Social Constructivism**

One theory that focuses on the social aspect of second language learning is social constructivism. It is one of the most popular and modern theories of all times. Brown (2007) explains that constructivism is one of the newest and most contemporary schools of thought, and he compares it with behaviorism (a popular theory in the early 1900s, 1940s, and 1950s) and cognitive psychology (a popular theory from the 1960s to 1980s). However, when it was first introduced, the ideas brought up by the theory were very refreshing to people and it has since been accepted by many teachers. Still, many teachers teach their lessons based on this school of thought. It has affected and was affected by many scholars including Piaget and Vygotsky.

Constructivism emerged in the late twentieth century and had great influence on the practice of education for the last twenty-five years (Jones & Brader-Araje, 2002). According to Kaufman (2004), people have viewed constructivism as a philosophy, epistemology, and a
communication theory. It also has emerged as a dominant education paradigm in the education field influencing major changes on pedagogical development and science. One of the significant reasons that it could have been so successful and welcomed enthusiastically by teachers is that it has shifted the traditional pedagogy theory (teacher-centered information transmission models) to learner-centered and knowledge-centered approaches that focus on social interaction processes in students’ learning. Duit and Treagust (1998) state that constructivism has came after the behaviorism that was almost like a religion to behaviorist teachers. Another reason for constructivism’s success may be because of the frustration that educators felt after experiencing with behaviorist practices.

As mentioned above, constructivism is one of the most contemporary schools of thought in the SLA field (Jones & Brader-Araje, 2002). Constructivism integrates linguistics, psychology, and sociology and can be divided into two branches: cognitive and social constructivism. According to Brown (2007), cognitive constructivism weighs its emphasis on “the importance of learners constructing their own representation of reality” (p. 12). Slavin (2003) states that in cognitive constructivism, “learners must individually discover and transform complex information if they are to make it their own, a more active role for students in their own learning than is typical in many classrooms” (p. 257-258). It is clear that cognitive constructivism focuses on learners building their own learning. Social constructivism, on the other hand, emphasizes the importance of social interaction and cooperative learning (Brown, 2007). Kaufman (2004) also asserts that “children’s thinking and meaning-making is socially constructed and emerges out of their social interactions with their environment” (p. 304). As stated above, constructivism relies heavily on student-centered learning. More specifically, social constructivism emphasizes excessively on social interaction and learners’ cooperation during a lesson. This is very critical because many
Korean EFL classes lack those factors. The majority of Korean English classes tend to overly rely on teacher-centered methods because of the lingering influences of behaviorism and grammar translation method (GTM). Another problem with this is that the learning process becomes a simple information transmission process with students having almost no opportunity to create a discourse or even to simply speak during classes. As a result of these grammatically-based methods, students do not develop their language proficiency with minimal participation, and primarily just listen to the teacher. Support for this is evident in Kim (2005) who found that students’ academic performance increases more in a constructivist environment than the Korean traditional class environment.

As for students interacting and working together, Long and Porter (1985) did a case study of a L2 class that has thirty students. They were first taught a lesson in a traditional teacher-centered way. After observing the lesson that was based on teacher-centered method, it was found that the average time that a student actually spoke was only thirty seconds out of a fifty-minute class. However, when students worked together and engaged in a cooperative language learning environment, the quantity of student talk increased by more than five hundred percent. Magee and Jacobs (2001) also did a case study with tertiary-level Chinese students. They taught English in three different environments: 1) teacher-fronted, 2) unstructured group, and 3) cooperative learning. The result was, as expected, that cooperative learning group produced significantly more speech during the lesson compared to the other groups.

However, in recent years, major changes have occurred in Korean public elementary schools. According to the “The School Curriculum of the Republic of Korea” (2009), teachers are moving from a teacher-centered approach to a student-centered approach. The curriculum shows a great deal of student-centered activities involving pair and group
interactions. It is a positive sign because the target students of this portfolio are grade five elementary school students. Those changes are very significant for both Korean public English education and this portfolio because the SLA approach is shifting towards social interaction, collaborative, and cooperative learning.

Vygotsky is one of the most well-known constructivists of all times. In the late 1970s, through his book “Mind in Society” that was published in English in 1978, he suggests the very interesting idea of students reaching their best potential development through interactions with others, an idea which he called the zone of proximal development (ZPD), and which he defined as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). Simply said, ZPD describes tasks that a learner who has not yet reached his potential can reach his full potential development through appropriate stimuli and social interactions. The idea of ZPD is very closely related to social constructivism. It also contrasts with Piaget’s idea of cognitive constructivism, since his theory focused more on unity of learning and individual cognitive development. Piaget stressed more on an individual’s solitary and his or her development building their own experiences. On the other hand, Vygotsky’s ZPD stresses more on interactions with peers. Slavin (2003) calls the ZPD an act that “a child cannot yet do alone but could do with the assistance of more competent peers or adults” (p. 44). A good example of this quote would be a more fluent student helping a weaker student and working together to solve a task.

Karpov and Haywood (1998) also state that a teacher should prepare activities that incorporate learners’ previous and current knowledge. As well as what they can learn through the help of more capable peers, which requires a great deal of interactions with each other.
This also suits the Korean public elementary schools and this portfolio well because there are more than thirty students in one class which means there are plenty of opportunities for students to interact with each other and reach their better potential.

Kausar (2010) presents a complementary idea of social constructivism and Vygotsky’s ZPD and relates them to the Pakistani school context. According to Kausar, current Pakistani public schools are not in an ideal environment for English teaching and learning. They have not been revolutionized according to the contemporary and new methods. In the Pakistani context, GTM is the most widely used method for English teaching. A study conducted by Khattak in 2004 shows that 57% of Pakistani public schools use GTM which is a significant percentage. One of the major problems of public schools in Pakistan is that classrooms are overly crowded with students. This situation is very similar to Korean public elementary schools. Coleman (1989) lists four problems of having a large class and why it may hinder students from a lot of interactions: 1) teacher feels nervous in front of many students; 2) it is difficult to do class management and discipline the students; 3) evaluating students’ oral proficiency is difficult; and 4) teachers feel giving individual attention is challenging, therefore, very little learning takes place. Korean public elementary school classes usually hold more than thirty students per class. Kausar’s beliefs and the Pakistani situation can be compared with Korea. He believes that implementing Vygotsky’s idea into Pakistan’s English education system can lead to better learning. He suggests using “anchors” that can be a story, adventure, situations that contain problem or issues that are interesting for students. Ideas can be elicited from traditional storybooks or the internet. For example, showing a picture and asking the students to write about what is happening in it, and then completing the story can invoke students’ creativity. He also suggests using other resources like multimedia tools or CDs.
### 2.1.3 The Output Hypothesis

Another hypothesis closely related to social constructivism and cooperative language learning (a method that will be mentioned in section 2.2) would be the output hypothesis. Output hypothesis is a theory that was introduced by Swain (1985) to postulate the role of interaction when students learn L2 (McCafferty, Jacobs, & Inddings, 2006). Swain (1985) proposed the output hypothesis claiming that learners can truly improve their second language proficiency by producing the language through speech or writing. She also contends that receiving feedback on students’ comprehensibility of their output is also necessary. That is, a meaningful use of language must take place through interactions with peers and at the end by speech or writing (output). Most Korean public school English classrooms lack this factor because the textbooks are mainly based on grammar and audio-lingual method. For this reason, the unit plan of this portfolio includes lots of output activities where students can produce the language they have learned either through a speech or writing. That is why this is so crucial to both Korea and this portfolio because the unit plans foster output production of students. However, teachers must never forget that sufficient input before the output stage is crucial in lessons.

By introducing the output hypothesis, Swain emphasizes the importance of output. Before this hypothesis, Kreshen’s argument of comprehensible input was dominant in SLA. According to Krashen (1981), a student can basically acquire the second language “without ever producing it” (Krashen, 1981, p. 107). However, Swain (1985) argues that learners should have opportunities for output in both writing and oral communication. She claims that language production forces learners to transit from semantic processing to syntactic processing of language. Nassaji and Fotos (2011) explains syntactic processing as “when learners listen, they simply need to extract meaning from input, but when they speak, they
also need to pay attention to the means by which meaning is expressed (p. 105). That is, it focuses more on speaking than listening. Swain (1995) states “output may stimulate learners to move from the semantic, open-ended nondeterministic, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production” (p. 128). Swain (1993) provides three functions of output in language acquisition: 1) a noticing (or triggering) function, 2) a hypothesis testing function, and 3) a metalinguistic function. 

The noticing (or triggering) function refers to the cognitive awareness that learners engage when they cannot fully express what they want to say when they speak or write. When learners notice it, they become more conscious of the information they receive from input. Hence, they may benefit more from it. Such noticing significant in L2 acquisition because it triggers learners to search more new information or consolidate the previous knowledge (Swain, 1995). The hypothesis testing function explains that learners are exposed to more opportunities for trying and testing their output when they speak. When learners try to convey their ideas, they may try to use different ways in order to speak more clearly about one thing. If they cannot express their intended meaning, they may search their prior linguistic knowledge to solve the problem, consequently improving their original output. Lastly, metalinguistic function claims that output encourages learners to consciously think about what they want to say and how to say it. It helps learners to think back about what they said and what language they need to learn to say it the most effectively like self-monitoring.

Swain (1999) came up with this hypothesis in her journal article, where she did a long-term study in a Canadian immersion program setting. She found that non-native speakers were as fluent as the native speakers in receptive skills but significantly poorer in productive skills. Swain (1993) suggests four advantages to the output hypothesis that input based learning alone cannot. First, students can develop fluency through meaningful language
use. It is quite clear students will have more opportunities to use the language in an output hypothesis based class rather than input based ones. Second, teachers can push learners to engage in syntactic processing of language. Just because students know certain forms of a language, that does not mean they can produce them meaningfully. Students might understand semantic and pragmatic meaning, but in order for students to express their thoughts and opinions, syntactic processing is essential. Kowal and Swain (1994) quotes one of Krashen’s books to highlight this point: “In many cases, we do not utilize syntax in understanding – we often get the message with a combination of vocabulary, or lexical information plus extra-linguistic information” (Krashen, 1985, p. 66). Third, it allows hypothesis testing to see what works in L2 in terms of appropriacy. Lastly, it provides opportunities to receive feedback from others in the form of negotiating meaning. To support the last advantage, Pica et al. (1989) found that more negotiation of meaning resulted in more modified output.

In sum, it is quite clear that both theories mentioned above (social constructivism and the output hypothesis) have had a great influence in the field of SLA. They all focus and emphasize on one common thing, which is the interaction with peers. Many Korean English classes tend to lack that important factor. Therefore, implementing lessons that are based on those theories can help Korean students achieve better language learning which is the goal of this portfolio.

2.2 Teaching Approaches and Methods

There have been many teaching methods in SLA history. Different teachers use different methods to teach their students to acquire a second language most effectively. Choosing teaching methods requires taking many factors into consideration. The teacher has
to understand the students’ needs, learning environment, age, and so on to adopt the most appropriate teaching method for the students. Therefore, considering all those factors, the unit theme that the portfolio is based on is communicative language teaching (CLT) and cooperative language learning (CLL). The portfolio has also adopted to use principled eclecticism. Richards and Rodgers (2014) explains principled eclecticism as taking aspects that the teacher likes from various methods and combine them to make his/her own method. “In language teaching the blending of methods into the teacher’s own method has long been a recommendation of methodologists” (Richards & Rodgers, 2014, p. 352). This brings a question about the combination. Which aspects were taken from CLT and CLL? The answer is taking aspects that provide the most opportunities for interaction and cooperation for learners. The unit plan provides the learners with activities and tasks that require them to exchange ideas, interact, and work collaboratively to reach a mutual goal.

Brown (2007) defines CLT as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes” (p. 378). As from the definition of Brown, CLT shares a close relationship with social constructivism and cooperative learning for the fact that it puts a heavy focus on interaction, student-centered learning, and communicative competence. CLT emerged around the 1960s in SLA field when teachers began to question the goal of their lessons, which is for students to be able to communicate in the target language. Such a view of emphasizing on communicative competence influenced the education field tremendously shifting from structure-centered approach to a communicative approach (Widdowson, 1990; Savignon 1997).

According to Brandl (2008), there are eight principles to CLT: 1) use tasks as an organizational principle, 2) promote learning by doing, 3) input needs to be rich, 4) input
needs to be meaningful, comprehensible, and elaborated, 5) promote cooperative and collaborative learning, 6) focus on form, 7) provide error corrective feedback, 8) recognize and respect affective factors of learning. These are all critical principles that need to be implemented in all CLT based lessons. However, in this portfolio, two principles are specifically emphasized. First, the use tasks as an organizational principle. According to Bygate et al. (2001), a task is an activity where students are to use the target language while focused on meaning in order to meet the object of the task. When learners work through a task together as a group, they have a lot of opportunities to communicate, interact with each other, exchange ideas, negotiate meaning, and use real language in classrooms. All those factors will naturally lead to an enhancement of communicative competence and language. For the reason, throughout the unit plan of this portfolio, learners are provided with production activities in each lesson where they make a poster, do a survey, vote, fill out an application form, and so on. When making a poster and doing a survey, student interactions and exchanging opinions are essential. Those will naturally lead students to produce and output the language.

Second, promoting cooperative and collaborative learning. Cooperative learning is a strong facilitator of learning (Kagan, 1989). Working cooperatively and collaboratively lets students be engaged in the learning process actively and promotes language skills by using the target language with teammates. It also shows its strength in students helping each other when challenged by a task. Brown (1994) also contends that less competent students lessen their anxiety and stress by working together as a group. By doing so, they can feel a little more comfortable communicating with their peers. For this purpose, the unit plan of this portfolio integrates a lot of peer interactions throughout the lessons. Not only in the production stage of the lesson but also during the practice stage of the lessons, students get to
practice the language a lot with their peers by utilizing a discourse or performing simple drills through speech bubble prompts that include questions and sentence starters.

Another method that the portfolio is based on is CLL. It is a teacher’s job to find ways to make students engaged in his lessons, implement learning arrangements that encourages students’ active participation during lessons, acknowledge the variety of motivations and interests students bring to their classes, and use strategies that enables students to function collaboratively to bring positive learning experiences for them (Richards & Rodgers, 2014). In dealing with these kinds of issues, teachers often plan their lessons based on a CLL approach, as does the unit plan in this portfolio. CLL is originated from a more general theory that is quite popular in mainstream of education which is cooperative learning (CL). It emphasizes peer support and coaching. The basic idea of CL would be making students learn by eliciting the maximum use of cooperative activities whether it is in pairs or groups.

According to Olsen and Kagan (1992), CL is defined as “a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning” (p. 8). Johnson and Johnson (1994) also explain CL as small groups of students working together in order to achieve a common goal and maximize their learning. For example, in each lesson of the unit plan of the portfolio, there is always a production activity where students get to cooperate with each other and produce collaborative output in various forms like a poster or survey results. Applying this theory to how language is learned in SLA situations has many benefits and there are many different ways in implementing it to teachers’ lessons. First of all, students simply learn language better when they cooperate with each other. Just watching and listening to a teacher’s lecture may result in boredom and a negative classroom atmosphere. Second, more competent students can help less fluent peers. As
students work in groups, more competent group members can give hints to their less fluent peers when they are challenged. This idea is related to Vygotsky’s ZPD mentioned in section 2.1. Third, there are more opportunities for students to do critical thinking when they exchange ideas and language with their peers. This is significant because critical thinking skills are seen as central to learning process. Some authors like Kagan (1992) have even elevated critical thinking to the same level of focus as the four basic language skills (reading, writing, listening, and speaking). Fourth, students can develop communicative skills when they cooperate with each other. Lastly, students will develop enhanced motivation to create positive results. Chang (2010) did a case study with two groups of students to research how students become more motivated when they get along with their peers. As expected, the group who shared ideas with each other and participated in group activities showed more motivation than the ones who did not.

In lesson one of the unit plan, the usage of principled eclecticism takes place when learners play the omok game and make a recommendation poster and share their ideas with the rest of the class. By playing the game, students would feel more comfortable with the lesson and naturally learn the language. In lesson two, learners also play a language game (directions game) and guide their own school to their peers. By creating a school map, learners use a higher level of thinking skill that promotes critical thinking as well. In lesson three, learners get to do an information gap activity and survey which are highly interactive. Lesson four is the highlight of the unit plan where learners spend the whole class interacting. They are required to create their own school club poster. Learners also write registration form after watching their peers’ presentation. It is clear that throughout the lesson, aspects of interaction and cooperation of CLT and CLL are combined to effectiveness of learning. Also, during the lessons, they interact by doing simple drills and have discussions about their
answers to the given tasks. As a result of the eclecticism, learners will develop their communicative competence.

In conclusion, the unit plan in the present portfolio integrates and combines aspects of CLT and CLL that provide learners with the best opportunities to interact because according to section 2.1, that is the best way to learn a language.
3. Unit Plan

3.1 The Learners

As for my target learners, I have chosen a group of students that I am currently teaching. They are twelve years old and are in grade five at a public elementary school. They each have different language learning experiences. According to the national education curriculum of Korea, public schools start teaching English curriculum from grade 3 (The School Curriculum of the Republic of Korea, 2009). Grade three English classes cover basic phonics to simple sentence patterns. Since not everybody goes to private academies, for many of the students, grade 3 is their first time to learn English at school. Consequently, the language learning experience is different for all students. For this reason, the learners’ proficiency level is from novice-low to novice-high according to ACTFL (ACTFL Proficiency Guidelines, 2012).

It is mandatory for all of my target learners to take English class at school. Since they are still young, most of them do not have a specific purpose for studying English like high school students or adult learners, such as getting into university or employment. For most of my target learners, English class could be just one of the courses they must take in order to pass their grade level. Some of the higher level students may feel like they study English for better grades, communicative competence, or even simple interests, but I believe they are mostly affected by their mothers’ insistence on studying English. On the other hand, this period of time is the best time for them to feel motivated and start liking English.

I would say most roles of the learners is external, which means that teachers impose responsibilities on the learners. The reason for this is that the target learners are so young that self study and independent learning strategies are not commonly found among them. Their
role outside the classroom may be to do homework that are assigned by their teachers or homework they are assigned at private institutes after school.

Affective factors play a huge role with the target learners as well. It is somewhat difficult to generalize the emotions and feelings of all the target learners because one teacher is responsible for more than four hundred students but most of them are motivated and interested in learning English. However, learners might sometimes feel anxiety because of written and speaking exams they do twice a semester. I do not think this would be a big problem because the difficulty of the exams is fairly low and from my experience, most of them do great.

Table 1

*ACTFL proficiency level*

<table>
<thead>
<tr>
<th>Language Skill</th>
<th>Proficiency Level</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Novice (low-high)</td>
<td>Can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Novice (low-high)</td>
<td>Can communicate short messages on highly predictable, everyday topics that affect them directly.</td>
</tr>
<tr>
<td>Reading</td>
<td>Novice (low-high)</td>
<td>Can get a limited amount of information from highly predictable texts in which the topic or context is very familiar. May rely heavily on their own background knowledge and extra-linguistic support.</td>
</tr>
<tr>
<td>Writing</td>
<td>Novice (low-high)</td>
<td>Are characterized by the ability to produce lists and notes, primarily by writing words and phrases. Can provide limited formulaic information on simple forms and documents.</td>
</tr>
</tbody>
</table>

3.2 The Learning Environment

The learning environment of the target learners is not so different from regular public elementary schools in Korea. The class size is about thirty to thirty-two students with almost even ratio of males and females. The class size is considerably big with various proficiency level students. This is something that the teacher should take into consideration because unlike many of the private institutes where they divide their students according to their proficiency level, the target learners’ classes are mixed with various proficiency levels of students. This may become a major constraint during lessons because teachers might find it difficult to reinforce students with immediate help because there are simply too many students in one class. Therefore, it is important design lessons based on cooperative learning and ZPD that were mentioned above in section 2. When making the lessons, the teacher should consider the lower level of students who might be neglected during the lessons.

Teachers meet students twice a week during school days. Each class is 40 minutes long and usually covers three or four activities. Students are all facing the teacher and they sit with partners. Desks are divided into four big sections and are capable of moving around whenever there is a group activity. Also, there is a large TV in front of the classroom (one of the essential items for lessons). This is a common classroom layout for public schools in Korea. Students are, most of the time, required to be well behaved during lessons as they can disturb their peers and other classrooms.

Learners all have their own textbooks. Textbooks are distributed in the beginning of the semester. All the other specific details of the lesson like dialogue videos, scripts, MP3 files, and such will all be displayed on the TV in front of the classroom. By doing so, learners will have visual effects and gain a better focus during lessons.
3.3 Unit Goals

3.3.1 Overview

The title of my unit plan is *I Love My School*. It consists of four lessons. Each lesson focus on contents and languages required in common situations that you encounter on the first week of school, where students ask about locations of their new classrooms, how each other’s vacation was like, and which school club they would like to enroll in. Since there are three different topics but four lessons, lesson three and four share the same topic. I believe it would be interesting for learners to study this topic because everyone experiences daily life at school from summer (or winter) vacations and feels excited by and looks forward to meeting new classmates and to the new environment they will be in.

Learners will be provided with vocabulary that is related to daily school life, more specifically, words they will most likely use with their peers. I will try to minimize grammar based activities and use a communicative approach in order for the learners to feel comfortable speaking them.

The sequencing of the lesson will be linear where the contents are not so closely related to each other but are included in one big umbrella of the theme, *I Love My School*.

This unit on *I Love My School* is designed to provide opportunities for students to:

3.3.2 Content Goals.

- Communicate and express their needs and wants with their classmates in daily school situations.

- Develop their English fluency through numerous output activities.

- Develop the ability to think critically about school life.
3.3.3 Language Goals.

- Develop communication skills of asking directions, asking about their past vacation, and joining school clubs.
- Use a variety of sentences to describe their opinions of their likes.
- Develop mastery / fluency of known grammar.
## 3.4 Learning Threads

### 3.4.1 Overview.

Table 2

**Overview of content, language, and language skills**

<table>
<thead>
<tr>
<th>Content</th>
<th>Language Components</th>
<th>Language Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1 (Past Vacation)</strong></td>
<td>- 2-minute video titled “What did you do during the vacation? ESL/EFL” - two 15-line dialogues about past vacation</td>
<td>- use different kinds of words related to their past vacation activities (e.g. pick apples, go to the beach, see a movie) - utilize past tense verbs (e.g. picked, went, saw, and etc) - use adjectives (e.g. fun, boring, exciting) to express their feelings</td>
</tr>
<tr>
<td><strong>Lesson 2 (Getting Around the School)</strong></td>
<td>- 1.5-minute video titled “Where is the post office?” - 1-minute audio file titled “Where is the cafeteria?” - a half-page school map to show where facilities are</td>
<td>- use terms related to school facilities (e.g. library / tennis court) - use imperatives to give directions (e.g. Turn left / right) - use prepositions to identify locations (e.g. next to / between / in front of)</td>
</tr>
<tr>
<td><strong>Lesson 3 (School Clubs)</strong></td>
<td>- two information-gap dialogues about which school club students want to join (10-lines) - 1-minute audio file about school clubs</td>
<td>- use words related to school clubs (e.g. chess club, school band) - utilize to + infinitives when speaking - user different types of verbs to describe the different degrees of preferences (e.g. love / like/ am okay with)</td>
</tr>
<tr>
<td><strong>Lesson 4 (School Clubs)</strong></td>
<td>- worksheet 1 to review the previous lesson about school clubs</td>
<td>- use words related to school clubs (e.g. chess club, school band) - utilize to + infinitives when speaking - user different types of verbs to describe the different degrees of preferences (e.g. love / like/ am okay with)</td>
</tr>
</tbody>
</table>
3.4.2 Content.

The portfolio provides a learner-friendly content. The main content of the portfolio is daily life events at school. School is a very familiar place for every student and a lot of things happen there every day. Also, students feel comfortable learning lessons based on school content. Providing a learner-friendly content is effective because learners acquire language and content at the same time and they support each other (Lyster, 2007).

The contents of each lesson are very authentic contents like a video or a dialogue that students can commonly talk to their peers about. For this reason, learners will have no hesitation using the language after lessons. Learners have lots of opportunities to output what they have learned during lessons at the end of each lesson by creating a meaningful product. Especially, the last lesson, lesson 4 spends most of the class time for students to produce their own work using the target language. This is a very authentic, fun, cooperative learning process.

<table>
<thead>
<tr>
<th>Past vacation (LP 1)</th>
<th>Around the school (LP 2)</th>
<th>School clubs (LP 3&amp;4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What did you do during the vacation?</td>
<td>• Where is the cafeteria?</td>
<td>• Which school club do you like?</td>
</tr>
<tr>
<td>• Recommend a vacation activity for classmates</td>
<td>• Introduce your school to classmates</td>
<td>• Do a presentation about a school club</td>
</tr>
</tbody>
</table>
3.4.3 Vocabulary.

The unit plan of the portfolio introduces various vocabulary related to school vacation, school facilities, and school clubs. These are all familiar to learners and they use it a lot in every day school life. Ausubel (1968) argues that meaningful learning results in long-term memory rather than rote learning. Therefore, if the vocabulary terms students learn are meaningful and related to their previous knowledge, vocabulary acquisition will be effective.

For that purpose, familiar vocabulary or collocations like visited grandparents (a common vacation activity), cafeteria (a common school facility), and chess club (a common school club) are introduced to learners. Lastly, students have plenty of opportunities to use the vocabulary that they learned throughout the lesson in the production stage.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Key Terms</th>
<th>Common Expressions and Useful Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Vacation</td>
<td>visit, see, make, help, grandparents, movie, cookies, go, eat, play</td>
<td>What did you do during the vacation? I ________. It was great / exciting.</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>cafeteria, library, English room, teacher’s room, parking lot, tennis court</td>
<td>Where is ___________? Go straight. Turn left / right. It’s next to / in front of ____.</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>love, like, am okay with, dislike, hate</td>
<td>What school club do you like? I love / like / am okay with / hate __________. I like to ______________.</td>
</tr>
<tr>
<td>School Clubs</td>
<td>soccer club, book club, movie club, chess club, school band</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>register, join</td>
<td>What school club do you like? I love / like / am okay with / hate ____ because ______.</td>
</tr>
</tbody>
</table>
3.4.4 Grammar.

Grammar is an essential aspect of language learning. Learners should understand proper sentence structures for effective communication skills. Long and Richards (1987) argue that grammar plays a major role in learning the language and develop communicative tasks. However, that does not mean grammar should always be taught deductively, like many Korean English classes do. Since this portfolio is based on CLT, it also tries to teach grammar by exposing learners to many sentences that include the target grammar. For this reason, the present portfolio adopts the embedded grammar approach that is introduced by Thornbury (1999). He explains that it is an approach where grammar is a part of the activities, but students do not do grammar activities. The unit plan *I Love My School* has also minimized the grammar teaching because of the concept of CLT. However, videos, dialogues, and activities like “unscramble the sentence” in the lessons provide frequently repeated target grammar patterns, which is an inductive way of teaching grammar. Lastly, target grammar patterns in the unit plan are relatively easy and repeated from the previous grades. That is, they learned most of them in grade three and four. Therefore, understanding them is not so challenging for learners. It is fair to say that the unit plan focuses on the use of the grammar rather than a simple knowledge.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>past tense verbs (past vacation)</th>
<th>adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Vacation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>infinitives</td>
<td>adjectives</td>
</tr>
<tr>
<td>Getting Around the School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>infinitives</td>
<td>expressing preferences</td>
</tr>
<tr>
<td>School Clubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>infinitives</td>
<td>expressing preferences</td>
</tr>
<tr>
<td>School Clubs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.4.5 Language Skills.

It is important to integrate all four skills (listening, speaking, reading, and writing) in the lessons, as Widdowson (1972) asserts that integrating all four skills helps to enhance students’ language skills, and which results in better learning.

The unit plan uses all four skills during lessons. However, as mentioned in section 2, one of the ideas the portfolio is based on is the output hypothesis. Therefore, there are speaking activities at the end of every lesson such as presentations various topics. Learners always get to share their ideas and experiences either in pairs or with the rest of the class. This fosters a lot of speaking and listening interactions between the peers which leads to a better communicative competence. However, before the presentations, learners do reading and writing activities like reading the dialogue or answering comprehension questions in full sentences.

<table>
<thead>
<tr>
<th></th>
<th>listening</th>
<th>speaking</th>
<th>reading</th>
<th>writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Past vacation</strong></td>
<td>listen for details</td>
<td>group discussions and presentations</td>
<td>read for details</td>
<td>complete the worksheets</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Getting Around the School</strong></td>
<td>listen for details</td>
<td>describe their own school and discussions</td>
<td>read for details</td>
<td>complete the worksheets</td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Clubs</strong></td>
<td>listen for info gap activity</td>
<td>Orally complete survey and discussion</td>
<td>read for details</td>
<td>complete the worksheets</td>
</tr>
<tr>
<td><strong>Lesson 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Clubs</strong></td>
<td>listen to other groups’ presentations</td>
<td>group discussions and presentations</td>
<td>read for details</td>
<td>fill out the registration form</td>
</tr>
</tbody>
</table>
3.5 Lesson Plans

3.5.1 Overview.

The unit plan, *I Love My School*, consists of various activities where students get to cooperative with each other. The activities also foster as much speaking as possible in order to enhance students’ communicative competence. By working on tasks together, students will exchange ideas and share opinions with each other, which lead to better use of four language skills as well. In real-life situations, when learners communicate, the four skills occur together simultaneously so it is important to use integrated-skills approach when teaching English in Korea (Littlewood, 1982). Also, working together on a task is beneficial to students because it helps them to develop a positive relationship with their partners or group members.

The unit plan of the portfolio is sequenced from low cognitive demanding tasks to high ones. During the low cognitive demanding tasks, students learn the target language with a lot of input provided by the teacher such as watching a video, listening to a dialogue, and doing a simple labeling.

The production activity at the end of each lesson suits the theory and methods mentioned in section 2 because students discuss and “create” their own work. This is very student-centered and the highest thinking level of Bloom’s taxonomy (Anderson & Krathwohl, 2001). After students create their own work, they get to share it with the rest of the class by doing a presentation. This will significantly enhance their speaking and listening skills and help to prepare for presentations they will do in the future.
### 3.5.2 Lesson 1

<table>
<thead>
<tr>
<th>Past Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/English Level: Elementary 5th grade</td>
</tr>
</tbody>
</table>

**Content Objectives**
- identify and describe the activities that Ss did during the vacation (e.g. visited my grandparents)
- create a poster about past vacation (e.g. I went to 63 building)

**Language Objectives**
- utilize past tense verbs (e.g. picked apples, went to the beach, saw a movie)
- use adjectives (e.g. fun, boring, exciting) to express their feelings about what they did.

**Classroom Preparation**
Ss sit in pairs. Desk positions should be ready to make a group of 4 when necessary. TV and computer are turned on before the class starts. A blackboard is placed in front of the class with the title and objectives of the lesson written.

<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>5</td>
<td><strong>Introduction</strong></td>
<td>Individual, Pair</td>
<td>L,S,R</td>
<td>Worksheet 1</td>
</tr>
<tr>
<td>5</td>
<td>1. Ss watch a video clip and do a matching activity. Check the answers with their peers. (<a href="https://www.youtube.com/watch?v=cExwuVJBfe4">https://www.youtube.com/watch?v=cExwuVJBfe4</a>)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Development</strong></td>
<td>Individual, Pair</td>
<td>L,S,R</td>
<td>Worksheet 2</td>
</tr>
<tr>
<td>2</td>
<td>2. Ss read a dialogue and circle all verbs. Ss answer comprehension questions and check their answers with peers and check again with T later.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3. Ss read a brief explanation about expressing their feelings and write the feeling adjectives in the correct box.</td>
<td>Individual</td>
<td>R,W</td>
<td>Worksheet 3</td>
</tr>
<tr>
<td>5</td>
<td>4. Ss rewrite a story using past tense.</td>
<td>Individual, Pair</td>
<td>R,W, L,S</td>
<td>Worksheet 3,4,5</td>
</tr>
<tr>
<td>10</td>
<td>5. Ss play the “Omok Game” T demonstrates how to play the game.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Consolidation</strong></td>
<td>Pair</td>
<td>L,S,R</td>
<td>Worksheet 6</td>
</tr>
<tr>
<td>10</td>
<td>6. Ss look at the example of recommending poster and discuss about what to write about with their partners.</td>
<td>Group</td>
<td>L,S,W</td>
<td>Worksheet 7</td>
</tr>
<tr>
<td>10</td>
<td>7. Based on their experience during the vacation, Ss write a recommendation poster. After making it, Ss share it with the rest of the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Homework**
What is the favorite activity that you did during the vacation? Do you remember? Write a picture diary in English. How did you feel when you were doing it?
Lesson 1: Worksheet #1

1. Watch the dialogue and match the characters with the correct verbs and adjectives.

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jarrett</td>
<td>• visited the Philippines</td>
<td>• interesting</td>
</tr>
<tr>
<td></td>
<td>• went shopping</td>
<td>• great</td>
</tr>
<tr>
<td></td>
<td>• went to the beach</td>
<td>• good</td>
</tr>
<tr>
<td></td>
<td>• went snorkeling</td>
<td>• fun</td>
</tr>
<tr>
<td></td>
<td>• visited museums</td>
<td>• exciting</td>
</tr>
<tr>
<td></td>
<td>• visited Japan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• visited Seoul</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• visited Jeju-do</td>
<td></td>
</tr>
<tr>
<td>Maggie</td>
<td>• went to parks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• went snorkeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• visited museums</td>
<td></td>
</tr>
<tr>
<td>Daniel</td>
<td>• went to the beach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• went shopping</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• went snorkeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• went to parks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• went to the beach</td>
<td></td>
</tr>
<tr>
<td>Lacy</td>
<td>• saw temples</td>
<td>• boring</td>
</tr>
</tbody>
</table>

2. Check the answers with your partners.

A: What did __________ do?
B: He / She __________.
Lesson 1: Worksheet #2

3. Read the dialogue and circle all the verbs. Check the answers with your partners.

What did you do during the summer vacation?

It is the first day of school after summer vacation. Nari and Sejun are sitting in a classroom and talking about what they did during the vacation.

Nari: Hello Sejun! How are you?
Sejun: Hi Nari. I’m fine, thank you. Did you have a good summer vacation?
Nari: Yes it was great! What did you do during the summer vacation?
Sejun: I visited my grandparents and went to the beach.
Nari: What did you do there?
Sejun: I went swimming.
Nari: How was it?
Sejun: It was fun and exciting. How about you?
Nari: I saw a movie and made cookies with my mom.
Sejun: That sounds good. How was it?
Nari: It was interesting. Let’s make cookies together this afternoon.
Sejun: Sounds good!

4. Check T if the sentence is true or F if it is false.

T  F
a) Nari visited her grandparents during summer vacation.  
   [   ]  [   ]
b) Sejun went to the beach during summer vacation.  
   [   ]  [   ]
c) Swimming was boring for Sejun.  
   [   ]  [   ]

5. Write about what Sejun and Nari did during the vacation in full sentences.

<table>
<thead>
<tr>
<th>Sejun</th>
<th>Nari</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sejun visited his grandparents.</td>
<td>- Nari saw a movie.</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Lesson 1: Worksheet #3

6. Read how to ask and express your feelings.

   A: How was it?
   B: It was __________.
   e.g. – It was fun. It was boring. It was interesting. It was awful.

7. Write the feeling words in the correct box. Check the answers with your partners.

<table>
<thead>
<tr>
<th>fun</th>
<th>boring</th>
<th>interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>exciting</td>
<td>awful</td>
</tr>
</tbody>
</table>

   ![Smiley face](image1)
   ![Sad face](image2)

8. Rewrite the story using the past tense and feeling. Check the answers with your partners.

   Jake: Hi Lucy. What do you do during the vacation?
   Lucy: I see a movie. How about you?
   Jake: I help my mom and make cookies.
   Lucy: How is it?
   Jake: It is very interesting!
   Lucy: That sounds fun.
**Omok Game**

1) Students (Ss) get into pairs. Ss mix up one set of word cards and spread them on their desks face down. Ss choose one colored pencil.

2) Ss take turns and draw one card. Student 2 (S2) asks student 1 (S1) “What did you do during the summer vacation?” S1 answers the question by using the word he just drew. For example, “I visited my grandfather”.

3) If S2 can speak the sentence correctly, he draws one dot on the board.

4) The first student to draw five dots in a row wins.
Lesson 1: Worksheet #4


A: What did you do during summer vacation?
B: I ___________ during summer vacation.
   It was __________.
### Lesson 1: Worksheet #5

<table>
<thead>
<tr>
<th>visit</th>
<th>visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>go</td>
</tr>
<tr>
<td>see</td>
<td>see</td>
</tr>
<tr>
<td>make</td>
<td>make</td>
</tr>
<tr>
<td>help</td>
<td>help</td>
</tr>
</tbody>
</table>
Lesson 1: Worksheet #6

10. Where did you go for your vacation? What was your favorite place you went? Draw a picture of it. Recommend a nice place for your friend!

I recommend this vacation place!

- Name: **63 Building**  
  - Location: **Seoul**

- Type: **City**  
  - Mountain  
  - Ocean  
  - Other _____

- I went there in **summer vacation** or **winter vacation**.

- Reasons for recommendation:
  - nice restaurant  
  - art gallery  
  - big aquarium

---

I recommend 63 Building, located in Seoul. I went there during summer vacation. I liked 63 Building because it had a nice restaurant. I ate Bulgogi there. It had an art gallery. I saw a lot of paintings. Lastly, it had a big aquarium. I saw a lot of fish and sea creatures!
Lesson 1: Worksheet #7

10. Where did you go for your vacation? What was your favorite place you went?
   Draw a picture of it. Recommend a nice place for your friend!

I recommend this vacation place!

- Name: _______________  - Location: _______________
- Type:  City  Mountain  Ocean  Other _______
- I went there in  summer vacation or  winter vacation.
- Reasons for recommendation:
  -
  -

I recommend __________, located in __________.
I went there during ______ vacation.
I liked __________ because
### 3.5.3 Lesson 2

**Getting Around the School**

<table>
<thead>
<tr>
<th>Grade/English Level: Elementary school 5th grade</th>
<th>Time Frame: 45 minutes</th>
</tr>
</thead>
</table>

**Content Objectives**
- identify places around a school (e.g. English class, cafeteria, soccer field, etc)
- guide how to get around their school (e.g. Where is ...? / Go straight and ...)

**Language Objectives**
- use imperatives to give directions (e.g. Go straight / Turn left / Turn right)
- use prepositions to identify location of school rooms and facilities (e.g. next to, between, in front of)

**Classroom Preparation**
Ss sit in pairs. Desk positions should be ready to make a group of 4 when necessary. TV and computer are turned on before the class starts. A blackboard is placed in front of the class with the title and objectives of the lesson written.

<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>5</td>
<td>Introduction</td>
<td>Individual</td>
<td>L,S</td>
<td>Worksheet 1</td>
</tr>
<tr>
<td></td>
<td>1. Ss watch a video clip and do comprehension questions. (<a href="https://www.youtube.com/watch?v=iBbRRueIUrE">https://www.youtube.com/watch?v=iBbRRueIUrE</a>) After checking the answers, Ss discuss their experience with their partners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Development</td>
<td>Individual</td>
<td>L,S</td>
<td>Worksheet 2</td>
</tr>
<tr>
<td></td>
<td>2. Ss listen to the dialogue and do fill-in-the-blanks activity. Ss check their answers with peers and check again with the T later. Ss do the same process with the comprehension questions too.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Individual</td>
<td>R,W</td>
<td>Worksheet 3</td>
</tr>
<tr>
<td></td>
<td>3. Ss look at the map and answer the questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Individual</td>
<td>L</td>
<td>Worksheet 4</td>
</tr>
<tr>
<td></td>
<td>4. Ss listen to the T’s instructions and label the school rooms and facilities on an empty map.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Pair</td>
<td>L,S</td>
<td>Worksheet 5,6,7</td>
</tr>
<tr>
<td></td>
<td>5. Ss play the “Directions Game”. T demonstrates how to play the game.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Consolidation</td>
<td>Group</td>
<td>L,S</td>
<td>Worksheet 8</td>
</tr>
<tr>
<td></td>
<td>6. With a partner, Ss pretend that they are guides of their schools. Ss draw maps of their own schools and share the directions of school facilities with the rest of the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2: Worksheet #1

1. Watch the video and answer the questions below.

   a. Where does Sally need to go?

   b. Where is it?

   c. Have you ever gotten lost before? Where was it? What happened? Tell your partner the story.

   Did you get lost before?

   Yes. I was in __________. 
Lesson 2: Worksheet #2

2. Listen to the dialogue and fill in the blanks. Check the answers with you partners.

**Where is the cafeteria?**

It is lunch time. Everyone is hungry. Nari is also hungry. She is looking for the cafeteria to have lunch. She is in front of Classroom 104.

_Nari:_ Oh I’m so hungry.
_Sejun:_ Hi Nari. Do you want to go to the cafeteria together?
_Nari:_ Sure. Where is the main cafeteria?
_Sejun:_ We should go straight and turn left. It’s ___ the main entrance.
_Nari:_ Ok. Sejun, do you want to play tennis after school?
_Sejun:_ Sure. I like to play tennis.

_Nari:_ Where is the tennis court?
_Sejun:_ Go outside and turn right. It’s ___ ___ the soccer field.
_Nari:_ Is it ___ the parking lot ___ the playground?
_Sejun:_ Yes, it is.
_Nari:_ Thank you. Let’s go.

Answer the following questions in full sentences after listening to the dialogue above. Check the answers with your partners.

**a) Where is the cafeteria?**

1.  
2.  

**b) What does Nari want to do after school?**
Lesson 2: Worksheet #3

3. Look at the map and answer the following questions.

Go straight          Turn left          Turn right
next to              between            in front of

a) Start from the red star. Where is the tennis court?
____________________ and _____ ________ . It’s ___________ the parking lot and the
playground.

b) Start from the purple star. Where is the Class 103?
_______________________ and ___ ________ . It’s ______________ the Class 104.

c) Start from the blue star. Where the Art room?
_________________________ and _____ ________ . It’s __________ to the English room.
Lesson 2: Worksheet #4

4. Listen to the teacher and label the map.
Directions Game

1) Ss get into groups of four and divide each group into two teams.

2) Ss prepare one set of flash cards and place them face down on their desks.

3) Ss do rock-paper-scissors. The winning team (Team A) picks one card first and the losing team (Team B) asks them where it is.

4) One member (S1) of team A explains how to get there and another member (S2) of the same team follows the directions.

5) If team A can give and follow the directions correctly, they can get the card. If not, put the card back into the original position face down. During this process, team B watch if they are giving and following directions correctly.

6) Take turns playing. The team that has the most cards wins.
Lesson 2: Worksheet #5

5. “Directions game!”
Lesson 2: Worksheet #6
### Lesson 2: Worksheet #7

<table>
<thead>
<tr>
<th>Parking lot</th>
<th>Tennis court</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria</td>
<td>Library</td>
</tr>
<tr>
<td>English room</td>
<td>Teachers’ office</td>
</tr>
</tbody>
</table>
Lesson 2: Worksheet #8

6. Pretend you are a student president of your school. Today, you have to guide the mothers to your school. Where would you show them? What does your school look like? Draw a map of your school and share it with your classmates.
### 3.5.4 Lesson 3

<table>
<thead>
<tr>
<th>School Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade/English Level:</strong> Elementary 5th grade</td>
</tr>
</tbody>
</table>

#### Content Objectives
- identify and describe different types of school clubs *(e.g. chess club, school band)*
- evaluate students about preferences that they collect from their classmates

#### Language Objectives
- utilize infinitive *(to + infinitive)* to describe club actions
- use different verbs to describe the different degrees of preferences *(e.g. I love / like / am okay with / dislike / hate)*

#### Classroom Preparation
Ss sit in pairs. Desk positions should be ready to make a group of 4 when necessary. TV and computer are turned on before the class starts. A blackboard is placed in front of the class with the title and objectives of the lesson written.

#### Time | Sequencing of Activities | Interaction | Focus | Resources
--- | --- | --- | --- | ---
**5** | **Introduction** | Individual, Group | L,S | White board Worksheet 1
1. Ss brainstorm about different kinds of school clubs and talk about the school club they are currently in or have joined before.

**Development**

5 | 2. Ss do information gap activity and answer the comprehension questions. | Pair | L,S,W | Worksheet 2
5 | 3. Ss listen to the dialogue and fill in the blanks and answer the comprehension questions. Then, discuss the rules about expressing preferences shown in the dialogue. | Individual, Pair | L,S | Worksheet 3
5 | 4. Ss label the pictures with correct school club names. Then, Ss talk about the school clubs they like or dislike. | Individual, Pair | R,W | Worksheet 4
5 | 5. Ss unscramble the given words and make sentences. | Individual | R,W | Worksheet 5

**Consolidation**

5 | 6. Ss write three statements about school club preferences. | Individual | W | Worksheet 5
10 | 7. Ss conduct a survey of their classmates by mingling. T demonstrates how to do the survey activity. | Group | L,S | Worksheet 6
5 | 8. Ss draw a bar graph and describe it to their partners. | Pair | L,S | Worksheet 6
Lesson 3: Worksheet #1

1. Are you in any school club right now? What kinds of school clubs can you think of? With a partner, brainstorm.

2. After brainstorming, be prepared to share your answers with the rest of the class.

What kind of school clubs can you guess from the picture?

Do you like to _____?
3. Take a look at the following text. Listen to your partner carefully and fill in the blanks. Then, read your text to your partner.

<table>
<thead>
<tr>
<th>Sejun &amp; Jake</th>
<th>Nari &amp; Lucy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new semester started and it’s time for students to choose their school clubs. Sejun loves to watch movies in his free time. He decided to join the movie club. He hates to exercise so he will not join the soccer club. Jake will join the school band because he likes to play the violin. He will not join the book club because he dislikes reading books.</td>
<td>The new semester started and it’s time for students to choose their school clubs. Nari ____ play chess in her free time. She decided to join the _____. She ____ read books so she will not join the _____. Lucy will join the _____ because she ____ watch movies. She will not join the _____ because she ______ listening to music.</td>
</tr>
</tbody>
</table>

4. Read the text above again and answer the questions.

a. What does Sejun like to do in his free time?

b. What school club will Sejun join?

c. What does Nari like to do in her free time?

d. What school club will Lucy join?
Lesson 3: Worksheet #2 - B

3. Take a look at the following text. Listen to your partner carefully and fill in the blanks. Then, read your text to your partner.

<table>
<thead>
<tr>
<th>Sejun &amp; Jake</th>
<th>Nari &amp; Lucy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new semester started and it’s time for students to choose their school clubs. Sejun _____ __ watch movies in his free time. He decided to join the _____ ___. He _____ __ exercise so he will not join the ______ ___. Jake will join the ______ ____ because he _____ __ play the violin. He will not join the _____ _____ because he __________ reading books.</td>
<td>The new semester started and it’s time for students to choose their school clubs. Nari loves to play chess in her free time. She decided to join the chess club. She hates to read books so she will not join the book club. Lucy will join the movie club because she likes to watch movies. She will not join the school band because she dislikes listening to music.</td>
</tr>
</tbody>
</table>

4. Read the text above again and answer the questions.

a. What does Sejun like to do in his free time?

b. What school club will Sejun join?

c. What does Nari like to do in her free time?

d. What school club will Lucy join?
**Lesson 3: Worksheet #3**

5. Listen to the following dialogue and fill in the blanks.

**Today is the last day for students to choose their after school clubs. Sejun and Nari are talking about the clubs they like.**

**Sejun:** Hi Nari. How’s it going?

**Nari:** I’m fine. How about you?

**Sejun:** I’m doing great too. Thanks.

**Nari:** Did you choose your club?

**Sejun:** Yes. I think I will join the _____. I ____ to play board games. I ____ the ____ but it’s already full. I like to read books too.

**Nari:** Cool. I ______ book clubs. I think it’s boring. I ____ the ______.

I like to play music.

**Sejun:** That sounds great. How about you Jake?

**Jake:** Well I ____ the _____ but I hate the ______. I don’t like to play soccer. I will join the movie club.

**Sejun & Nari:** Sounds good!

6. Answer the following questions in full sentences after listening to the dialogue.

a) Which school club does Sejun love?

b) Which school club does Nari dislike?

c) Which school club will Nari join?

7. What kind of rule about expressing preferences could you find from the dialogues?
Lesson 3: Worksheet #4

8. Label each picture with the correct school club names and club actions.

**School clubs:** soccer club, book club, movie club, chess club, school band

**Club actions:** watch a movie, play board games, read books, play music, play with a ball

I love movie club.
I love to watch movies.

I _____ _____ club.
I _____ to _____.

I _____ _____ club.
I _____ to _____.

I _____ _____ club.
I _____ to _____.

I _____ _____ club.
I _____ to _____.

9. Ask your partners which school club they like or dislike.

What school club do you like?

I like _________.
I am okay with ___.
I hate to _______.
Lesson 3: Worksheet #5

| I love _____ | I like _____ | I am okay with _____ | I dislike _____ | I hate _____ |

10. Unscramble the words in order and practice the complete dialogue with your partner.

(1) A: What do you like to do in your free time?
B: love movies I . to watch

(2) A: What do you hate to do?
B: I . hate exercise to

(3) A: What school clubs do you like?
B: okay am band the with school I .

11. “About yourself!”
Write about three school clubs and write statements about each of them using “I love ~” “I am okay with ~” “I hate ~”

**e.g. I love the drama club.**

a.

b.

c.
Lesson 3: Worksheet #6

12. “Survey time!”
Walk around the classroom and ask your friends which school clubs they like or dislike.

<table>
<thead>
<tr>
<th>What’s your name?</th>
<th>What’s a name of a school club?</th>
<th>What do you think about _____ club?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mina</td>
<td>football club</td>
<td>dislikes</td>
</tr>
</tbody>
</table>

13. “Draw a graph!”
Using the table above, make a bar chart. After that, describe your bar chart to your partner.
### 3.5.5 Lesson 4

**School Clubs**

<table>
<thead>
<tr>
<th>Grade/English Level: Elementary 5th grade</th>
<th>Time Frame: 45 minutes</th>
</tr>
</thead>
</table>

| Content Objectives | -create a school club poster  
|                    | -evaluate classmates’ presentation and decide which one was the most persuasive |
| Language Objectives| -utilize infinitive (to + infinitive) to describe club actions  
|                    | -use different verbs to describe the different degrees of preferences (e.g. I love / like / am okay with / dislike / hate) |

**Classroom Preparation**

Ss sit in pairs. Desk positions should be ready to make a group of 4 when necessary. TV and computer are turned on before the class starts. A blackboard is placed in front of the class with the title and objectives of the lesson written. Ss prepare color pencils.

<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>5</td>
<td><strong>Introduction</strong></td>
<td>Individual</td>
<td>L,S</td>
<td>Worksheet 1</td>
</tr>
<tr>
<td>5</td>
<td>1. T reviews the previous lesson and models first with worksheet 1.</td>
<td>Individual</td>
<td>L,S</td>
<td>Worksheet 1</td>
</tr>
<tr>
<td>5</td>
<td><strong>Development</strong></td>
<td>Individual</td>
<td>W</td>
<td>Worksheet 1</td>
</tr>
<tr>
<td>5</td>
<td>2. T hands out the worksheet 1 and makes Ss to create their own school club posters.</td>
<td>Individual</td>
<td>W</td>
<td>Worksheet 1</td>
</tr>
<tr>
<td>5</td>
<td>3. Ss get into groups of 4 and present their poster in their groups. They choose the best school club.</td>
<td>Group</td>
<td>L,S</td>
<td>Worksheet 2</td>
</tr>
<tr>
<td>10</td>
<td>4. Ss make a group poster with the club they chose in the previous stage.</td>
<td>Group</td>
<td>W</td>
<td>Worksheet 2</td>
</tr>
<tr>
<td>10</td>
<td><strong>Consolidation</strong></td>
<td>Group</td>
<td>L,S</td>
<td>Worksheet 2</td>
</tr>
<tr>
<td>10</td>
<td>5. As a group, Ss do a presentation of their school clubs using the group poster they made.</td>
<td>Group</td>
<td>L,S</td>
<td>Worksheet 2</td>
</tr>
<tr>
<td>10</td>
<td>6. T displays all the group posters on the whiteboard and hands out the registration forms.</td>
<td>Group</td>
<td>L,S,R</td>
<td>Worksheet 3</td>
</tr>
</tbody>
</table>
You can help join the ___________ club!

Buksu Elementary School

Welcome

to join the ___________ club!

What do you do in that club?

I _______________ ___________________.

Why do you like _____________ club?

I like / am okay with / dislike ____ because _____.

Lesson 4: Worksheet #1
Buksu Elementary School

Welcome to join the ___________ club!
Buksu Elementary School Registration Form

Your name

Date

The club name

Signature

Choose 1 club you like and 1 club you dislike. Why?

Which school club do you want to join?

Why do you like that school club?
What is the favorite activity that you did during your last vacation? Do you remember what it was? Draw a picture of you doing your favorite activity. Next, write three or four sentences that describe you doing the activity, and how you felt.
Harmer (1991) argues that applying what they have learned during class to the outside is important for students. The only homework assigned to the students will be based on lesson 1. Since the topic of it is “Past Vacation”, students will be able to think back what they did and write a short English diary. Students will be provided with the diary template above. It is a very open-ended homework where there is no specific answer to it. That is why it makes the homework more interesting. Writing a diary fosters students to use the past tense (the language objective for lesson 1) so students will naturally review lesson 1 without even noticing they are. Also, the diary homework is very meaningful to students because they are writing something that is based on their experiences. Another learning process that the teacher can apply is making students to share their experiences in front of the class using the diary. If there is not class time to do so, it can be a one-on-one interview form with the teacher.

Table 3

_Homework rubric_

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>Handwriting is clear and sentences are complete.</td>
<td>Handwriting is clear and sentences are almost complete.</td>
<td>Handwriting is a little messy and sentences are not fully complete.</td>
<td>Handwriting is messy and sentences are unclear.</td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td>Sentences include various past tense verbs.</td>
<td>Sentences include adequate amount of past tense verbs.</td>
<td>Sentences include only a few past tense verbs.</td>
<td>Sentences are unclear with almost no past tense verbs.</td>
</tr>
<tr>
<td><strong>Commitment</strong></td>
<td>Homework is submitted on time with name written.</td>
<td>Homework is submitted on time with name written.</td>
<td>Homework is submitted late with some missing parts.</td>
<td>Homework is not submitted late uncompleted.</td>
</tr>
</tbody>
</table>
3.6 Assessment

3.6.1 Overview.

Students will be assessed in two main parts: 1) presentation and 2) the poster. They will each worth fifty percent respectively.

Working cooperatively and collaboratively is also very important. Therefore, the assessment rubric would include teamwork and project result as well. The teacher will carefully observe the working process to make sure everyone is actively participating and grade them too. Doing a presentation accurately and fluently will lead to a high grade.

At the end of lesson 4, students do a presentation based on the languages they learn. They will be assessed based on the presentations. This is more effective than traditional pen and paper style of assessment because it can evaluate whether they understood the content correctly. It can also evaluate the accuracy and fluency of the target language when they speak. For this reason, formal assessment test paper will not be provided to the students.

Lastly, students will be required to write a registration form. It includes information about their preferences of school clubs, what they do in those clubs, and why they like them. By assessing all those things, learners will be evaluated in all four skills.
### 3.6.2 Presentation

Table 4

**Assessment Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs to Improve (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Presentation)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group cooperation</strong></td>
<td>everyone</td>
<td>almost</td>
<td>some students</td>
<td>only one or two</td>
</tr>
<tr>
<td></td>
<td>participates</td>
<td>everyone</td>
<td>participate</td>
<td>students</td>
</tr>
<tr>
<td></td>
<td>equally and</td>
<td>equally</td>
<td>equally and with</td>
<td>equally and</td>
</tr>
<tr>
<td></td>
<td>helps one</td>
<td>one</td>
<td>a little</td>
<td>with a little</td>
</tr>
<tr>
<td></td>
<td>another</td>
<td>another</td>
<td>interaction</td>
<td>interaction</td>
</tr>
<tr>
<td><strong>(Presentation)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language use</strong></td>
<td>try to use most</td>
<td>try to use</td>
<td>try to use</td>
<td>try to use no</td>
</tr>
<tr>
<td></td>
<td>of the language</td>
<td>an adequate</td>
<td>somewhat</td>
<td>amount of the</td>
</tr>
<tr>
<td></td>
<td>they learned to</td>
<td>amount of</td>
<td>amount of the</td>
<td>language they</td>
</tr>
<tr>
<td></td>
<td>deliver meanings</td>
<td>the language</td>
<td>learned to</td>
<td>learned to</td>
</tr>
<tr>
<td></td>
<td>and communicate</td>
<td>they learned</td>
<td>deliver meanings</td>
<td>deliver meanings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and</td>
<td>and communicate</td>
<td>and communicate</td>
</tr>
<tr>
<td><strong>(Presentation)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>present naturally</td>
<td>present naturally</td>
<td>present</td>
<td>present</td>
</tr>
<tr>
<td></td>
<td>with almost no</td>
<td>with some</td>
<td>unnaturally with</td>
<td>unnaturally with</td>
</tr>
<tr>
<td></td>
<td>pauses</td>
<td>pauses</td>
<td>some pauses</td>
<td>lots of pauses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.6.3 Assessment form for presentation

Table 5

Assessment Tool

Group Members:

<table>
<thead>
<tr>
<th>How well can the group …</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooperate in constructing the poster?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>successfully communicate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>present fluently?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: /12

Teacher Comments
### 3.6.4 Poster

Table 6

*Assessment Rubric*

<table>
<thead>
<tr>
<th></th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needs to Improve (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design</strong></td>
<td>The poster looks great with adequate design and colors.</td>
<td>The poster looks good with adequate design and colors.</td>
<td>The poster looks okay with adequate design and colors.</td>
<td>The poster needs some more design with more colors.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>All the content of the poster is relevant to the lesson content.</td>
<td>Most of the content of the poster is relevant to the lesson.</td>
<td>Some of the content of the poster is relevant to the lesson.</td>
<td>None of the content of the poster is relevant to the lesson.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>The poster involves most of language that is covered throughout the unit plan.</td>
<td>The poster involves an adequate amount of language that is covered throughout the unit plan.</td>
<td>The poster involves somewhat amount of language that is covered throughout the unit plan.</td>
<td>The poster involves almost no language that is covered throughout the unit plan.</td>
</tr>
</tbody>
</table>
### 3.6.5 Assessment form for poster

#### Table 7

**Assessment Tool**

Group Members:

<table>
<thead>
<tr>
<th>How well can the group …</th>
<th>Excellent 4</th>
<th>Good 3</th>
<th>Satisfactory 2</th>
<th>Weak 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>design the poster?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make a poster with content that is relevant to the lesson?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use the language covered throughout the unit plan in their posters?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: /12

#### Teacher Comments

<table>
<thead>
<tr>
<th>Teacher Comments</th>
</tr>
</thead>
</table>

---
3.7 Teaching Demonstration Analysis

I would like to begin by saying doing the teaching demo was a great opportunity for me to look back at my portfolio because it had some areas that could be improved. It was like a mid-term exam where I could check if the lessons are right on track so far. The feedback I received after demo teaching was meaningful and helped me to design a better portfolio.

I did my teaching demo with the third lesson plan Favorite Subjects. Content objectives of the lesson were: 1) identify and describe different kinds of subjects and 2) formulate conversation to ask one’s favorite subject. Language objectives were: 1) utilize sentences to express one’s favorite subject and 2) construct sentences to express their likes.

The teaching method that the lesson was based on was ALM and supporting theory of it was behaviorism. The lesson started with a brain-storming activity to give students some ideas about what is going to be covered. After that, information gap activity, simple labeling, designing a textbook, and survey were sequenced linearly. The information gap activity involved the target language like common subject names (math, science, music, and etc). Labeling activity involved a little bit of writing. For survey, students were required to walk around the classroom and ask their peers about their favorite subjects. At the end, they were asked to construct a bar diagram to show how many students liked which subject. It followed the PPP style and survey was placed in the production phase to practice the target language. There were five worksheets as hand-on materials, flashcards were used, and an audio file was played for students to listen to the dialogue.

The target students for the lesson are grade five elementary school students at a public school. Their proficiency level is “novice” according to American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012.
To state the conclusion first, this lesson removed from my portfolio because of its old style of teaching and ineffectiveness in enhancing learners’ communicative competence. ALM is a teaching method that was widely used from the 1950s. It emphasizes on mechanical process, habit formation, and repetition (Ellis & Shintani, 2013). Since I work at a public school where there are more than thirty students per class, I thought teaching lessons based on ALM would be effective for students. However, I realized that mechanical drills, simple repetition and substitution, non-authentic materials and content would make students feel bored throughout the lesson. Most importantly, the content and the topic of the lesson were not very authentic and were not based on real-life situations. Therefore, I decided to make a major change to my unit plan. In that sense, the method and theory that the lesson was based on were not successful as anticipated.

All those reasons led to a major change to the portfolio. ALM was changed to CLT. The supporting theory (behaviorism) was changed to social constructivism, cooperative language learning, and the output hypothesis. I came to a decision that changing methods to CLT is much better methods to meet my goals with my target students. They are methods that specifically improve learners’ communicative competence. Improving the learners’ communicative competence is my ultimate goal that I wanted to achieve with my students. As for supporting theories, all of them foster a lot of interactions between learners and a lot of meaningful output. I have added many more activities where students can produce the language meaningfully and create their own work. Creating is the highest level of thinking skill according to Bloom’s taxonomy.

In conclusion, I believe making those changes to my literature review, unit plan, and lessons were a wise decision to make and the quality of the portfolio had improved.
significantly. Eliciting student interactions, making to produce language meaningfully, and dealing with authentic real-life situations are the biggest focus of the portfolio now.
4. References


