

SLS 313
Final Portfolio
Fall 2012
Burch, A, R.

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Final Version Speaking Mini Lesson

Instructor: Kaijun Lin & Yi-Hui Kuo

Date: 10/26/2012

Length: 50 minutes

Target Students: College students Mandarin 101

Context:

This is a Mandarin 101 class, now it is in six weeks of the semester. From previous class students already learned first, second and third person in Chinese (I我 You你 He他 She她), and learned vocabulary in Chinese (English英文, Chinese中文, Japanese日文, Korean韓文, French法語, Spanish西班牙語, person人). So today lesson will be focus on grammar (can會, cannot不會).

Objectives:

- Pronounce vocabulary words (I我, You你, He他, She她, We我們...etc) learned from previous class by review previous lesson.
- Combine what they learn from previous lesson and grammar they learn today (can會, cannot不會) to make sentences and share it with class.

Materials:

- Handout
- Pen/Pencils

Procedure:

Time	Student Activity	Teacher Activity
1 min.	Greet teacher in Chinese “早上好” (Good morning)	Greet Student in Chinese “早上好” (Good morning)
10 min.	Review previous lesson Read vocabulary from slide	Quickly review previous lesson (I我, You你, He他, She她, English英文, Chinese中文, Japanese日文, Korean韓文, French法語, Spanish西班牙語)

10 min.	Listen to the lecture	Explain grammar (can ^{hui} 會, cannot ^{bù hui} 不會) Give example of grammar (can ^{hui} 會, cannot ^{bù hui} 不會)
10 min.	Activity1 -Answer question Answer to teacher questions	Teacher ask students question using (can ^{hui} 會, cannot ^{bù hui} 不會)
5 min.	Ask questions	Answer questions
14 min	Activity 2 Ss read out the short passage together and find out the answer	Activity 2 T provide information of activity 2

Activity 1

Teacher will ask the first student from the left to the right. The question will be "你會說 XX 嗎?" can you speak XX? Each student will have a different one. If can, then the answer is I can speak.....if you can't, then the answer is I can't speak...Students are need to use complete sentence to answer my question. "我會/不會說 XX"

Activity 2

Short passage

mǎ lì shì měiguó rén tā zhù zài zhōng guó mǎ lì zhèng zài xué lì zhōng wén
 瑪麗是美國人，她住在中國。瑪麗正在學習中文，
 tā huì shuō yīng wén hé fǎ wén tā bù huì shuō rì wén hé hán wén
 她會 ☐ 英文和法文，她不會 ☐ 日文和韓文。

qǐ shuō chū mǎ lì huì shén me yǔ bù huì shén me yǔ yán
 請 ☐ 出瑪麗會什麼語/不會什麼語言？

Q: Please tell me about what language Mary can speak/ can't speak?

Rational

Demonstrating: the teacher shows the students how an activity is works by doing it, so they will then do it correctly (Harmer 2007, p.272)

Repetition: when students are asked to repeat a sound, word, or phrase, either individually or in chorus (Harmer 2007, p.282)

Bottom-up model: listeners build understanding by starting with the smallest unites of the acoustic message, individual sounds, or phonemes. (Flowedew & Miller 2005, p. 24-25)

Grammar: grammar knowledge for speaking purposes consists largely of those grammar systems that favour rapid, real-time speech production. (Thornbury 2005, p. 33)

Lesson 1 Nationality

Name: Chinese, Mandarin 101

Students: College Students, Mix background

Numbers: 20

Length: 50 minutes

SLO:

- Pronounce each vocabulary
- In the activity, Students need to use grammar to find out their answer

Materials:

Handout 1, handout 2(pictures use in activity)

Procedures:

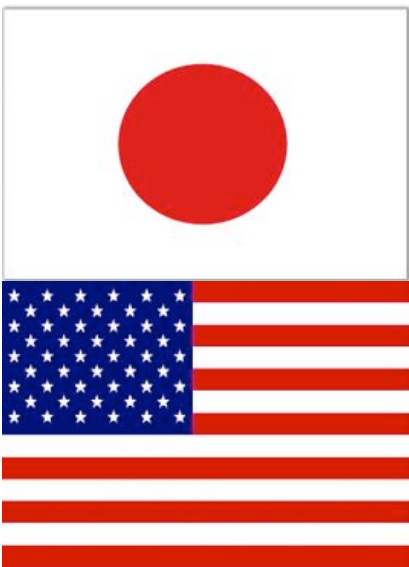
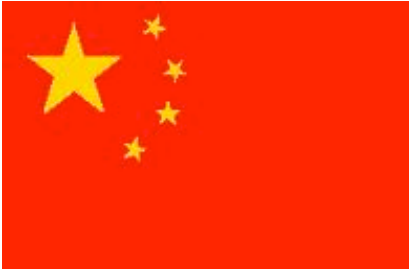
Time	Teacher	Students	Rational
1 min	Greet Ss in Chinese “早 上 好” (Good Morning)	Greet T in Chinese “早 上 好” (Good Morning)	
3 min	- Pass out the handout 1 - Give introduction of the handout 1	- Receive the handout 1	
6 min	- Present new vocabulary and repeat it twice “中 國” “中 國 人” “日 本” “日 本 人” “美 國” “美 國 人” “法 國” “法 國 人” “德 國” “德 國 人” - Country name + 人 = Nationality	- Listening and pronounce each vocabulary	- Demonstrating - repetition
3 min	- Answer Ss questions	- Ss ask questions	
10 min	- Present new grammar 1. “你 是 哪 國 人 ？” (What is your nationality?) 你 是 _____ ? (What is your _____ ?) 2. “我 是 中 國 人 。” (I am Chinese) 我 是 _____ (I am + nationality)	- Listening	- grammar-translation approach

3 min	- Pass out the handout 2 and give introduction	- Receive the handout 2 and listen to the introduction	
15 min	- Activity 1 Mix and Match, each Ss will have a card, each card could be a flag of a country or nationality. Ss just need to find out the match pair and sit together. E.g.. America on card A, American on card B - During the activity, T can check Ss understanding	- Ss move around and using what just taught to asking each one in class to find out the match partner	- matching exercises - controlled practice
6 min	- Review the activity 1 - Answer questions from Ss	- Asking questions to T	- feedback and correction
3 min	- Homework (handout 1)		

Handout 1

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Activity



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Rational:

Demonstrating: the teacher shows the students how an activity works by doing it, so they will then do it correctly (Harmer 2007, p.272)

Repetition: is when students are asked to repeat a sound, word or phrase (Harmer 2007, p. 282)

Grammar- translation approach: the method focuses on translating sentences into and out of the L2. (Flowerdew 2005, p.4)

Matching exercises: those where students have to match (for example) words from column A with meanings from column B. (Harmer 2007, p. 278)

Controlled practice: repetitive practice of language items in conditions where the possibility of making mistakes is minimized. (Thornbury 2005, p.63)

Feedback and correction: it is often a delicate decision as to how to provide learners with feedback on their errors when their attention is primarily focused on the content of what they are saying, rather than on the way they are saying it. (Thornbury 2005, p.91)

Lesson 2 Schools

SLO:

- Pronounce each vocabulary
- Practice dialog with partner, and use the same method to ask classmates' major

Materials:

Dialog, vocabulary list, homework sheet

Procedures:

Time	Teacher	Student	Rational
1 min	- Greet Ss in Chinese zǎo shàng hǎo “早 上 好”	- Greet T in Chinese zǎo shàng hǎo “早 上 好”	
5 min	- Collect homework - Review pervious class -	- Turn in homework	
5 min	- Reading out aloud the dialog 3 times	- Listening to T - Repeat after T	- audio lingual approach
7 min	Activity 1 - T move around to check how well Ss doing	- Practice the dialog with partner	- closed pairwork
12 min	- Teaching new vocabulary	- Listening	
5 min	- Answer question	- Asking question	
13 min	- Activity 2 Follow the dialog method to ask info from the group. ask Ss fill out all the info from the sheet that T provide	- Moving around get in to a group and get all the info from other Ss	- time pressure
2 min	- Review activity 1 - Assigning homework	- Ss can ask question - Receive homework	

Dialog

中文

李明：你好！我叫李明。你叫什麼名字？

瑪麗：你好，李明，我叫瑪麗。

李明：好高興認識你。

瑪麗：我也很高興認識你。

李明：你在讀大學嗎？

瑪麗：對啊。

李明：你可以告訴我，你主修什麼課？

瑪麗：沒問題。我主修語言學，你呢？

李明：我主修電腦工程。

English:

Li Ming: Hello! My name is Li Ming. What's it your name?

Mary: Hello, Li Ming. My name is Mary.

Li Ming: Nice to meeting you.

Mary: Nice to meet you too.

Li Ming: Are you a university student?

Mary: Yes.

Li Ming: Can you please tell me, what is your major?

Mary: No problem. My major is Linguist, and you?

Li Ming: My major is computer science.

Vocabulary List

- | | |
|---------|------------------|
| 1. 什麼 | what |
| 2. 大學 | university |
| 3. 高興 | happy |
| 4. 主修 | major |
| 5. 課 | class |
| 6. 數學課 | math class |
| 7. 英文課 | English class |
| 8. 語言學 | linguist class |
| 9. 電腦工程 | computer science |
| 10. 法律 | law |

Activity 2

qǐng wèn chū zhì shǎo liù gè bān shàng xué shēng de zhǔ xiū kè shì shén me rán hòu xiě xià tā men de míng zì hé shén
麼 課 在 紙 上 。 例 如 ： 李 明 主 修 電 腦 工 程 。

(Please get at least six classmates' major, then write down their name and major in a paper. e.g.. Li Ming majoring in computer science.)

Rational

Audio- lingual approach: listening emphasizes first listening to pronunciation and grammatical forms and then imitation those forms by way of drills and exercises.
(Flowerdew 2005, p.8)

Closed pair work: when adjacent students perform the dialogue, all pairs working at the same time. The teacher's role at this stage is to move around the class, checking to see that students are 'on task', and offering any guidance or correction, as appropriate.
(Thornbury 2005, p.73)

Time pressure: if there is a degree of urgency, it is likely to increase the difficulty for the speaker. (Thornbury 2005, p. 26)

Homework

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Lesson 3 Hobby

SLO:

- Students need to use like/dislike to make sentence, in the exercise students use this two words correctly

Materials:

Handout 1, vocabulary list, short passage, homework

Procedures:

Time	Teacher	Student	Rational
1 min	- Greet Ss using “早 上 好” <small>zǎo shàng hǎo</small>	- Greet T using “早 上 好” <small>zǎo shàng hǎo</small>	
5 min	- Collect homework - Short review from pervious class	- Turn in their homework - Ask question. Ss might still having question from pervious class	
20 min	- Present a new grammar and provide example (handout 1) “喜 歡 / 不 喜 歡” <small>xǐ huān / bù xǐ huān</small> - Ask questions related to the grammar	- Listen - Ss can ask any question when they don't understand	- questions while- listening - information gap activity
3 min	Short break	Short break	
10 min	- T giving the new vocabulary to Ss	- Ss receive their lesson 3 vocabulary	
10 min	Activity 1 - T let Ss read the passage - T provide a short passage and ask question from the passage	- Ss read the passage and find out the answer from the passage - After Ss finish it, can discuss with partner	- reading aloud
1 min	- Homework	- Homework	

Vocabulary List:

1. 跳 舞
tiào wǔ dance
2. 游 泳
yóu yǒng swimming
3. 跑 步
pǎo bù jog
4. 爬 山
pá shān climbing

- | | |
|----------|-----------------|
| 5. 興 趣 | interest |
| 6. 喜 歡 | like |
| 7. 不 喜 歡 | dislike |
| 8. 彈 鋼 琴 | play piano |
| 9. 彈 吉 他 | play guita |
| 10. 衝 浪 | to surf/surfing |

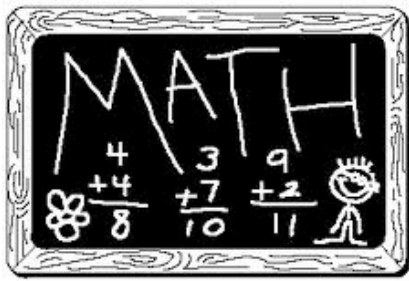
Handout 1

1. 喜 歡 Verb Like
例 如：李 明 喜 歡 游 泳。 (Li Ming Likes swimming.)
瑪 麗 喜 歡 跑 步。 (Mary likes running.)
我 喜 歡 爬 山。 (I like climbing.)

2. 不 喜 歡 Verb Dislike/Don't like
例 如：李 明 不 喜 歡 游 泳。 (Li Ming doesn't like swimming.)
瑪 麗 不 喜 歡 跑 步。 (Mary doesn't like running.)
我 不 喜 歡 爬 山。 (I don't like climbing.)

The following pictures will tell you about what Li Ming like/dislike, so you just need to fill in the blank. Also tell me two things you like and dislike. Using 喜歡/不喜歡.





Your own sentence (share your sentence with your partner):

Activity 1

Read the following passage twice. Please underline what Mary like, and **highline** what she doesn't like.

mǎ lì shì yì wèi dà xué shēng tā píng cháng xǐ huān tán gāng qín hé pá shān yǒu shí hòu mǎ lì qù xué
瑪麗是一位大學生。她平常喜歡彈鋼琴和爬山。有時候，瑪麗去學
xiào shàng gāng qín qín tā bù xǐ huān shù xué kè hé kē xué kè
校上鋼琴課。她不喜歡數學課和科學課。

Homework

[illegible][illegible][illegible][illegible]

[illegible][illegible][illegible][illegible]

Rational

Questions while- listening: challenging and guiding students to handle the information and attitudes of the speakers during the listening. (Flowerdew 2005, p.189)

Reading aloud: just as writing acts as a useful tool for the appropriation of spoken language, so too does reading aloud. (Thornbury 2005, p. 70)

Information gap activity: the information required to complete the task is distributed amongst the interactants. (Thornbury 2005, p.80)

Lesson 4 Situation in a restaurant

SLO:

- Students are compete the exercise
- Practice in a role play

Material:

Vocabulary list, Grammar sheet, Exercise Sheet, Role-play card and homework

Procedures:

Time	Teacher	Student	Rational
1 min	Greeting Ss use zǎo shàng hǎo “早 上 好”	Greeting T back use zǎo shàng hǎo “早 上 好”	
10 min	- Collect homework - Review pervious class “like/dislike”	- Turn in homework - Ask question if Ss have	
12 min	- Present new vocabulary, pronounce each vocabulary and read twice - Explain the exercise	- Repeat after T, at least twice - Ss do the exercise and share their answer with T	- Noticing the gap activities
12 min	- Present new grammar and provide example wǒ xiǎng yào “我 想 要。。”	- Listen and practice	
12 min	- Activity Role Play T will assign each Ss a role in groups of 4. (Ss pick a card; on the card it said which role Ss act.) 2 of Ss will be waiter and 2 of Ss will be customers. - T moving around get into each group, listening what Ss saying and check how Ss doing so far	Ss get involved in to role-play in a small break down groups.	- role card - communicative tasks
3 min	- Assign Homework	- Homework	

Vocabulary

1. 想^{xiǎng} want
2. 早餐^{zǎo cān} breakfast
3. 午餐^{wǔ cān} lunch
4. 晚餐^{wǎn cān} dinner
5. 炒飯^{chǎo fàn} fried rice
6. 小食^{xiǎo shí} snack
7. 糖果^{táng guǒ} candy
8. 吃^{chī} eat
9. 蔬菜^{shū cài} vegetables
10. 白菜^{bái cài} Chinese cabbage

Grammar

1. 我想要^{wǒ xiǎng yào}。 。 。 I want to have...

e.g.: 我想要吃午餐^{wǒ xiǎng yào chī wǔ cān}。 I want to have a lunch.

我想要吃晚餐^{wǒ xiǎng yào chī wǎn cān}。 I want to have a dinner.

2. Make your own sentence. Tell me you want to have some candies.

Exercise

Look at the following translation, guess the meaning then write it down in Chinese.

1. The meal you have in the morning. _____
2. You want something sweet. _____
3. When you have a break time and you feel hungry, what you want to have?

4. After you working a whole morning, now you feel hungry what you want to eat?

5. After you done your work at the afternoon, you are going home to cook for your family. _____

Role Play

Students are group in four. Each one picks one card. On the back of the card, there are sentences they need to say it during the role-play.

Waiter 1

Waiter 2

Customer 3

Customer 4

W1 & 2: Welcome.

W1: How may I help you?

C3 & 4: We want to have a lunch in here.

W2: No problem.

W1: What do you like to eat?

C3: I want to have some fried rice.

C4: I want to have some Caisum.

W1 & 2: Okay.

Homework

[illegible][illegible][illegible][illegible]

[illegible][illegible][illegible][illegible]

Rational

Noticing the gap activities: input they are exposed, learners can get important message about their current state of proficiency. (Thornbury 2005, p. 58)

Role- card a card with information on it which is given to individual students who are going to take part in a role play. It tells them what role they are playing, how their character feels, etc. (Harmer 2007, p. 282)

Communicative tasks: prepare learners for real-life language use, and they encourage the automatization of language knowledge. (Thornbury 2005, p. 79)

Lesson 5 Vacations

SLO:

- Students need to correctly pronounce each vocabulary
- Use grammar to ask for other classmates information, and fill out in the bingo game.

Materials:

Vocabulary list, vocabulary exercise sheet, grammar sheet, bingo game sheet

Procedures:

Time	Teacher	Student	Rational
1 min	Greet Ss in Chinese zǎo shàng hǎo "早 上 好"	Greet T in Chinese zǎo shàng hǎo "早 上 好"	
10 min	- Collect homework - Review pervious class	- Turn in homework - Ask question from last class	
15 min	- Present new vocabulary and vocabulary exercise	- Listen and repeat after T	- repetition
10 min	- Present new grammar dǎ suàn "打 算" planning to...	- Listen and do the grammar exercise	
15 min	- Activity "BINGO GAME" - Make sure Ss using target language when they asking - T give introduction of the activity 'Using what just taught to ask others information' - Homework	- Practice	- task repetition

Vocabulary

1. 旅 行
lǚ xíng to travel/ journey/ trip
2. 暑 假
shǔ jià summer
3. 寒 假
hán jià winter break
4. 方 向
fāng xiàng direction/orientation

5. 去 ^{qù} go
6. 北方 ^{běi fāng} north/ the northern part a country
7. 南方 ^{nán fāng} south/ the southern part of the country
8. 东方 ^{dōng fāng} east/ the eastern part of the country
9. 西方 ^{xī fāng} west/ the western part of the country
10. 打算 ^{dǎ suàn} to plan/ plan

Vocabulary Exercise

In the following passage, choose the word from the vocabulary list then fill in the blank in Chinese.

Summer time is coming. Mary is planning to have a _____. She may going to _____ part of China, so she can go visit the Great Wall. After that, Mary may going to _____ part of China, she wants to visit HongKong because she likes to shopping.

Grammar

^{zài shù jià de shí hòu nǐ dǎ suàn qù nǎ lǐ}
在暑假的时候,你打算去哪里?

^{wǒ dǎ suàn qù zhōng guó lǚ xíng}
我打算去中国旅行。

During the summer time, where are you planning to visit?

I am planning to go to China.

Please, write it down where you planning to go during summer time? In Chinese

BINGO

Move around and ask you classmates, where are they planning to go. Write down their name on the line.

中國 China _____	日本 Japan _____	美國 America _____	法國 France _____
德國 Germany _____	加拿大 Canada _____	在家中 Stay at home _____	图书馆 Library _____
学校 School _____	西班牙 Spain _____	香港 HongKong _____	巴西 Brazil _____
北京 Beijing _____	婆婆家 Grandma's home _____	澳大利亚 Australia _____	俄罗斯 Russia _____

Homework

[illegible][illegible][illegible][illegible]

[illegible][illegible][illegible][illegible]

Rational

Repetition: is when students are asked to repeat a sound, word or phrase (Harmer 2007, p. 282)

Task repetition: repeating a task shows gains in accuracy (including pronunciation), fluency, and complexity(Thornbury 2005, p.85)

Assessment Procedures for the Unit

This would be focus on oral task. Teacher would let the students know what topic would be on the oral task about two weeks ago, but it would be have two topics. So they can have enough time to prepare for that, also if they have questions they can still ask for help. Teacher would give examples first, if students like it, they can record it for references.

On the task day, teacher will provide two cards. Card 1 would be topic 1 and card 2 is topic 2, students have to pick either card 1 or card 2 for their topic. (Students doesn't which card is what topic before they pick.) I will give each student about 10 minutes. I will not deduct points if they shorter than 10 minutes or over 10 minutes. As long as they can use correct grammar and vocabulary.

This oral task would be worth 15 points and 10% going in to your final grades.

Task	10 points
7-10 pt.	<ul style="list-style-type: none">- all relevant information is provided- free grammar mistakes- ask questions, when they problem with grammar, vocabulary, students deal with these problems in the target language through clarification for help
4-6 pt.	<ul style="list-style-type: none">- not all relevant information is given, or teacher need to repeatedly push students to provide the information- 1 or 2 grammar mistakes- don't ask for help when they have problem, and do a topic shift (e.g..if student want to say swimming, but forget it how to say and change it to dance.)
0-3 pt.	<ul style="list-style-type: none">- the student does not provide answers- there is too little interaction to judge
Fluency	5 points
4-5 pt.	<ul style="list-style-type: none">- student shows mastery of relevant vocabulary covered in the course

- 2-3 pt. - student shows their confident in the communicate
- disfluent production impedes communication
- appropriate and relevant vocabulary not used
- 0-1 pt. - too little interaction to judge

Card 1: Tell me about your school. You can say about you what major you taking. Do you like it or dislike it. Why?

Card 2: Tell me about, where did you go for vacation before? Where do you want to go for future? You can talk about the foods from the country you visit before. Or the food you want to eat during your vacation.

Rational

In my lesson plan, from lesson 1 to lesson 5 I use almost the same way method to teach it. Every lesson I start with ten vocabularies first then grammar. I call this is bottom up model, according to Flowerdew (2005), “listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes” (p. 24). So in my lesson, I would like to start with vocabulary first. This would help me a lots, because my students become more familiar with the sound when I’m presenting the new grammar. For example, I am teach “like/dislike”, when I am asking question to my student, they can give me the target language of the vocabulary beside silent. This way I can keep my students motivation of learning. According to Harmer (2007), motivation is “the degree to which students, perceiving some goal, have a desire to do something” (p. 278). If my students lost their motivation of learning, then they would just do nothing in the class.

This lesson plan is more focus on speaking and listening, but at the end of each lesson, you would see I have a vocabulary practice sheet for students as their homework. In my experience, each teacher that I had was giving the same thing as I give it to my students. In a language class, speaking and listening is important, but if teach without reading and writing, I don’t think is possible in L2 class. So in my lesson plan, there is still having a lot of writing. For example, lesson 3 students need to write their own sentences using like/dislike.

There is a lot of repetition in my lesson plan. In each lesson plan, there is always have “please, repeat after me,” said it from the teacher. Not only in my lesson plan can heard this, in any other language class, it will heard the same thing. According to Harmer (2007), repetition “is when students are asked to repeat a sound, word or phrase” (p. 282).

As a teacher, we cannot assume students are paying attention all the times, so repeat at least twice. For example, in lesson 1 when I am presenting the new vocabulary, I would like to repeat twice. In case some of students didn't heard it at the first time. Students are paying for their tuition, if they didn't receive anything from the class, then it isn't worth it. As a teacher role is adding, putting knowledges into students mind.

This is a Chinese, Mandarin lesson. It should be have a lot of cross-culture, grammar translation approach and so on. In this unit lesson plan, I focus more on the grammar translation approach, while I'm giving grammar exercise in lesson 3, which were English translate given, students need to write down the Chinese vocabulary. According to Flowerdew (2005), grammar-translation approach "the method focuses on translating sentences into and out of the L2" (p. 4). In here, teacher can make sure students are know each vocabulary meaning in target language.

In lesson 1, there is an activity called "mix and match". This activity is very helpful in each class, because it is very flexible to play it in different ways. According to Harmer (2007), matching exercise "those where students have to match (for example) words from column A with meanings from column B (p. 278). This activity is very simple and easy to finish it in a class period. From my lesson 1 plan, I had give pictures. Students just need to match the flag and the people by using target language for the whole process. During the activity, I would also move around to see my students' reaction. Sometime, I would find out mistake from my student, I don't feel like giving feedback or correction right away. It just like, when you doing a business presentation to the others. Someone stop you or giving you suggestion how would you feel about it? You might get block out, don't know how to continue. According to Thornbury (2005), feedback and

correction “it is often a delicate decision as to how to provide learners with feedback on their errors when their attention is primarily focused on the content of what they are saying, rather than on the way they are saying it” (p. 91). In my lesson plan, you can see I would give my feedback and correction after the activity. Also provide a question time for students ask me question, in case they are getting lose at that moment.

There are lots of works it have to be done with partner. For example, lesson 2 students need to practice the dialog in an activity. According to Thornbury (2005), closed pair work “when adjacent students perform the dialogue, all pairs working at the same time. The teacher’s role at this stage is to move around the class, checking to see that students are ‘on task’, and offering any guidance or correction, as appropriate” (p. 73). I had done this lot in my lesson plan. Teacher cannot always assume what are you students doing in class time. So teacher need to give some time to students practice and move around to check students doing it or not, and teacher can giving correction or any other information to the students. I know some students are more perform giving correction in one by one. There are a lot of students are too shy to talk in front of the class. So this way teacher can help these students to achieve their goal in class.

As a teacher, I also feel time pressure is important too. In lesson 3, from the activity 2, students need to get answer from six students in the class in 13 minutes. This whole process also only can use their target language, without any languages support and ask for six students it is a challenge for them. According to Thornbury (2005), time pressure “if there is degree of urgency, it is likely to increase the difficulty for the speaker” (p. 26). In a certain time to finish an action, it is very difficulty for people, because this is a college level class. Teacher cannot let students do whatever they like,

everything need to be done on time. Somehow, if students cannot done it in 13 minutes, then teacher lesson plan need to be change it.

There is a 3 minutes short break from lesson 3. In here, I am using top-down model. According to Flowerdew (2005), top-down model “emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words” (p. 25). My teach method usually is small unit to large unit, bottom-up model. If my students get used to my bottom-up model, one day, I change it I need to give my students time to follow it. Also they can ask me question if they have.

For my lesson 4, there is a role-play activity. This lesson is about the situation in a restaurant, it is a real life communicates. According to Harmer (2007), role-card “a card with information on it which is given to individual students who are going to take part in a role play. It tells them what role they are playing, how their character feels, etc (p.282). In a real life communicates, if you want to know when is a particular sentence would say in what situation, and then this role-play is very helpful. If students learn a sentence from a teacher, and never use it in a real-life communicates, why we don’t just stop it. According to Thornbury (2005), communicative tasks “prepare learners for real-life languages use, and they encourage the atomization of language knowledge” (p. 79). So provide a real-life languages use to students, let them know how to use target language correctly, it is what the teacher wanted.

In conclusion, teachers are having their own reason to writing a lesson plan. Each thing that teachers ask students to do it, it just wants to help students achieve their goal. Also, it could help teachers prepare well before the lesson.

Reflation

Over making the whole unit lesson plan, I figure it out; it is not an easy job. I always have an argument with myself when I am writing my lesson plan. Most of the time I couldn't decide which way I should do. It seems like both way can work in my lesson plan. For example, in lesson 5 activity, I use bingo game to get my students' attention. At the same time I was thinking that ask my students give me their answer, where are they planning to go in summer/winter break? In this way, teacher can check students understanding while they giving me the question, but if I done it this way, the interaction between student and student would be become more less. I also avoid that what about some students don't want to speak in the class; they are too shy to giving a speech in front of people. So let my students moving around to ask their classmate is my final decision for my lesson 5 activities.

If you could see each of my lesson plan, beginning of the class period. I do have 5 to 10 minutes to collect homework, reviewed the pervious class. I feel like these 10 minutes is very important for teacher and student. For a teacher, it can help her/him to find out some common mistakes from the student, and address it before the quiz or exam coming. For a student, it can help them find out the answer for their problem, if they wait till the last minutes to ask, it will be have maybe 10 questions or more, this is very painful for them. It could lead to student don't want to studying this subject anymore.

In my mini lesson plan, I was giving two grammars in one lesson. It is too much for my students, after the lesson presents it. Most of the students don't understand and confused themselves. So in my final mini lesson plan, I delete the second grammar that I had in my lesson plan. I hope this my student can more focus on the first grammar more.

As a teacher to doing a lesson plan is very helpful, but I also figure it out, lesson plan should be done in one week before the actuary class present. So teacher can have more time to go over the lesson plan and do some change. For my mini lesson plan, I was done it one day before I present it. So I couldn't make change when I want to change some points in my lesson.

Teacher shouldn't assume their students get everything during class time. After my mini lesson done, I asked 'do you understand the lecture?' 5/6 my classmate said 'no, it is little confused.' One of the reasons was too much grammar need to focus on. The other reason was there was no pinyin on the PowerPoint. I was having hard time to adding pinyin in my PowerPoint, and I thought I giving you a handout, on the handout there is pinyin, so you guys will be fine. That was helping me a lots. In mini lesson, when I teaching the new vocabulary, students were looking at my mouth. They want to get the correct pronunciation. So no much of students were looking at the handout that I given.

In the assessment measure it was also giving me hard time to do it. It was hard to decide how to giving point for my students. If this is my first time of teaching, then I will not giving point too strict to my students.

In conclusion, making a lesson plan is giving me a lot of experiences; I know what I will look in the future, for example, how to give feedback and correction for my students, because this is a college level class most of the students are adult. They don't want to get embarrass in the class. This is my first time making the whole unit lesson plan with the assessment measure. I gain a lot, and I love to give a mini lesson in the class. So I can have more actual feeling of how the lesson plan help me in the lesson while I am presenting.

References

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