Teaching English as a foreign language

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Background
Context: EFL setting

Institution: Summer English language school, with a weekly one-hour lesson,12-week program

Students: 15 (Ss), age 17-24, approximately 9 female, 6 male, native Spanish speakers, Advanced Educational level

Overall course goals: Students are preparing to move to England from Spain for academic and professional opportunities. Lessons prepare them for life in England and develop basic language skills to enable competent English language communication.

Text/materials: Handouts with pictures and questions for answer reference, Kahoot quiz, Reading handouts (1.0-1.4)

Lesson aim(s): Students will recall and review new content introduced in the lesson and to reconsolidate prior knowledge. Students will be able to effectively give and/or receive direction advice on different methods of British transport systems and discuss free-time activities providing direction tips for the activities. My aim is to improve their fluency levels and ensure they are able to communicate (both written and verbally) in English effectively and confidently. By the end of this lesson, students will successfully be able to discuss their free-time activities, name modes of transport and give/receive directions in English. They will develop writing fluency by working independently to use both the past and present tense, as well as the imperative tense to give directions. The previous lesson was on free-time activities using both the past and present tense, resultantly students should draw upon prior knowledge to activate their schemata.

Previous class work/what do Ss know that prepares them for the lesson: Ss are familiar with free-time activities and how to describe them using present or past tense as well as using the imperative tense.

PART I: Lesson Plan

Activity/Timing	Learning Objective(s)	Equipment	Step-by-step Task Details	Class Interaction/seating	Contingency plans/ Other notes
Introduction: Kahoot for recap and schemata activation 10 minutes `	To recall and state different free-time activities/hobbies, giving real life examples and experiences using both the past and present tense.	(1.0) Kahoot - https://create.kahoot.it/details/50994c24-06d4-48c9-918e-3d15baeb6060 Electronic devices (Phone/laptop) for Kahoot Interactive whiteboard	Introduction and review of previous chapter (free-time activities and hobbies). Students have 1 minute in their groups to list as many key phrases/vocabularies as possible from the previous lesson on free-time activities and hobbies, to activate their lexicon and prepare them for the Kahoot. Students will then play the Kahoot in their groups, recalling knowledge	Work in groups (2-3 students per group)	Students first list as many words in a minute to prepare them for the Kahoot quiz and activate their schemata ready for the remainder of the lesson. Work in groups, encourage them to solely communicate in English to promote listening and speaking skills to develop competency of the skills.

			from the prior week's lesson.		
Reading activity 20 minutes

(Includes marking answers and any questions) | To learn and understand vocabulary associated with modes of transport and directions. | Reading handout (1.1) | Students given reading handout (1.1)

They must read the handout and answer the 6 questions on the text, writing which text contains the answer (a-j)

Students must directly quote the handout to evidence their answer choice. | Individual work | Some may take longer to answer than others, extension activity detailed:
- Summarise the key points of text in no more than 50 words. |
| Post-reading task: Speaking activity 10 minutes | To implement newly found knowledge on transport and directions.

To apply new lexis of free-time activities to describe your | Reading handout (1.1) | (A) Whole group discussion in English about the previous comprehension task:
• The discussion will also include the identification of the | (A) Whole class

(B) Pairs or groups of threes | Can provide more example questions if needed.

Some may complete quicker than others, extension activity detailed: |

		journey to the activity i.e. which mode of transport and any useful directions.		activities pictured in 1.2 (B) Students then Role play in group(s) acting as someone asking for directions to an activity, while the other(s) direct. (B) They may use the images and questions in 1.2 to support their role play. Note down any key phrases/vocabulary		- Discuss and formulate further questions based on the text.

| Writing activity 15 minutes | To write a social media review on free-time activity of student's choosing.

To describe methods of transport used to get to this activity and any useful direction tips. | Whiteboard | Use prior knowledge on free-time activities and new lexis on transport and directions to write a social media review for different activities available in London, stating the location of the activity, as well as the location site and how you arrived there.

Write 100-250 words reviewing different hobbies/free-time activities, your experiences there and the transport/directions used to arrive at the location.

The review will be marked, and students will receive written corrective feedback. | Individual work | Key vocabulary and phrases will be displayed on the interactive whiteboard for reference (1.3 & 1.4)

If not finished in lesson, students must complete for homework so they can receive feedback. |

Recap activity 5 minutes	To recall and review new content introduced in the lesson and to reconsolidate prior knowledge.	Interactive whiteboard	Students reflect on the lesson in a group discussion and are encouraged to write one key term/phrase from the lesson on the whiteboard.	Whole group	All contributions are encouraged but not compulsory to ensure all students feel comfortable in class.

PART II: Rationale

Introduction

As the students in my class are young professionals and students relocating to England, it is vital for them to be able to communicate successfully in order to navigate foreign transport systems and have the knowledge to socially discuss free-time activities. Resultantly, the lesson focuses on the development of the student's schemata(s) through the teaching of essential vocabulary as well as key terms and phrases. Vocabulary knowledge is highly important in second language acquisition (SLA), due to the beneficial influence is has on 'both productive skills (speaking and writing) and receptive skills (reading and listening),' (Alderson,2007 and Willis & Ohashi, 2004). Vocabulary knowledge plays a pivotal role in SLA as without a baseline level of vocabulary, students are limited in the development of other skills, such as productive and receptive skills. Moreover, Vocabulary knowledge 'is considered a key predictor of general language proficiency' (Alderson,2007 and Willis & Ohashi, 2004), evidencing the invaluable role vocabulary knowledge formulates in second language acquisition.

     This learning English as a second language lesson demonstrates the importance of vocabulary leaning, due to the students preparing to move to England to pursue academic and work opportunities. Vocabulary acquisition is deemed as particularly important as it develops a student's ability to use 'single words and formulaic language in sufficient depth to be able to use them both productively and receptively, by means of multiple incidental encounters with these items in varied contexts' (González-Fernandez and Schmitt,2017), such as transport and/or free-time activities. Resultantly, through the development of their lexicon, students should become more confident in utilising their productive and receptive skills (Alderson,2007 and Willis & Ohashi, 2004).

`The purpose of this essay is to provide an in-depth explanation of the rationale used to formulate the activities shown in the lesson plan, which outlines a one-hour lesson. Using Bloom's Taxonomy I created learning objectives which aim to strengthen students L2 development by giving them clear details into the learning goals of the lesson as Bloom states that 'organizing objectives helps to clarify objectives for students (Armstrong, 2010).' Moreover, the lesson plan aims to develop students English Language competency by stimulating real-life situations such as asking for directions or detailing hobbies, in preparation for future social interactions. The lesson uses both individual and pair/group work to improve the confidence of students when using English, in addition to developing their fluency level in practice for life in England. These lesson aims are achieved through a variety of exercises, stimulating productive and receptive skills, alluding to Bloom's Taxonomy which states the importance of 'knowledge, comprehension, application, analysis and evaluation' (Kratwohl,2002).

Activity 1 – Kahoot: recap and schemata activation

As a means of reconsolidation the lesson began with a kahoot online quiz to introduce the students into the lesson and activate their schemata in a relaxed, light-hearted manner. Kahoot requires students to process lexis at a high speed, which is highly beneficial for their reading development. Using online resources such as kahoot are extremely useful for L2 acquisition as it develops proficiency as 'learners acquire both a rich repertoire of formulaic expressions which aids fluency' (Ellis,2014). Resultant of the kahoot being a quiz style exercise, student's recollect prior terms and phrases thus aiding their second language

acquisition and improving their L2 confidence before moving to England. As someone who has used kahoot for my own personal SLA, I recognise that it is a fun task which improves engagement levels due to the game-like features of kahoot turning learning into an entertaining game.

The revision of previous terms and phrases emphasis 'the needs of the learners and the usefulness of the vocabulary items' (Schmitt and Rodgers, 2019) in the development of reading fluency in a second language. Schmitt and Rodgers also accentuate that initially, a L2 learners 'vocabulary, grammar, and discourse structure are very limited' (2019). Resultantly, I value the instantaneous feedback provided by kahoot, following every incorrect answer, to be hugely beneficial as students can instantly be shown their mistakes while provided with the accurate correction. Explicit correction involves 'telling the learner they have made a mistake and providing the learner correct language' (Hall,2017), which benefits the learner as they are immediately supported through their mistakes.

Moreover, the kahoot exercise promotes intensive reading as a method of successfully enhancing both vocabulary and grammar knowledge. With the learning objective for this activity focusing on the recollection of the lexis associated with free-time activities there is a deliberate attempt to promote students to use their schemata to access key terms from the previous lesson. 'Deliberate learning is more focused and goal-directed' (Schmitt and Rodgers, 2019), in comparison to other learning methods such as incidental learning. Due to the direct nature of kahoot, I labelled it as an invaluable resource in L2 acquisition as it challenges students to rely on their prior knowledge to complete the quiz successfully. Finally, direct vocabulary learning characteristically shows that direct learning is more effective (Schmitt and Rodgers, 2019) in comparison to incidental learning, thus resulting in my decision to implement this learning method into the lesson.

Activity 2 – Reading activity

The second activity uses an authentic handout as the basis for a reading comprehension task. I decided to use authentic reading comprehension materials due to the authentic texts 'can provide more meaningful and constructed language,' which in hand aids the enhancement of student's language learning such as grammar and vocabulary (Albiladi,2019). Authentic materials are constructed to represent real-life discourse and therefore are reflective of the naturally occurring features of English. As the students are preparing for life in England, authentic materials are particularly useful for the L2 acquisition, as the materials are 'created some real-life purpose other language learning' (Zyzik and Polio, 2017).

Notwithstanding, reading is an invaluable skill for second language acquisition evidenced by scholars such as Willis (1996) stating that reading provides rich exposure to language in use. Supported by the use of authentic materials to convey native-like meaning, the reading activity familiarises students with connection between orthographic sounds and forms. Willis (1996), amplifies that reading is an excellent way for extending vocabulary, learning new phrases, and consolidating grammar, emphasising the core benefits of reading activities for second language acquisition. The reading activity introduces students to new vocabulary, while also reconsolidating their knowledge by detailing familiar lexis already in their schemata. Schmitt and Rodgers (2019) declare that learning will be increased if there is

more deliberate attention to the unknown vocabulary, using deliberate learning to introduce learners to new context.

By taking these points into consideration, I view deliberate learning in the form of reading comprehension as an advantageous activity to develop second language development, supported by Schmitt and Jiang (2011) deeming reading as one of the most important skills for academic success. By combining the bottom-up (data driven) and top-down (concept driven) models to formulate the interactive model (IM) the activity develops processing skills to increase reading fluency in addition to reading accuracy. The IM focuses the student on word meaning while simultaneously developing the relationship of linking words with letters. Richards and Renandya (2002) express that cognitive strategies involve the identification, retention, and retrieval of language elements, supporting my standpoint surrounding the high value of reading activities for SLA. IM requires students develop new understanding while being supported by prior knowledge.

Activity 3 – Post-reading activity: role play speaking task

As a native English speaker who has previously learnt Spanish for A-Level, I understand the value of speaking activities to advance learning of a second language. While I can appreciate that speaking activities can fill some students with nerves, speaking activities, such as a role play, are a great way to directly practice using a second language. Willis (1996) shares that many students are afraid of making mistakes or being corrected in public, hence why I want students to practice speaking using English to gain confidence, develop their communicative skills and to eradicate the anxiety associated with speaking a foreign language.

Moreover, by working in pairs or small groups students can 'use language freely without worrying about getting things wrong' (Willis, 1996) as they are working closely with their peers to reduce any apprehensive nerves. Working in small groups 'provide opportunities for learners to negotiate the meanings of unknown words with each other' (Schmitt and Rodgers, 2019) as they practice using newly introduced vocabulary and phrases from the lesson. This improves classroom atmosphere and relations while also reinforcing SLA. I also provided the students with examples to kickstart their learning processes and remove any initial confusion surrounding the task, helping the students to be accurate in their delivery of the task which 'helps them to consolidate and improve their language' (Willis, 1996).

To develop their language form further, I engaged the students in a speaking role play activity aiding with meaning focuses output. Schmitt and Rodgers (2019) highlight that learning through speaking is necessary to move receptive knowledge into productive knowledge. On this assertion students gain more productive knowledge which will support their SLA in addition to fluency levels by using role play to practice L2 speaking. Speaking activities are also time effective as 'all learner(s) in a group can receive the same explanation' (Schmitt and Rodgers, 2019). Additionally, Hall (2017) also emphasises how learners are required to 'make corrections themselves,' promoting independence amongst students to improve their confidence when speaking English. Supported further by Hall (2017), I esteem speaking activities as a tool to turn errors into opportunities for L2 development, assisting students L2 progression.

Activity 4 – Writing task: create social media review

Writing activities are key for improving SLA due to the creation of 'habit formation' (Schmitt and Rodgers, 2019), promoting the importance of using previous knowledge to support future learning. The writing task presented to the students requires them to manipulate prior knowledge on free-time activities to support the creation of a social media review providing directions and transport insight. Schmitt and Rodgers (2019) describe writing as a service activity, reinforcing other language skills which in hand helps with their (students) incidental learning. Supported by the PPP approach, I demonstrated how to correctly use key terms and phrases by using the whiteboard to present students with low frequency appearing words categorised by lextutor to ensure they had an array of vocabulary available, such as motorcycle. By writing a review, students are given the opportunity to practice meaning focused output skills to improve their L2 acquisition by using correct grammatical forms thus improving their written accuracy.

Upon completion of the written social media review activity, I will provide students with direct written corrective feedback to help ensure accuracy on future witing tasks but to also commend well-written pieces. I decided to use direct feedback to give students the independence to complete their task without interference as they will receive feedback upon completion of the task. While I understand that they may make more mistakes this way as opposed to using process approach feedback which gives feedback throughout the task, I believe mistakes are a necessary measure of learning as students are given methods to improve their work by correcting their mistakes instead just being fed the correct answer throughout. Sato and Loewen (2019) state there is widespread acceptance that feedback is the key to development, drawing attention to my emphasis on the importance of providing written corrective feedback. The objective of giving feedback is to provide students with the confidence to improve their next task by implementing the written comments received to strengthen their learning as they can refer back to any prior comments when completing a future activity. Loewen and Sato (2017) highlight that written feedback such as 'direct correction of an error, coding or underlining an error' are great methods to support SLA. Writing elicits 'formal accuracy' (Schmitt and Rodgers, 2019) as the focal point of the controlled composition classroom which allows students to explicitly push their L2 skill learning to the automatic stage. By forwarding their knowledge to automatic stage students can rely on top-down processing to exploit prior experiences and previous knowledge to guide choices made in bottom-up processing (Gaspers et al, 2017).

By practicing writing, students develop the skill as they reinforce prior knowledge, using it to support the acquisition of new knowledge both actively and automatically. In addition to feedback, I plan to provide students with positive comments on what was successful about their review to ensure they have upbeat sentiments associated with the task and writing using EFL. Dörnyei (1994) highlighted that motivation is one of the main determinants of second foreign language (L2) learning achievement. On this basis, I value positive feedback extremely highly as it provides students with extrinsic motivation to continue their L2 learning with joy. Moreover, writing is a great activity to maintain students' psychological welfare as students can interact without the pressure of face-to-face communication while making reviewable exchanges as well as the task being self-paced putting contributions in an editable form (Harkalu, 2002). On this assertion, writing the social media review not only aids students' skills development but also provides a calming

presence for introverted students who put more value in working individually while also promoting importance of independent work to students.

Additionally, I used the product approach for this task as the students in my lesson are not learning English for academic purposes but instead are learning to become fluent in English prior to a move to overseas for educational and professional reasons. As the students are not learning English for school examination purposes, I recognised using the product approach as the most efficient method of second language learning. The product approach was used as student's are writing for social media audience and therefore must tailor their lexical choices effectively to appease the audience. I chose this audience to allow students to develop their language by writing for a wide-ranging audience. Harkalu (2002) states that writing should pay a more prominent role in class-room studies of second language acquisition. There is a great emphasis on using writing for SLA as students can use it to 'practice language' (Loewen and Sato, 2017). The writing activity presents students with the opportunity to 'refine linguistic expression' (Cumming, 1990). Resultantly, their writing becomes 'more accurately representative of their thoughts and of standard usage' (Cumming,1990) helping students to accurately convey their ideas using the correct lexical choices and grammatical conventions. Harkalu (2002) describes writing as 'key to understanding second language acquisition.' By providing the students with a chance to practice writing in English, they were equipped with the opportunity to be creative and express themselves freely as they would be receiving direct written corrective feedback upon completion of the task. Loewen and Sato (2017) classify writing as a site of language learning. The student's social media review must be 100-250 words allowing them sufficient space to convey their ideas and to also maximise accuracy when articulating themselves.

Recap activity: Reflection & consolidation

The final activity serves as an overall conclusion to the lesson, allowing for both students and teacher to engage in a reflective discussion of the lesson's content. By concluding the lesson using a collaborative group discussion, students are able to review the content and share any points they deem as necessary. Dörnyei (1992) shares the importance of using whole group activities to 'promote the development of group cohesion and enhance intermember relations.'

As previously mentioned, Willis (1996) stated that many students are cautious to speak in class out of fear of 'making mistakes or being corrected in public.' Resultantly, throughout the discussion I will emphasise that while contributions are highly welcomed and encouraged, they are not mandatory. To ensure that everyone feels comfortable within the discussion students who contribute will be rewarded with extrinsic motivation to encourage further contributions in future discussions. Dörnyei (1992) also highlights that extrinsically motivated behaviours are ones that the individual performs to receive some extrinsic reward. Moreover, this activity has no time-constraints as it rounds of the lesson, and it used to draw the lesson to a close. If the discussion is taking too long, it can be omitted for the lesson to end.

Conclusion

The lesson adopts an integrated syllabus, using task-based learning to develop students SLA. The tasks centre on different skills to support students to become fluent in English in preparation of moving to England. The objective of this lesson focuses on

students strengthening their schema's by introducing new lexis surrounding transport systems and directions. I am aware that students can be unpredictable in lessons, and therefore I will treat the lesson plan as a guide as opposed to a script, hence why I have detailed numerous contingency plans for each lesson activity. By capitalising on students' motivation to learn English for migration purposes, I am able to stretch their learning by tailoring the syllabus to subjects that are realistic to life in England, such as navigating various transport networks. The lesson provides students with cultural context on free-time activities and transport systems to ensure students have sufficient knowledge to communicate in English effectively and confidently.

References

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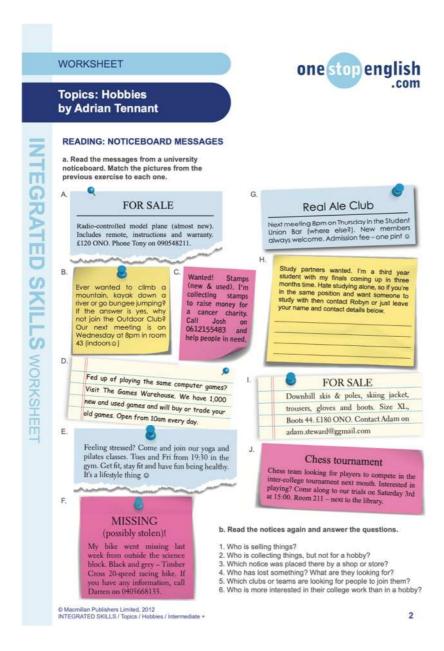
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Appendices

(1.0)   Kahoot - https://create.kahoot.it/details/50994c24-06d4-48c9-918e-3d15baeb6060
   (1.1) https://www.onestopenglish.com/download?ac=8826

(1.2) https://www.onestopenglish.com/download?ac=8826

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(1.3) https://www.worksheetsplanet.com/means-of-transport-vocabulary-flashcards/

MEANS OF TRANSPORT FLASHCARDS

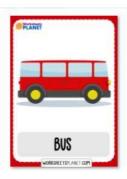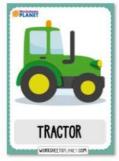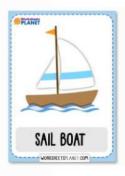|		
TRUCK	MOTORCYCLE	SUBMARINE
TRAIN	BUS	CAR
SHIP	HELICOPTER	AIRPLANE
TRACTOR	ROCKET	HOT AIR BALLOON
SAIL BOAT	TAXI	CONVERTIBLE CAR
VAN	FIRE TRUCK	AMBULANCE

(1.4) https://www.twinkl.co.uk/resource/t-g-249-walking-directions-direction-writing-word-mat

Walking Directions

east	left	then
west	right	next
north	turn left	between
south	turn right	arrive
north-east	turn	destination
south-east	half turn	forwards
south-west	quarter turn	walk forwards
north-west	turn around	walk backwards
	turn the corner	after
	cross the road	past
		before