

Lesson Plan
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Objective/Goal

Increase vocabulary relating to household problems and develop a skill to write letters to landlord/agent. By using several basic principles in the whole-person approach, this lesson aims to help enhance students' comprehension and knowledge.

Audience

This class is composed of sixteen adult learners (mainly housewives) at the intermediate level. They are taking the class in order to improve fluency in speaking, writing, listening and reading for their day-to-day communication in English.

Background

Students have mastered basic level of grammar and vocabulary. In the previous lesson, one of the students told me that she might want to learn how to communicate with her landlord more smoothly when she experienced household problems. Other students agreed with her, then I decided to do this lesson.

Materials

- Blown-up illustration A & B

Handouts

1. Illustration A & B
2. Vocabulary lists for household problems with blanks
3. Complaint letter sample A (water leakage)

Skills: reading, writing and speaking

Time: 50 minutes

Procedures

1. 5 min Ask students quickly if they have faced household problems and had to communicate with landlord/agent for solving them. Students will explain orally and share their experiences as a class. Explain my own experiences to them, too.
2. 10 min Put up blown-up illustration A and B on the blackboard. Quickly ask several students to explain some of the problems on the illustrations orally. Then, hand out illustrations (same as the blown-ups) and vocabulary list with blanks. Divide students in four groups and let them discuss quiz answers. Check answers as a class.
3. 15 min Hand out the sample letter A and have students read silently. Ask students to quickly brainstorm what they know about complaint letters. Divide students in four groups and have them write down several thoughts on what should be included in the letter. Share their thoughts and discuss as a class.
4. 18 min Assign one problem in the blown-up pictures randomly to each student and have them write a letter to landlord/agent regarding the problem with imagination or experience individually. Then, divide students in four groups. Have each group share their writings and check them each other. Let them select one representative to write one letter on the blackboard in front of the class. Make sure if they include necessary information and discuss as a class.
5. 2 min Ask students if they have any question.

Justification

Research has shown that vocabulary growth, student motivation, and meaningful interaction are crucial elements in adult English learners (reference? You state "research has shown", so be sure to cite a reference to this research. Although I do note references to follow). By using familiar topics, group discussion and illustrations, this lesson would motivate students and create a positive atmosphere in the class. As I wrote in the background part, one of the students requested me to do a lesson for communicating with landlord/agent for household problems and I respond to it. Since this lesson is related to students' day-to-day lives closely, they would engage with it seriously. A portion of the teacher's job is to find reading materials of high interest and relevance to the learners' lives and making them a part of the group's talking and vocabulary activity (Schwarzer, 2009). I believe this lesson is effective and well suited for adult English learners because it includes three critical aspects that I described in the first sentence. I employ several principles in the whole-person approach (WPA) (Schwarzer, 2009) in order to encourage students to acquire important skills in a favorable environment.

The first activity is used as a warm-up to relax the class and lower the affective filter. I let the class know that I would do this lesson responding to a request from one of them. It shows that I welcome their participations in decision-making process associated with the curriculum, which is based on a principle of curriculum negotiation in WPA.

Activity two introduces vocabulary relating to household problems with pictures. Blown-up illustrations help students understand new vocabulary easier. Research has shown that using visuals is effective in teaching. To use gestures, facial expressions, pictures, and realia makes words and concepts solid and connections more palpable and memorable (Florez and Burt, 2001). In a group discussion for the quiz, students get an opportunity to practice speaking and collaborate with others. Group work can create a positive learning atmosphere. In this activity, I employ an authentic learning of WPA, which integrates leaning materials and learning experiences from the students' real lives (Schwarzer, 2009).

In the activity three, students read a model letter. The model helps students to figure out what important and necessary elements are to explain the situation clearly. Discussing in groups can provide students with an opportunity to discover a different point of view. Research has shown that social communications and interactions create an ideal language learning environment (reference to research?).

Activity four is important because it provides students with an opportunity to write a letter on their own. It requires students to apply their knowledge what they have just learned. Either with their experiences or imaginations, it gives students an opportunity to practice writing in a realistic way. Especially in this activity, I make sure that making mistakes is totally fine and errors should be embraced. This attitude would lower the affective filter, too. In a language learning, one of basic principles of WPA, the goal is making mistakes in higher level as students make progress in the language learning (Schwarzer, 2009). First they write individually, then discuss in groups. Research has shown that working in groups enables students to write more and longer sentences.

In activity five, I encourage students to ask questions. This can help students develop their inquiry skills. It is one of basic principles of WPA, inquiry-based lessons.

References

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Outside Readings

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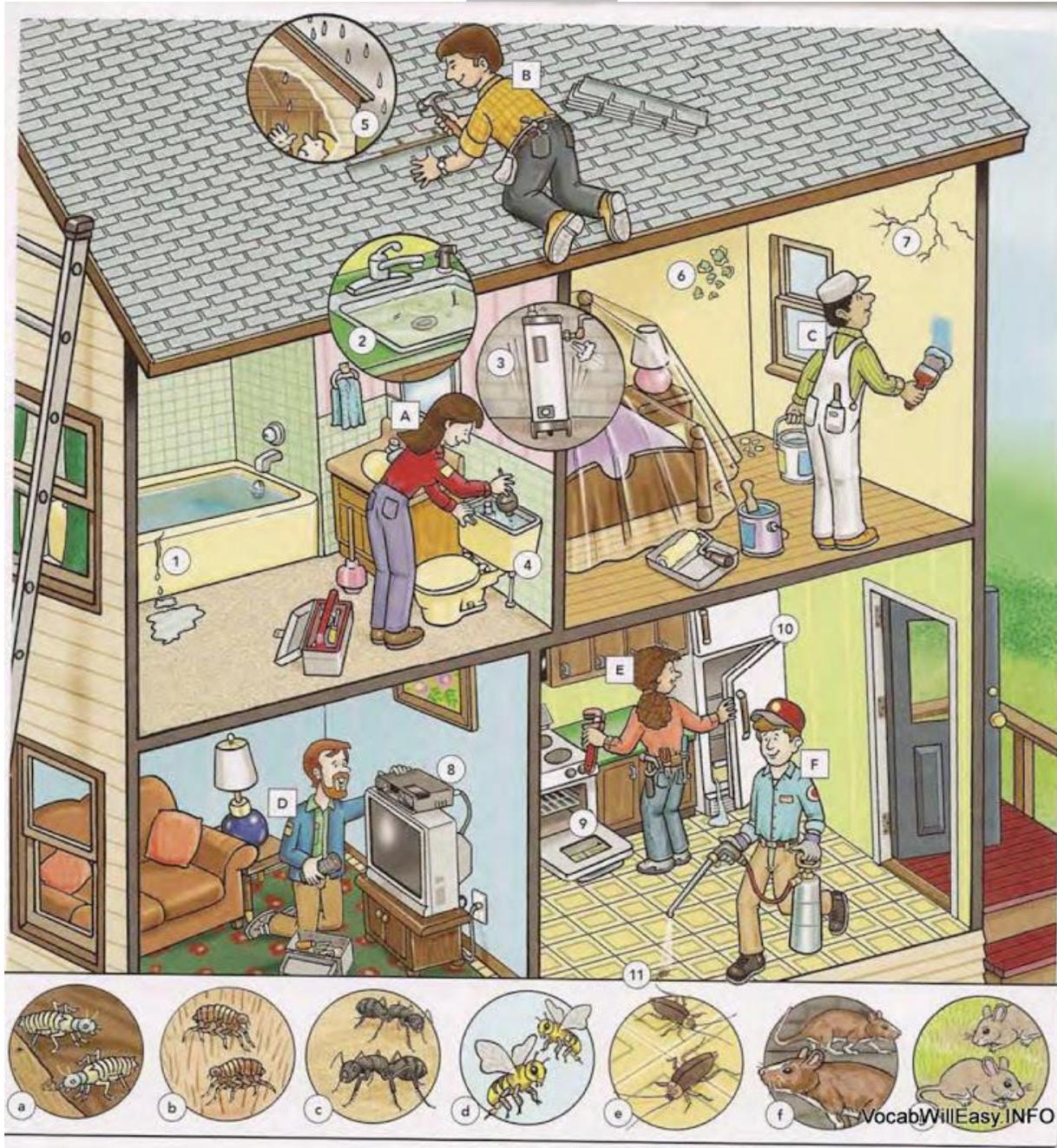
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Illustration A



Copyright 2011 by Picture Dictionary for Kids

Vocabulary lists for household problems

*I will make () part blank as a cloze quiz.

A: plumber

- 1 The bathtub is (leaking).
- 2 The sink is (clogged).
- 3 The hot water heater isn't (working).
- 4 The toilet is (broken).

B: roofer

- 5 The roof is (leaking).

C: (house) painter

- 6 The paint is (peeling).
- 7 The wall is (cracked).

D: cable TV company

- 8 The cable TV isn't (working).

E: appliance repairperson

- 9 The stove isn't working.
- 10 The refrigerator is (broken).

F: exterminator/pest control specialist

11 There are.....in the kitchen.

- a termites
- b fleas
- c ants
- d bees
- e cockroaches
- f rats
- g mice

G: locksmith

- 12 The lock is broken.

H: electrician

- 13 The front light doesn't go on.
- 14 The doorbell doesn't (ring).
- 15 The power is (out) in the living room.

I: chimneysweep

- 16 The chimney is (dirty).

J: home repairperson/ "handyman"

- 17 The tiles in the bathroom are (loose).

K: carpenter

- 18 The steps are broken.
- 19 The door doesn't open.

L: heating and air conditioning service

- 20 The heating system is broken.
- 21 The air conditioning isn't working.

Sample letter A

February 15, 2014

Re: water leakage in bathroom

Dear Mr. Smith,

I am writing this letter to tell you about the problem in my house. I am one of the families living in your flat. I have been living here for one year now but yesterday, there was a leakage in my bathroom.

I tried to fix it but I don't have the tools in doing it. I am not also skilled in doing that. I also would like to request for technician or plumber to help me fix the problem.

I hope you can fix this as soon as possible because it's very troublesome. My water bill payment for sure will increase. I can't sleep well also because of the noise of the water leaking from the bathroom.

Your prompt reply and action would be highly appreciated.

Sincerely,

Brad Cornwell

*sample letter taken from <http://www.businessballs.com/complaintsletters.htm> (modified)

LESSON PLAN ASSIGNMENT

	<i>0-No evidence</i>	<i>2-Developing</i>	<i>3-Accomplished</i>	<i>4-Exceptional</i>
<i>Target Audience & Objectives</i>	<i>Does not describe target student population, teacher audience, and/or instructional objectives.</i>	<i>Vaguely describes target student population, teacher audience, and instructional objectives. More information needed in two or more of these areas</i>	<i>Somewhat describes target student population, teacher audience, and instructional objectives. More information could have been provided in one or more of these areas.</i>	<i>Clearly describes target student population, teacher audience, and instructional objectives.</i>
<i>Originality of Design</i>	<i>Does not prepare an original lesson. Activity replicated in part or fully from another source.</i>	<i>Prepares original lesson. However, does not clearly base design on required readings, and/or fails to cite readings throughout.</i>	<i>Prepares original lesson. Bases design on required readings; however, more references to readings need to be cited throughout.</i>	<i>Prepares original lesson, bases design on required readings, and cites those readings throughout.</i>
<i>Rational</i>	<i>No explanation provided to justify the lesson's activities. No references made to course readings and/or theories.</i>	<i>Somewhat confusing explanation and/or rationale for the lesson's activities. Few, if any references made to course readings and theories to justify the design.</i>	<i>Provides a clear description of the lesson's main activities, including a rationale to justify the design and teaching approach. One or two references were made to course readings and/or theories to justify the design.</i>	<i>Provides a detailed description and exceptional critical analysis of the lesson's main activities, including a rationale for development with multiple references to course readings to justify the teaching approach.</i>
<i>Procedures</i>	<i>The lesson & activities cannot be reproduced due to limited description.</i>	<i>The lesson & activities could be reproduced based on the descriptions but only with substantial additional effort.</i>	<i>The lesson & activities could be reproduced based on the descriptions but only with extra effort.</i>	<i>Lesson & activities could be reproduced without difficulty based on the detailed narrative descriptions.</i>
<i>Activity Suitability</i>	<i>Lesson's activities not appropriate for the intended purpose and audience; language reproduction required from audience is too high/low.</i>	<i>Slight mismatch between lesson's activity types and the purpose or the intended audience because the language production required throughout the activity is too high/low.</i>	<i>Well-chosen lesson & activities for the intended purpose and audience.</i>	<i>Lesson & activities ideally suited for the intended purpose and audience</i>