

Name	Date	Lesson Length	Lesson Focus	
Marcus Higgs	April 2, 2015	55 minutes	Reading - Baby Jessica	

(5b) Lesson Aims and Outcomes

Lesson Aim	<p>The aim of this lesson is to:</p> <ul style="list-style-type: none"> • raise learner awareness in using reading sub-skills of reading for gist and scanning. <p>The sub aims are:</p> <ul style="list-style-type: none"> • to develop oral fluency • to introduce and practice new vocabulary
Learning Outcome	<p>As a result of the lesson learners will:</p> <ul style="list-style-type: none"> • be better able to use gist to quickly get the main idea of a passage. • be able to scan a text to find relevant information. • be better able to use certain lexical items in a context of emergencies.
Lesson Objectives (And Assessment or Evidence of Learning)	<p>These aims and outcomes will be focussed on by learners</p> <ul style="list-style-type: none"> • successfully completing the gist reading task within the allotted time. • successfully completing the scanning for detail task. • using the presented lexical items during the extended activity.

(5a i) General Overview Of The Group Of Learners And The Course

Overview of the course

This is a 9-week course focused on general English with the 2 classes meeting five times a week for two hours in the morning. Attendance is voluntary. Student profiles vary, but the average student is a young adult with an undergraduate degree. There are a total of 11 teachers. The teachers are divided into 2 groups (a group of six and a group of five), with a pre-intermediate class being taught by one group of teachers for 4 weeks, and an intermediate class being taught by another group of teachers for 4 weeks. After 4 weeks the group of teachers exchange classes. There are no specific roles for the teachers, however learners typically focus on the general areas of English, including the four language skills and systems.

Overview of the group of learners (the composition of group)

This lesson plan is for a group in a pre-intermediate class (CEFR level: A2/B1) and the majority of learners seem to be at a similar level, with the exception of one or two students who appear weaker in some skills such as speaking.

The class has a regular attendance on average of 6 to 8 Ss although 12 are on the register. Most learners are in their mid 20s with a couple in their 30s and one learner in her 40s. Of the regular attendance, it is often 3 male learners with 5 female learners. At the time of writing this, there are no perceived common interests of the group, other than there are two younger females who are from Chiang Mai.

The perceived needs common to the group are in the area of pronunciation and grammar. My perceived needs for the group are in the area of speaking, pronunciation and grammar. Thai is the predominant L1 within the group, with other speakers of Chinese, Arabic and Vietnamese.

(5k) Commentary on/Justification for the Lesson

Sharing and enjoying stories is a tradition that is easily relatable for large number of people. Regardless of your background, well-told and written narratives can connect us to one another. Short stories also serve as a valuable asset in the language class because from them you can reinforce the language skills. In this lesson, speaking fluency and vocabulary building will be reinforced. Three other reasons for selecting this particular lesson is because

- short stories often carry with them a motivational element. This is such the case for the story presented here.
- short stories provide real authentic text in a real language context that the learner can engage with immediately. Although the short story for this lesson has been mildly graded.
- they provide some insight to cultural ideas and values of a culture.

I specifically chose the top-down approach because I feel these learners are not advanced enough in regards to grammar, knowing of structures, or having a broad vocabulary base to understand or successfully deal with a short store with a bottom-up approach. Also, a top-down approach is more suitable in how a native speaker would approach a short story in real life situations. By learning and practicing these skills, hopefully this will lower the affective filter learners may have towards reading. Eventually, through building up of this skill, learners may enjoy reading more and do it extensively. Also, if these learners are able to grasp the skills of skimming and scanning, those are skills that can be used in other areas of reading, as my colleagues have shared in other reading classes.

Admittedly, it is difficult to give a specific rational for this lesson as it relates to the learners because the numbers and consistence of the students is unexpected. However, some common factors are that our class is diverse, represented by 5 different nationalities and having a wide age range (18 - 44) and most of them have express and concern and what to develop their reading skill. I believe the topic of emergency and rescue, in which this short story deals with, is generally appealing to many people, so I feel it will be well received by the class.

Regarding the sequencing of the stages, I start with an audiovisual activity to activate the schemata (as was presented in my background essay). It is a fairly easy task that quickly engages learners especially those who may not be particularly interested in reading. Technically this is a interactive approach, because top-down and bottom-up process are being used, because the next stage is pre-teaching vocabulary. The vocabulary is used at ever following stage, but more immediately is used to complete the gist task. This then prepares the learners for details reading and finally a scanning task. Comprehension is check throughout the staging and scaffolding is done at each stage so the subsequent stages are supported.

The material I used has been adapted from a graded reader. This makes the text more manageable than authentic material, while still developing the skills learners will need for the practical world of casual reading. Also, after effectively completing this task and comprehending the text, this will build the learns confidence.

Wordcount: 530

(5a ii) Detailed Information About Individual Learners Relevant To The Lesson

Name, Sex and Age	L1	Reasons for Learning English Level of Motivation	Level of Education + Previous English Study	Attendance %	Learning Preferences + Relevant Affective Factors	CEFR Level	2-3 Generic Learning Priorities	Ability in/Knowledge of the relevant skill/language area
Vaugh Male 18	Vietnamese	Better job opportunities Highly motivated	5 years high school	80-85%	Very kinaesthetic, likes group work, prefers spoken English to writing/reading, confident in language	Mid B2	Reading Writing	Very good at grammar but weak in listening. Seems to be an interpersonal and linguistic learner. Says he enjoys reading
Nice, Female 25	Thai	speak to foreigners, go abroad in the future for study and work	BA	60%	kinaesthetic activities - likes speaking in groups (conversation, discussions) motivated	High A2	Speaking, Pronunciation, Reading	Has very good writing skills which could be improved even more with the inclusion of cohesive devices to improve sentence complexity.
Pin Female 38	Thai	business relations with foreigners - both in emails and speaking, travel abroad	about a year private language school, studied in primary and secondary school	30%	sometimes external factors affect her learning/attitude	Low A2	Speaking, Pronunciation, Writing	Has good listening and passive knowledge but takes time to activate that knowledge. She is slow to speak.

Mime 33	Thai	get a good job, earn more money, help foreigners in need, help her daughter with English	BA, previously studied through primary, secondary and university. part-time at lang. school less than a year.	30%	listening to music, watching movies, using the internet	B1	grammar, pronunciation	Speaking and confidence is fairly high. Has decent grammar however she is careless with her usage and often makes errors she knows the correction to.
Yuko, Female	Japanese	to make friends and to understand English films	High school in Japan	30%	Likes games, but feel she doesn't much from them. Doesn't like writing, but thinks that she needs practice.	A1	vocabulary, grammar, spelling	Has high confidence, and can be the life of the class. Writing and grammar are very poor, especially verb usage. Unsure about her reading ability.
Chart Male 41	Thai	works with English speaking foreigners and wants to practice for his job.	BA, previously studied through primary, secondary and university. first time formally studying in a lang. school	20%	reading and listening by himself	High A2	grammar, pronunciation	Negotiates meaning well, and enjoys reading by himself.
Nacha Female	Thai	to communicate with foreigners, to improve her accent and pronunciation	Studied Nursing in university, but no English alongside.	40%	Likes conversation and grammar activities. Doesn't like games much. Highly motivated. Often speaks up.	Low B2	grammar, pronunciation	Speaks confidently, and has good use of grammar. Have yet to see her reading comprehension skills.

(5c) Analysis of the area of focus of the lesson

1. Schemata will be activated. Learners will activate their passive knowledge about rescues and emergencies by watching ad video and recalling vocabulary. This will prepare them for the reading and better enable them to make predictions regarding the reading.
2. Learners' awareness of the benefits of skimming will be raised with a gist reading. We will review how skimming lets a reader get the main idea of a text quickly and effectively. They will also learn that not knowing all the information is okay when skimming for information.
3. Learners' awareness of the benefit of scanning will be raised. Learners will put this skill into use by locating specific information within the text that needs to be changed. After reading an error in the exercise, they must scan the original text to find the correct answer and make the correction. They will also learn that irrelevant information should be ignored. This reading sub-skill accompanies the skill of skimming, and both are key in top-down processes.
4. Learners will put the lexical item into use during the production stage of the lesson. During this stage they are freer in their use of the language. After monitoring, feedback for accuracy will be given, and after another cycle, feedback for content will be looked.
5. Lexical items:
 - a. day care center (noun) - a place where small children are cared for while their parents are at work
 - b. well (noun) - a deep hole in the ground. we can get water here.
 - c. to rescue (verb) - to save somebody or something from a dangerous or harmful situation
 - d. narrow (adjective) - long and not wide : small from one side to the other side
 - e. tunnel (noun) - a way that goes under the ground, through a hill, etc.
 - f. paramedic (noun) - a person whose job is to help people who are sick or injured, but who is not a doctor or a nurse
 - g. injured (adjective) - physically hurt; having an injury
 - h. rescuer (noun) - a person who saves somebody or something from a dangerous or harmful situation

(5d) Timetable Fit

The learners had a previous lesson on reading skills use for newspapers taught by my colleague and co-teacher Mike. There he reviewed the skills of scanning and skimming, so I feel these students should be somewhat prepared for this lesson. However again, this cannot be a faulty assumption as the attendance number is not consistent.

The reading used in this lesson, and for short story narratives, is often in the past tense. Simple past tense has noticeably been an issue generally with Thai learners, and specifically this group of learners. This lesson will expose them to the simple past in proper use and give them an opportunity to reproduce it during the speaking time.

The learners have been taught how to skim quickly or efficiently in other classes, however I have yet to asses these skills. In the reading lesson that the skills were taught, the colleague mentioned that the learners are still too focused on reading intensively. This lesson presented here is expected to give them more practice with these sub skills.

Along with stating reading an area of personal concern, the learners have also expressed speaking as an area they would like to practice.

(5e) Assumptions About The Learners' Knowledge, Abilities And Interests Relevant To The Aims And Learning Outcomes Of The Lesson

- Many learners at International House already have experience applying the top-down approach to short stories. Also, as they use these skills in L1, if the language is not the barrier, they will apply these skills into L2.
- Learners will not know all the words in the text. They will only be taught the vocabulary that will help them complete the task. Although they may expect to be taught every vocabulary item they do not comprehend, I want them to practice getting the meaning from context at this stage with a graded reader, and to accept not knowing it all in language learning.
- Learners may have issues with particular vocabulary items and feel they have to understand every word to understand the story.
- Learners may feel overwhelmed by such a larger text if they are not used to reading.
- Learners may be unwilling or shy with sharing their story or experience during the extended practice. This may be because they have had an emotional experience with the subject matter, they have a high affective filter, or they do not have an experience to share.
- Learners may feel their ability is above the material presented and become bored with the subject matter after correctly predicting what will happen in the story.

(5f) Anticipated Problems Related to the focus of the lesson

In regards to the issues raised in 5c:

1. Learners may have a limited vocabulary, or they may have not schemata for this particular topic.
2. Learners may not do the skimming task correctly and continue to read intensively word-by-word. They may also insist on knowing what every word means at this stage of the reading, whereas this is not necessary.
3. Similar to the anticipated problem above, learners may think that scanning entails reading each word, thus wasting time and being ineffective.
4. Ss with a high affective filter may be shy to speak. Ss may not have an experience they may be able to retell. Some Ss may have lived through traumatic experiences, and this is a topic they do not want to relive.
5. Lexical items:
 - i. day care center (noun) - this concept may not be understood by all cultures
 - j. well (noun) - well look different in different places
 - k. to rescue (verb) -
 - l. narrow (adjective) -
 - m. tunnel (noun) - usually a tunnel is large enough for a car to pass through, not a small item.
 - n. paramedic (noun) -
 - o. injured (adjective) -
 - p. rescuer (noun) -

(5g) Anticipated Solutions to those problems

In regards to the anticipated problems in 5f:

1. Create an inviting and engaging lesson, so that regardless of schemata, learners will be intrigued to engage.
2. Instruct and model how to skim read. Also, refer back to their practice with a previous teacher.
3. Similar to above answer.
4. Ensure Ss they will only have to share what they are comfortable sharing. Do not force the Ss and expect them open up when they are ready.
5. Lexical items that are necessary for the task will be pre-taught.

Stage Name	Stage Aim	Interaction	Procedural Detail: Learner Activity	Procedural Detail: Teacher Activity
1. Lead in (Video Observation)	- To engage learners and activate schemata regarding emergencies - to activate lexicon schemata	T - Ss Pairs Feedback T-Ss Pairs Feedback T-Ss 5 minutes	- Ss observe video. Write at least 6 things they see and hear. Play a second time.	- Greet Ss - Instruct Ss to write at least 6 things in total they see and hear. - Play video for Ss - Board emergent words from Ss. - Add words needed for task if not already boarded. (See Language analysis)
Anticipated Problems			Anticipated Solutions	
- Ss may say they don't know the vocabulary for particular items in the video.			- Anticipated words Ss may not know are: ambulance, well, tunnel, bandage, wrap, drill. These words are not necessary to complete the task, so they will be quickly concept checked with descriptions or pictures.	

Stage Name	Stage Aim	Interaction	Procedural Detail: Learner Activity	Procedural Detail: Teacher Activity
2. Pre-teaching lexis	- to pre-teach lexical items that will better equip Ss for the prediction task and to manage the text	T - Ss Ss - handout Feedback T-Ss 6 - 8 minutes	- Ss read and answer section ___ of the handout. - Ss check answers with peers - Feedback is boarded	Instructions to Ss: Look at section ___ of the handout (See Appendix A) Match the word on the right to the correct definition on the left.
Anticipated Problems			Anticipated Solutions	
- Ss may not have any idea what the vocabulary means out of context. - Yoku has a very limited vocabulary so this task may prove very difficult for her.			- First have Ss notice the parts of speech to help them find the answer. If they still cannot find the answer, use the word in context. - Partner noticeably weaker Ss with stronger Ss.	

Stage Name	Stage Aim	Interaction	Procedural Detail: Learner Activity	Procedural Detail: Teacher Activity
3. Make a prediction / Reading for Gist	<ul style="list-style-type: none"> - To activate schemata and engage readers - To raise awareness for the skill of gist reading 	<ul style="list-style-type: none"> T - Ss Pairs Feedback T-Ss T-Ss 5 minutes 	<ul style="list-style-type: none"> - In pairs, Ss share their predictions with partner. - Share predictions with class and with teacher. - Complete gist task. Compare answers with partner. - Review prediction. 	<ul style="list-style-type: none"> - Draw attention to boarded vocabulary and instruct the Ss: Using this vocabulary tell your partner what you think is going to happen in the story. - Board predictions - Give rationale for gist reading and explain that it needs to be quick. Set gist task with gist questions on handout. Set time for 1 minute. Review predictions
Anticipated Problems			Anticipated Solutions	
- Ss may revert to intensive reading			- Be clear stating the reason for gist reading. Make sure to emphasize the time factor. Check instructions with questions. Remind them of previous classes where they have learned this skill.	

Stage Name	Stage Aim	Interaction	Procedural Detail: Learner	Procedural Detail: Teacher
4. Check Comprehension / Reading for Detail / Scanning	<ul style="list-style-type: none"> - To check the Ss comprehension of the text - To develop the students reading for detail - To better enable students to be able to scan quickly. 	<ul style="list-style-type: none"> T - Ss Pairs Feedback T-Ss Pairs Feedback T-Ss 12 minutes 	<ul style="list-style-type: none"> - Ss read and comprehend questions. - Ss read passage until halfway mark. - Ss answer questions, and compare answers partner, then check with teacher. - Ss complete the passage. - Ss give personal feedback on the text. - Ss do scanning exercise, and compare answers with partner, then check with teacher. 	<ul style="list-style-type: none"> - Board the diagram and questions as on page four of the handout (Check Appendix A). Check comprehension - Instruct Ss to read until the half way mark. - Monitor as Ss complete reading. - Let Ss answer detailed questions. And read the rest of the passage. - Ask Ss if they liked or didn't like the story? Which part was interesting to them? - Set Ss to scanning exercise. - Board feedback.
Anticipated Problems			Anticipated Solutions	

- Weaker Ss may not fully comprehend the reading of the text - Ss may not follow instructions and they read past the halfway point.	- Draw a visual diagram of the on the board to help better explain the situation. - Have Ss fold their papers. This is will manage the progression through the material.
--	---

Stage Name	Stage Aim	Interaction	Procedural Detail: Learner Activity	Procedural Detail: Teacher Activity
5. Extension Activity	To practice freer speaking for revision of previously taught language and vocabulary.	T - Ss Groups Feedback T-Ss Groups Feedback T-Ss 12 minutes	- In pairs, Ss discuss the prepared discussion questions in the context of emergencies and rescues.	- Teacher Instructs Ss in freer speaking task. - Monitor for accuracy errors, and record on a notepad, then board. - Provide feedback with open class correcting errors on board. - Set to task again, monitor for content.

Anticipated Problems	Anticipated Solutions
- Ss with a high affective filter may be shy to speak - Ss may not have an experience they may be able to retell - Some Ss may have lived through traumatic experiences, and this is a topic they do not want to relive - Although they have studied it, Ss may not be very familiar with the present perfect to signify experiences.	- Reassure Ss that mistakes are okay at this stage and confidence is what is key now. - If there is one S willing to share, depending on the class size, look at the details on that S experience. If not, retell a personal experience of a rescue, or open the topic beyond the confines of the handout. - Reassure Ss the only need to share what they feel comfortable sharing.

(5i) States Materials and/or Resources to be used in the lesson

- Whiteboard /w Markers
- Video for lead-in: <https://www.youtube.com/watch?v=z2BqtAA1Sh8>
- Worksheet adapted from:
 - Heyer, Sandra. True Stories in the News: A Beginning Reader. White Plains, NY: Longman, 1996. Print.