BEd(English Language) and
BA(Language Studies) & BEd(English Language)


ENG2256
Primary ELT Methods I: Developing Oracy Skills


Student's Work in using e-learning tools and emerging technology
to develop primary school students' listening and speaking skills

Summary:

The lesson plans are designed by a ENG2256 student participant. They demonstrate the participant's ability in using different e-learning tools and emerging technology to develop primary school students' listening and speaking skills, including assessing their learning outcomes. For example, in the while-listening stage, students complete a video quiz in Edpuzzle to enhance the understanding of the words and the teacher can assess the learning outcomes.

The lesson plans aim to achieve several key objectives in primary English Language Education. Firstly, they seek to ensure that pre-service teachers demonstrate a clear understanding of learning goals and the latest curriculum guides, along with the competence to meet these objectives effectively. Secondly, pre-service teachers are expected to exhibit mastery of subject knowledge and language proficiency, employing suitable pedagogies that foster whole-person education. Lastly, the plan emphasizes the importance of catering to students with special educational needs (SEN) by utilizing e-learning tools, recognizing individual differences in learning, and applying appropriate strategies to address diverse educational requirements.

Unit Outline

In this unit, the topic is "People at work". Students will learn 10 different job names (Key words: teacher, policeman, firefighter, doctor, chef, nurse, pilot, vet, artist and gardener) and related sentence patterns. (Hello, sir/madam. What do you do? I'm a(n) XXX; Where do you work? I work in XXX).

There will be 3 lessons in the unit, 2 lessons for listening and 1 lesson for speaking section. In the first listening class, students will learn10 different job names and have the chance to practice the use of the words through "Matching Game" in the pre-listening stage. In the while-listening stage, they will complete a video quiz in Edpuzzle to enhance the understanding of the words and the teacher will assess the learning outcomes by reviewing students' responses and referring to the rubrics.

In the second lesson, students will learn the sentence pattern "Hello, sir/madam. What do you do? I'm a(n) XXX." Then, they will fill in the song lyrics while listening to practice the use of the words and sentence pattern. In the post-listening stage, students are asked to finish a listening quiz in Nearpod to consolidate their knowledge. The teacher will evaluate their learning outcomes by reviewing students' responses and referring to the rubrics.

In the last speaking lesson, students will learn another targeted sentence pattern "Where do you work? I work in XXX." in the pre-speaking stage. For while-speaking stage, students will engage in a game in Wordwall to practice the use of the sentence pattern. In the final stage, students are required to do a role-play with scripts with their deskmates and perform in front of the class. The teacher will evaluate their learning outcomes according to their performances and assessment rubrics.

Lesson 1

Topic: People at work

Student level : P6 intermediate level

No.of lesson 1*3

Ss' prior knowledge:
1. Ss have an understanding and general knowledge of common occupations in life.
2. Ss already know how to use Edpuzzle to complete a video quiz.

Learning objectives:
After the class, students should be able to
1. Identify the pronunciation and meaning of ten key words (teacher, policeman, firefighter, doctor, chef, nurse, pilot, vet, artist, gardener)
2. Locate ten keywords related to jobs in spoken texts.

| Time | Procedure | Interaction mode | Purpose | Resource |
|---|---|---|---|---|
| Lead in | | | | |
| 0-4 mins | 1. T greets Ss and interacts with them by saying, <br><br> *"Class, today we are going to talk about something exciting — jobs. Jobs are everywhere, and they help our community work well. Now, Can you name any jobs? (T waits for Ss' response)  What do you want to be when you grow up? Can you tell me why? (T waits for Ss' response) Which subject will you teach if you are a teacher?(T waits for Ss' response) …"* | T~Ss | ~ To engage Ss in class. <br><br> ~ To lead Ss to the topic of jobs. | Powerpoint https://docs.google.com/presentation/d/1xlG6uCv8U1X3LXJXrnRJpMuUnPpbMDQLlFEwjEqN1KQ/edit?usp=sharing P1-P2 |
| Pre-listening | | | | |
| 5-14 mins | **Teach 10 targeted job names** <br><br> 2. T teaches the pronunciations and meanings of ten words by using the powerpoint. <br> 3. T explains each job name and | T~Ss | ~ To introduce Ss to targeted words. <br><br> ~ To deepen | Powerpoint P3-P13 |

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| | interacts with Ss by saying,<br><br>*" Class, let's start with our first word. Please read after me, teacher. Good, a teacher is someone who helps students learn in school. And we have many teachers teaching different subjects in our school, can you list some? Yes, Maths teacher, Chinese teacher…Very good, as we know, different teachers do different jobs, for example, our Maths teacher explains maths problems clearly …"* | | Ss' understanding and memory of the words. | |
| 15-18 mins | **Matching Game**<br><br>4.  T guides Ss to match the pictures and the corresponding job names by shouting out the answers. | T~Ss | ~ To expose Ss to the ten words by repetition. | Powerpoint P14-P15 |
| While-listening | | | | |
| 19-32 Mins | **Video Quiz**<br><br>5.  T asks Ss to watch a video and answer the questions while watching.<br>6.  T explains the questions that go most wrong to the class after completion.<br>7.  T reviews the responses and evaluates according to the rubrics. | Ss~ Ss | ~ To check and assess Ss' understanding and mastery of the ten words. | Edpuzzle https://edpuzzle.com/media/6766c3979003738b3decce98 |
| 33-35 mins | **Wrap-up**<br><br>8.  T repeats the ten words and interacts with the whole class.<br><br>*" Alright class, do you still remember the ten jobs we learnt today? Can you tell me some of them? Yes we have teacher, what elase? doctor, artist…"* | T~Ss | ~ To consolidate Ss' memory of the ten words. | Powerpoint P17 |

To assess students' understanding by embedding questions in a video

Lesson 2

| Topic: People at work |
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| Student level: intermediate level |
| No.of lesson 2*3 |
| Ss' prior knowledge:<br>    1.  Ss have an understanding and general knowledge of common occupations in life. (e.g. their duties, their working locations, etc.)<br>    2.  Ss already know the pronounciation and meanings of the ten targeted words.<br>    3.  Ss already know how to use Nearpod to complete a quiz. |
| Learning objectives:<br>After the class, students should be able to<br>    1.  Recognize job vocabulary and relevant language patterns previously encountered in new spoken texts.<br>    2.  Use the sentence structures "What do you do? I'm a(n) XXX" to ask questions and respond to others while talking about jobs. |

| Time | Procedure | Interaction mode | Purpose | Resources |
| --- | --- | --- | --- | --- |
| Recap | | | | |
| 0-3 mins | 1.  T reviews ten targeted words with Ss by showing them different job pictures without names.<br>2.  T shows the answers after Ss give responses. | T~Ss | ~ To recall Ss' memory of the words learnt last lesson. | Powerpoint P19-P20 |
| While-listening | | | | |
| 4-14 mins | **<u>Teach targeted sentence patterns</u>**<br><br>    3.  T sets the context and provides a daily scenario for Ss.<br><br>*"Class, please imagine, today is our* | T~Ss | ~ To relate Ss' real life experience to the new learnt knowledge. | Powerpoint P21-P27 |

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| | *school's Career Day, career means job. On Career Day, there will be many guests and they do different jobs. If you want to know what they do, you can say "What do you do?" to ask about their jobs. And then the guests will respond to you, just like the first guest on the screen, I'm a doctor".*<br><br>4. T teaches the targeted sentence pattern "What do you do? I'm a(n) XXX".<br>5. T guides Ss to practice the use of the sentence patterns with their deskmates.<br><br>*"Now, please work with your deskmate, the student sitting on the left, acting as the student, asks the question, and the student sitting on the right, acting as the guest, sees the picture on the slide and answers the student's question. When I move to the next picture, you exchange roles, am I clear?"* | Ss~Ss | ~ To let Ss practice more times.<br><br>~ To enhance collaboration between peers. | |
| 15-25 mins | **<u>Song lyrics filling</u>**<br><br>6. T shows the worksheets to Ss and tells them what they need to do later on.<br>7. T distributes the differentiated worksheets to Ss.<br>8. T models how to complete the worksheets by filling in the first blank with Ss.<br>9. T plays the music and instructs Ss to finish on their own.<br>10. T asks Ss to exchange their worksheets with their deskmates to check the answers.<br>11. T replays the music if necessary.<br>12. T collects the worksheets and evaluates according to the rubrics. | T~Ss<br><br>Ss~Ss | ~ To make the instructions clearer for Ss.<br><br>~ To provide more scaffolding for Ss.<br>~ To encourage Ss to learn from each other. | Suno https://suno.com/song/e59fef97-7299-4f45-9872-c97620bf3408<br><br>Differentiated Worksheets https://drive.google.com/file/d/13_1RUXHdkzXwrA2sW7TVa6Uw-hfHEEjZ/view?usp=sharing<br><br>Powerpoint P28-P29 |

To create a song with target language items which cannot be adopted from the internet

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| Post-listening | | | | |
| 26-35 mins | **<u>Listening Quiz</u>**<br><br>13. T asks Ss to log into Nearpod.<br>14. T instructs Ss to complete a listening quiz by identifying six job names from six audio descriptions.<br>15. T plays each audio clip for Ss.<br>16. T gives Ss 20 seconds to think for each question.<br>17. T reviews the responses from the students.<br>18. T evaluates the responses according to the rubrics. | T~Ss<br><br><br><br><br>Ss | ~ To enhance Ss' understanding for each job.<br><br>~To assess Ss' learning outcomes. | Nearpod https://np1.nearpod.com/sharePresentation.php?code=816a899e4ad6cdc8886c766e0e4e7ba9-1&oc=user-created&utm_source=link |

> To assess students' learning outcomes

Lesson 3

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| Topic: People at work |
| Student level : P6 intermediate level |
| No.of lesson 3*3 |
| Ss' prior knowledge:<br>  1. Ss already know the pronounciation and meanings of the ten targeted words and targeted sentence structures "What do you do? I'm a(n) XXX".<br>  2. Ss already know how to use Wordwall to enagae in in-class activities. |
| Learning objectives<br>After the class, students should be able to |

1. Use the sentence structures "Where do you work? I work in XXX" to ask about the working location and give responses.
2. Maintain an interaction on the topic of jobs by asking and responding to others.

| Time | Procedure | Interaction mode | Purpose | Resources |
|------|-----------|------------------|---------|-----------|
| **Recap** | | | | |
| 0-2 mins | 1. T reviews the words and sentence patterns with Ss by interactions.<br>2. T makes complements to Ss' responses. | T~Ss | ~ To recall Ss' memory of learnt knowledge. | Powerpoint P32-33 |
| **Pre-speaking** | | | | |
| 3-10 mins | **Teach targeted sentence pattern**<br><br>3. T still uses scenario of School's Career Day mentioned in last lesson by saying,<br><br>*" Class, after knowing the the guest's job, we still want to get more information, right? If you want to know their working place, how do you ask the guest?"*<br><br>4. T then introduces new sentence pattern "Where do you work? I work in XXX" and shows pictures of working locations.<br>5. T asks Ss to practice the sentence pattern more times with their deskmates. | T~Ss<br><br><br><br>Ss~Ss | ~ To familiarize Ss with the topic and context.<br><br><br><br>~ To let Ss practice more times.<br>~ To enhance collaboration between peers. | Powerpoint P34-P40 |
| **While-speaking** | | | | |
| 11-19 mins | **Sentence Completion Game**<br><br>6. T asks Ss to enter Wordwall game and complete the sentence completion task.<br>7. T walks around the classroom to | Ss | ~To engage Ss in class.<br><br>~ To assess Ss' mastery and | Wordwall https://wordwall.net/resource/83903173 |

To promote interactive learning and assess students' understanding

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| | see if anyone needs help.<br>8. T reviews Ss' responses and explains the questions that Ss get wrong a lot. | T~Ss | understanding of the targeted sentence pattern. | |

**Post-speaking**

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| 20-32 mins | **Role-play**<br><br>9. T distributes half-scripted roleplay worksheets to Ss.<br>10. T explains how to fill in the blanks.<br>11. T then gives some tips on roleplay according to the criteria.<br>12. T gives 6 mins for Ss to prepare for the roleplay.<br>13. T randomly choose 3-4 pairs to perform in front of the class.<br>14. T gives comments and evaluates according to the rubrics.<br>15. T collects the scripts after class. | T~Ss<br><br><br>Ss~Ss | ~ To provide Ss with more scaffolding.<br><br>~To enhance collaboration among Ss.<br><br>~ To encourage Ss to learn from each other. | Worksheets<br>https://docs.google.com/document/d/11nMGBzlV5_yOXIcXCASpuFdIqFa3iOPtYLpCpNmEsO0/edit?usp=sharing<br><br>Powerpoint P42-P44 |
| 33-35 mins | **Summary**<br><br>16. T interacts with Ss and summarizes the ten key words as well as targeted sentence patterns. | T~Ss | ~ To consolidate Ss' memory of the learnt knowledge in this unit. | Powerpoint P45 |

Appendix

Powerpoint
https://docs.google.com/presentation/d/1xlG6uCv8U1X3LXJXrnRJpMuUnPpbMDQLlFEwjEqN1KQ/edit?usp=sharing

Edupuzzle video quiz
https://edpuzzle.com/media/6766c3979003738b3decce98

Song lyrics differentiated worksheets
https://drive.google.com/file/d/13_1RUXHdkzXwrA2sW7TVa6Uw-hfHEEjZ/view?usp=sharing

Song lyrics answerkey

https://docs.google.com/document/d/1tj61aTtvvYCM3QG6zPPFOaQb9VgDnPbtZuBrZ_7-rvw/edit?usp=sharing

Nearpod listening quiz
https://np1.nearpod.com/sharePresentation.php?code=816a899e4ad6cdc8886c766e0e4e7ba9-1&oc=user-created&utm_source=link

Wordwall game
https://wordwall.net/resource/83903173

Roleplay Script worksheet
https://docs.google.com/document/d/11nMGBzlV5_yOXIcXCASpuFdIqFa3iOPtYLpCpNmEsO0/edit?usp=sharing

Rubrics Summary
https://docs.google.com/document/d/1byz66oNsU05Zcc4rUHAI5WCAimrUHeM8ScWMc84z3yw/edit?usp=sharing