

Project Template for "Shaping the Way We Teach English"

Module(s): 8 (Authentic Materials) &
3 (Integrating Skills)
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Project Reviewer: Nafisa Bin Tayeh

Give information for:

- Students' age(s): 15-16
- # of students: 150 in 3 classes

- Language level: 4
- Other (optional):

My Class Now (Snapshot)

Provide a description of the item in your classroom that you are targeting for change:

My students have not practiced asking for and giving information about where things can be found in a shopping center in a "real situation".

Technique(s) I use *now*.

- Pair work (for short conversations)
- Using questions to elicit meanings of new vocabularies.
- Using realia and statements to explain new vocabularies of items sold in shopping centers.
- Integrating skill (listening and speaking).

Material(s) I use *now*.

- Text book.
- Blackboard and chalk.
- Realia and drawings of items sold in shopping centers.

My Class in the Future (Vision)

Provide a description of what you expect the item to look like after you've made the change:

I would like to give my students the chance to practice asking for and giving information about where things can be found in a "real shopping centre".

Technique(s) from this module that I *will* use.

- Using the real outside world.
- Authentic conversations.
- Integrating skill (listening, speaking, reading and writing).

Material(s) or ideas from this module that I *will* use.

- The outside world (Lulu Hypermarket).

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Additional Explanation from Project Creator

In “My Class in the Future (Vision) you described and predicted a change that you would like to see happen in your class. Provide additional information for the following related items. Write as though you are informing a person who knows nothing at all about your educational setting.

1. The benefits I predict from this change:

- Increasing Ss motivation.
- Exposing Ss to the outside world, constructing "an associative bridge between the classroom and the World"(J.Heaton cited in Smith 1997).
- Establishing meaningful context of language for learning.
- Utilizing the "real world, as well as the classroom, for progress". (Krashen&Terrell 1983:1)
- "Students will have greater exposure to the language and this should help them, not only in the retention of items
- Previously encountered but also in the acquisition of new items. "(Gairns &Redman 1986:67)
- Putting into practice what has been learned.
- Practicing natural communication with the outside world.
- Students can gain some culture knowledge.
- Students will have the chance to practice authentic listening and speaking skills.

2. Challenges I expect:

- Obtaining permission from the authority of "Lulu Hypermarket"
- Lack of financial support for transportation.
- Large number of students.
- Students' little experience and confidence to interact with the outside world.

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3. How I will address those challenges:

- Teacher will take a confirmation from school administrators and the Ministry of Education that the visit will be for study purpose and for purchase (if the students want), with a guarantee of well control over Ss.
- Teacher will try to get the financial support from either Ministry of Education or from school and parents.
- Each class will be taken separately. Moreover; Ss will be divided into groups of 5.
- Students will get great encouragement with pre-teaching of the necessary language they will use. In addition, each group will have a leader of a good student. Teacher will circulate to provide help where needed and will ask the employees in advance to use simple language and to give help as possible as they can.

4. Steps needed in order to complete the change:

Lesson title: "Shopping in Exeter"

A) Preparation:

- Teacher will get permission from school administrators, Lulu Hypermarket authority and parents and will agree on
- Time and day of the visit.
- Teacher will manage the issue of transportation.
- Ss will be taught the language of asking for and giving information and revision of related necessary language of
- Interaction in shopping centers will be given.
- Teacher will discuss and agree with Ss on how to follow the rules and keeping discipline there.
- Teacher will divide Ss into groups of 5 with a good leader and with specific identifiers.
- Each group will be given a different task i.e. a group will look for 10 different items of clothing and their Arabic equivalents and write them with their prices. Another group will look for other 10 different items of household and so on...

B) On the day of the visit, Ss will be given an hour for doing the task and each group leader will submit the work to the teacher. Another free hour will be devoted to have a tour and purchase.

C) Post classroom experience: In the class that follows the visit, each group leader will read their work, exchange it with other groups and copy it.

D) A short discussion will be held with Ss to express what they think about that experience.

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5. Timeline for completing the change:

A class before the visit +2hours of the visit+ a class after the visit (a class equals 45 minutes)

6. How I will assess the degree of success of the change:

Self –assessment will be used with pre-set criteria to let Ss evaluate their own work regarding their ability to practice Interaction in shops using the proper language like greeting, asking for information, help, prices etc. using wh-questions and yes, no questions

7. Other comments:

"Lulu Hypermarket" is a new market opened in our city .It is a division of EMKE GROUP with Indian employees who speaks English. Most of the items sold there have their names written in English.

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Project Reviewer Comments

1. Is the proposed change clear (the snapshot of “My Class Now” vs. a vision for “My Class in the Future”)?
 - ❖ The change is clear except for a few points which may have skipped the project creator e.g. for Techniques – besides asking for and giving information there will be ‘asking for location’ ‘asking for prices’
 - ❖ For Materials – a list of questions, a list of names of items (for the tasks) at Lulu Hypermarket.

2. Do the steps and the amount of time allotted for the change seem realistic?
 - ❖ Time is suitable. I would even give them 1:30 minutes for the tasks (first time working in an environment beyond the classroom) and leave 30 minutes for the tour.
 - ❖ This step needs to be accomplished first: Ss need to practice the language they are going to use at Lulu in class before going to Lulu. At Lulu they’ll be producing the language they have practiced.
 - ❖ Post classroom experience: There’s little interaction here. Perhaps the students could ask each other in their groups or with members of the other groups to create a short conversation.
e.g.
A: How much is the T-shirt at Lulu? (Comprehensible input)
B: It’s 200 Riyals.
A: That’s very cheap/expensive. (+1)
OR
Display the prices on posters and could be used for the above activity or a lesson on comparisons in the future.

3. What do you believe to be the strengths of the proposed change?
 - ❖ The idea in general – In Yemen, we rarely find a place where ss can practice real language beyond the classroom. Good idea, Muna!
 - ❖ Linking the objectives of the lesson to the benefits and supporting them with quotations from the readings.

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3. Do you perceive any additional challenges and/or have additional advice for meeting challenges related to the proposed change?
 - ❖ The activity at Lulu will need more than one teacher to monitor the activity since Ss will be at different places.
 - ❖ We need to facilitate the activity so that the students know where they are to go and what they are supposed to do. This will give them some kind of confidence and security.
4. Does the type of assessment match the goals and outcomes of the proposed change?
 - ❖ The idea of self assessment is good. The goals of your project are enable your ss to use the language of asking for and giving information which also includes asking for locations. The criteria given covers more than what we have in the goals. So perhaps here we need to be more specific e.g. what Ss can do and what they cannot do. Harris and McCann (1994) provide a set of formats for learner self-assessment. Here’s an example which could be a good start to use.

Questionnaire

- Tick which things you can do now
 - Put two ticks if you can do it well.
 - Put a cross if you can’t do it.
- a. I can ask questions about the price
 - b. I can ask about the location

This has been revised to match our needs and we can add the functions and the structures the ss used in the activity.

5. Other comments or questions?

This is a carefully thought project that has taken into consideration the Pedagogical Planning, Classroom Learning Systems and Students’ behavior. Working with large classes is challenging and you have shown in this project that you’re well prepared for the challenge. Good job, Muna!