



**DE MONTFORT  
UNIVERSITY  
LEICESTER**

***Faculty of Arts, Design and Humanities***

***Teaching receptive and productive skills***

***TEFL5001-2018-1***

***Lesson plan for receptive skills***

***(Reading and Listening)***

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***Date 11/06/2018***

***Academic year 2017-2018***

## **READING LESSON PLAN**

Tutor: Osman

Course/Qualification: Intermediate Level

Subject: English as a Foreign Language                      group 12 students

Week Number: 35                      Date: 11.06.2018                      Location: DMU, PV, Room 3.05

### ***Topic: Reading comprehension.***

Previous knowledge of the topic, already covered skimming and scanning of reading comprehension, so they have awareness of what the teacher is going to teach about.

Last lesson information of reading topic may essential to ensure fruitful learning in this session: - (this needs to be confirmed and re-capped)

Students will be in groups for varying length of time, some comprehension reading ideas recap from previous teachings,

### ***The aim of a session (teacher`s intentions)***

- To ensure that the students are competent to use correct vocabulary in combination with a correct verb and noun forms, punctuation and other aspects of English reading/ writing.
- To ensure that students are familiar with the correct use of tense forms for communicating in English.
- To improve language acquisition of the students with regard to their passive voice usage
- To draw the attention of the students towards social and cultural knowledge of the English language by using idioms and expressions.

### ***Learning outcomes/ objectives (by the end of the lesson the learners should be able to...)***

- Use and analyse new vocabulary in the production phase.
- Demonstrate an understanding of colloquial expressions that have been widely applied in the authentic texts (reading comprehension).
- Have a decent foundational knowledge of English grammar.
- Have an advantage of understanding the grammar lessons in terms of differentiating concepts involving verbs and adjectives.

***How and when will teacher confirm that each student has met the learning outcomes?***

- Feedback assessment will be carried out after the initial introduction of reading comprehension.
- Concept questions designed to clarify understanding.
- Monitoring during activity and correct exercise phase.
- The interaction involves the development of self-esteem and mutual respect in the classroom.

***How will teacher meet the different needs of individual students (differentiation?)***

- Distribute handouts of veracious colours and print style.
- Use the variety of activities in terms of communication, arrangement and knowledge style.
- Use google mapping to show geographical areas (Lake Chad) and use concept questions.

***Materials***

- True or false activity after reading comprehension handouts
- Scaffolding prompts for any learner who struggles in the production phase
- Introduce meaning of new words and geographical area for the lake by Google mapping, internet, PC and projector.

***Problems and solutions (are there any particular problems to anticipate and how would solve them?).***

- Learners face problems to express their basic needs in English by engaging into social conversations in a systematised and grammatically correct manner, which demands limited descriptions of individual experiences, perceptions, and beliefs with the use of passive voice and conditional.
- Learners are not competent to monitor comprehension when engaging in a formal or informal conversation or when attempting a simple task, lacking sufficient understanding of new idioms, and phrases in relevance to the familiar context.

- Learners face difficulties to use reading strategies and clues related to a context, which would be essential to comprehend organised texts and reflect on textual meanings by combining new with prior knowledge.

**Reading table lesson plan and timing schedule**

<b><u>Teacher activity</u></b>	<b><u>Checking of learning</u></b>	<b><u>Timing</u></b>
<p>To assesses the location of Lake Chad. By asking what town and country, and which continent.</p> <p>Introduce general reading comprehension context. Explain meaning of new words.</p> <p>Language focus, Explain about disappearing lake in Central Africa (Chad).</p> <p>Carry out the use of informal conversation skills.</p> <p>Monitor group role for reading activities and production phase.</p>	<p>Student`s skimming with a limit time frame. Do a competition in groups of 3, ask them questions. Use google mapping to show geographical area.</p> <p>Use concept questions based on reading comprehension.</p> <p>Monitor gap-filling activity, inform plenary feedback</p> <p>Monitor and request learners to recap what they have learned</p> <p>Perform and provide feedback on verbs, tenses and idioms.</p> <p>Total timing</p>	<p>15 mins</p> <p>5 mins</p> <p>10 mins</p> <p>12 Mins</p> <p>18</p> <p>60 mins</p>
<b><u>Student Aim</u></b>	<b><u>Student Activity</u></b>	<b><u>Interaction</u></b>
<p>Identify reading comprehension and narrate Lake story or events.</p> <p>The form and meaning of new words, to revise the certain meaning of new vocabulary.</p> <p>Use reading in context.</p> <p>Exercise and pronounce new words (vocabulary) and structure of sentences.</p> <p>Produce the authentic text to show understanding (a topic of shrinking Lake).</p>	<p>Approve which words on reading comprehension would associate with Africa as a continent.</p> <p>Read the comprehension and answer relevant questions by putting T for true, F for false.</p> <p>Do gap filling activity and feedback</p> <p>Learners read in turns the shrinking Lake topic and Rikki Mbaza`s situation in Bol.</p> <p>Explain description of the shrinking Lake using reading comprehension and personal ideas.</p>	<p>S-plenary</p> <p>T-S Plenary</p> <p>T-S</p> <p>Pairs</p> <p>Group</p>

## ***Reading Rationale***

The student-centred teaching approach was adopted for this lesson plan in an inductive manner to assist the intermediate ESL learners in developing their understanding of the language. Theoretically explaining, the inductive approach of ESL teaching refers to a closely related branch of direct teaching method. The inductive method allows students to perform independently in the learning process, with the teacher playing the role of a facilitator within the educational environment (Mohammad & Khan, 2017, pp. 197). Notably, as learners group hold the basic knowledge and are intrinsically motivated for enhancing their learning about a particular language. Hence, they are boosted by the idea of an independent role player in the learning process. Created concepts questions activity was selected for this teaching approach, which encourages students to participate in collaborative learning by working in pairs and groups. According to Mohammad & Khan (2017, pp. 197).

Thus, the inductive learning of appendix 3 activity aims to ensure that learners attain new lessons about the English language by reading comprehensions and independently identifying the new vocabularies, idioms, and expressions as well as correct verb along with noun forms. Correspondingly, its coalition with the principles of the communicative and lexical approach by viewing the language in a structural manner can concentrate on a common problem faced by the intermediate students of ESL (Rodgers & Rodgers, 2014, pp. 179). Such language principles are based on learners' interests to help them solve similar problems independently.

### *How your resources/exercises and tasks will be used*

The teacher will emphasise the adoption of overhead projectors. This is to ensure that all learners group have access to the demonstrative skills as depicted in the comprehension. This also forms a key element of the reading approaches to the educational process. PowerPoint notes will also be used in this regard to encouraging the students for engaging them in communications and interactions with their peers. This involves clarifying and discussing areas, where they believed to have problems when speaking English as their

second language. In accordance, they might attempt to share their knowledge and overcome the problems. While teacher intervenes to demonstrate their required skills relating to pronunciation, verb, and noun forms. Thus, they use idioms and expressions along with the correct use of diphthongs through illustrations both verbally and in written forms on board. In this stage, the teacher will need to introduce problem-based learning to support the students to think critically about their problems and identify solutions to challenging concepts independently. This also allows them to align with the principles of the inductive approach for learners.

#### *Cultural suitability of materials*

Authentic materials, which signify the culture and the rich background of the language, can have a positive effect on the learners' process of enhancing their knowledge to a substantial degree. It is principally because the authentic materials tend to support the students for learning the English language efficiently to be used in comprehensive reading sessions. Thus, it can lead to motivating the learners for developing the necessary skills (Al-Rashdiand Al-Azr, 2014, p.252). Stating precisely, the approach is based on the idea that the learners will need to relate to the teachings in class to imitate real-world situations based on cultural perspectives.





***How will teacher meet the different needs of individual students (differentiation?)***

- Feedback after the initial introduction of listening.
- Concept questions design to assess listening comprehension.
- A monitor of activities during exercise.
- Informal assessment by listening a video clip.

How will teacher meet the different needs of individual students (differentiation?)

- Using the learner-centred approach of listening comprehension.
- Variation of individuals, pairs and groups work.
- Teacher's role during the lesson able to facilitate the different level of listening throughout.
- The teacher will make interruptions from time to time to ensure that the learning activities are conducted as needed. Hence, will discover weak listeners.

***Materials***

- YouTube intermediate listening comprehension.
- Picture activity through a video clip.
- Scaffolding prompts for any learner who misses listening dialogue.
- Listening activity handouts will be distributed.
- Concentrate on images showing in the video dialogue.

***Problems and solutions (are there any particular problems to anticipate and how would you solve them) for Listening.***

- Students experience the challenge of understanding listening dialogues. So listen to video many times.
- Students find it difficult to listen to formal conversations in the real formal classrooms of the ESL lessons. To solve this designed activities for practice.
- Classrooms are characterised by complex idioms, colloquial words and technical expressions. So teacher needs to explain the meaning of words to avoid difficulties.

***Listening table lesson plan and timing schedule***

<b><u>Teacher activity</u></b>	<b><u>Checking of learning</u></b>	<b><u>Timing</u></b>
<p>Will explain various ways in using English so they are prepared for successful listening of comprehension (video clip).</p> <p>Show video clip, present the idea of listening comprehension.</p> <p>Explain images on video, ask them to listen to dialogue and ask learners to answer the questions.</p> <p>Distribute listening activity handouts, check activity done rightly, in the requisite way.</p> <p>Arrange students into groups and monitor their work after listening comprehension.</p>	<p>Do motivation of pre-listening plenary activities and asking a number of questions based on listening task.</p> <p>Use concept questions on video clip dialogue.</p> <p>Monitor exercise (listening activity) plenary feedback.</p> <p>Notice learners to recap, what they have learned and monitor regularly.</p> <p>Provide feedback and correct errors and mistakes.</p> <p>Total timing</p>	<p>10 mins</p> <p>10-15 mins</p> <p>10 Mins</p> <p>10 Mins</p> <p><u>15</u></p> <p><u>60 mins</u></p>
<b><u>Students Aim</u></b>	<b><u>Students Activity</u></b>	<b><u>Interaction</u></b>
<p>To enhance listening as they interpret specific information.</p> <p>To make students listen carefully and interpret information.</p> <p>Use listening comprehension in context.</p> <p>Rehearsal summaries and their respective commentaries to aid in checking the understanding of the listening comprehension.</p> <p>Practice listening part and show practical understanding.</p>	<p>To enable learners to match what is listened in class with real-life situations by putting the ideas into context. Refer to appendix 1 (video link)</p> <p>Learners will be able to infer the meaning of vocabulary as they predict content.</p> <p>Learners will be listening for details in combination with the gist.</p> <p>Learners take it in turn to listen and description of listening comprehension.</p> <p>Answer questions after listening comprehension, and monitor group work.</p>	<p>S-Plenary</p> <p>T-S, plenary</p> <p>Pairs T-S</p> <p>Pairs</p> <p>Group</p>

## ***Listening Rationale***

The specific group identified in this context are the intermediate level learners. To accomplish the learning objectives in this teaching plan, the learners need to engage into conversations based on authentic texts (listening material). This help in replicating the English culture, such as pictures, images, printed texts, and either audio or video materials. In this teaching plan, English learners will be assisted with the flexibility to understand the rationale behind the selection of these materials for encouraging them to speak English by mediating their reluctance in the overall learning process by doing activities in appendix 2. Therefore, the open and flexible form of listening comprehension shall provide the learners with the best ways for acquiring knowledge and new vocabulary by interpreting the speakers' tone and purpose.

The learners can be associated with a number of challenges, especially relating to diversity. Thus, it not only differentiates the learning needs of the students but also play a crucial role in determining their flexibility to independently get involved in the process (Leyre, 2017). This, in turn, assures successful completion of the listening objectives at large. This necessitates integration, which is to be considered in designing and selecting the lesson plans along with materials in consideration to the motivations of the learner's group along with their learning needs and styles.

To be noted in this context, learners need stronger internal motivation, as the outcomes expected or the objectives determined emphasises in-depth and complex problems faced by these learners. A flexible learning process will also need to embed the particulars of an open educational environment. Whereby, the learners are encouraged to participate in formal as well as semi-formal conversations. This reflects real situations, which would help them learn the English language easily and confidently without crossing their perceived boundaries of comfort (Leyre, 2017). The focal point of this concept, therefore, relies on the fact that these learners have the higher adaptability to the language as compared to the beginner level

learners. However, they also seek flexibility as well as independence with a sustained motivation based on the interaction with authentic quality contents.

While-listening: The listening contents to be used in the learner`s classroom would continue for 10-15 minutes. This is perceived to help and motivate the students to listen carefully and interpret information using it, as well as new vocabulary. This also involves the correct use of tense forms and other grammatical attributes required for a correct English sentence construction (Dulgerci, 2018). It is also essential for the listening plan to allow the learners with an enhanced ability for reviewing the correlated ideas and motivate them to participate in the conversational process for knowledge enhancement (Bargool & Ahour, 2015, p. 2328). Finally, the learners will be able to infer the meaning of vocabulary, as they predict content because they will be listening for details in combination with the gist by comprehending the speakers' tone and purpose.

Linguistic features pose significant challenges to the intermediate English learners (Khoahoc & Dung, 2015). For instance, the use of correct forms of tense, verbs, and nouns is considered to be essential for the learners. Hence, it is observed to divert their listening attention in the process, video. Consequently, many of the intermediate English learners lack a clear understanding of the use of these elements owing to the insufficient understanding of the linkages (Khoahoc & Dung, 2015). As a result, they sometimes tend not to recognise some words in the conversion process. Therefore, their degree of understanding the conversation by listening will be a key determinant factor to the learners' progress.

## References

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## **Appendix 1 reading passage**

### **The Shrinking Lake**

Rikki Mbaza has a very English name but his part of central Africa is suffering from a problem that few in England would have to put up with: a lack of rain so acute that Rikki's livelihood is literally evaporating away.

"I would love to have the English weather here in Chad. Then the lake would not go away."

Rikki Mbaza lives in the town of Bol near the shores of Lake Chad, a lake that has shrunk by 90% in the last 40 years. A lack of rain is only one of many culprits being blamed for this emerging disaster.

"I am a fisherman. For me, it is like watching my life draining away every day. The fishing is getting worse and worse in the lake. They are getting smaller and I think the fish breeding has been disrupted by the reduction in area and in depth." Lake Chad is only a metre deep in most places.

Rikki struggles now to provide enough food and income for his wife Achta and their four children. Achta has had to take up pottery in her spare time in order to try and boost the amount of money coming into the household every month.

"Our rent doesn't go down with the level of the lake unfortunately," Mbaza complains. "We still have six mouths to feed but I need assistance from the government. They have left me to fend for myself in a desperate situation."

While one can understand Rikki Mbaza's frustration with his government, his accusatory tone is perhaps a little unfair. The Chad government has often seemed like a powerless, rudderless boat caught in the storm of international politics.

Angela Muscovite at the Center For African Politics at UCLA sees little reason for optimism in the case of the shrinking lake in the African heartland. "The story of Chad Lake is a modern day environmental tragedy. This is a body of water that, in 1960 was over 25,000 km<sup>2</sup> in size - now it's less than 10% of that."

"It has been so over-exploited and it is an issue the whole international community, obviously more so those governments in Africa, need to co-operate on to find a resolution. And that isn't going to happen any time soon. By the time it does, they'll be arguing over a puddle in the middle of the desert. It's sad but that's how I see things panning out."

The guilty parties, as so often in these cases, blame each other for the problems that now beset the lake. Charlie Vaughan, who teaches Environmental Science at Cambridge

University in Britain, explains why the lake is going the way of the Dodo. "The main culprit is geography funnily enough. Chad, Niger, Nigeria and Cameroon all lay claim to the waters of this lake and you only need a five metre shoreline to be able to extract water from it. The whole area has been a target for massive irrigation schemes over the last couple of decades with each country's agricultural ministry blaming the other three for the problems. In an area with plentiful rainfall, it wouldn't be so much of a problem. This is a dry area."

None of this gesturing and buck-passing will help Rikki, Achta and their four children in the near future. "I am learning how to fix cars. I don't think cars will be disappearing soon and will certainly last longer than this lake will," muses the glum-looking fisherman. "There won't be any more fishermen in this area in ten years." And with that, he says he has to go and study how to remove and repair brake pads.

***Reading Comprehension: The shrinking lake: click in to the URL linked for accessing to the reading material as reference.***

Read about this disappearing lake in central Africa, then answer the questions putting either **T** for true or **F** for false (1 to 8).

Reading material link, <http://www.esl-lounge.com/student/reading/3r10-shrinking-lake.php>

***Appendix 2 reading (Question 1 to 6 concept questions)***

1. Does Rikki live in the town of Bol?
2. Has the Shrinking Lake has shrunk by 90% in the last 40 years?
3. Do Rikki and Achta had four children?
4. Is Rikki Mbaza frustrated with his government?
5. Is Rikki learning how to fix cars?
6. Does Rikki think cars will disappear like Lake Chad?

***Appendix 3 reading, True or False activity (Questions 1-8)***

1. Rikki has a very English name.
2. Rikki wouldn't love to have the English weather.
3. Rikki's town, called Bol, is near the shores of Lake Chad.
4. Rikki is a politician and a member of parliament.

5. Rikki struggles to provide enough food and income for his family.
6. Achta is Rikki's girlfriend.
7. The Chad government seems a powerful.
8. Chad is located in the continent of Africa.

**Listening Appendix 1 video link**

**42 Minutes of Intermediate English Listening Comprehension:**

<https://www.youtube.com/watch?v=isMpyCkKuDU>

**Listen comprehension, English dialogue from video duration of 10 to 15 minutes and answer the following questions each dialogue created three questions.**

**Listening Appendix 2 Activities for Dialogues**

- **A husband and wife are looking for floor plants.**

1. Which room are they going to see?
2. What kind of living room does the husband like?
3. Does he want parking space?

- **A man is making a reservation at a hotel**

1. Which room is he going to stay?
2. What date does the man want to stay?
3. Does he want a smoking room or non-smoking room?

- **A woman is talking to her hairstylist**

1. How would she like to change her hair?
2. What length would she like?
3. Which sides did she like to cut?

- **A man and a female student are looking for the job advertisements.**

1. Which job is the female student going to apply for?
2. What she is worried about?
3. Which job would she prefers? Coffee shop or newspaper delivery?



- ***A woman is looking for a dress and talking to the shop clerk***

1. Which dress is she going to buy?
2. What colour does she usually wear?
3. Does she want long-sleeved version with a specific design?

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