

# **Listening Mini Lesson Portfolio**

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**SLS 313**

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## Lesson Plan: Party Planner

Student Learning Outcomes: By the end of the lesson, students (Ss) will be able to listen to a conversation about party planning and show their understanding of the details, such as time, location, and etc, by making a party invitation card.

Age/level of students: Elementary school ESL Ss (4 to 6 graders) in Hawaii/low-intermediate

Time: 50 minutes

Target language: Vocabulary words related to party planning such as “wh-” question words

Context: “Be going to” pattern and “wh-” question words were taught in the previous class.

Materials: PowerPoint file, audio file for the listening activity, crayons, and worksheets (a set of pictures, a chart, etc.)

Stage	Time	Procedures	Interactions	Purposes/Rationales
Pre 1	4 min.	<ul style="list-style-type: none"> <li>Greeting with a greeting song (Material 1: Greeting Song)</li> <li>Whenever a teacher (T) talks, T makes sure that s/he is not using too difficult words (not only for this activity, but throughout the entire lesson).</li> </ul>	T-Ss, Ss-T	<ul style="list-style-type: none"> <li>To engage Ss in lesson</li> </ul>
Pre 2	5 min.	<ul style="list-style-type: none"> <li>Ss will individually draw a picture of a party that they liked the most in their home country. (Material 2: Favorite Party)</li> </ul>	Individual work	<ul style="list-style-type: none"> <li>Individualization/Affective/ Intertextual dimension</li> </ul>
Pre 3	6 min.	<ul style="list-style-type: none"> <li>With their partners in pairs, Ss will talk about their favorite party with the picture that they just drew. Example questions: What party was it?, What did you do/eat at the party?, Who came to the party?,</li> </ul>	S-S	<ul style="list-style-type: none"> <li>Cross-cultural/Social dimension</li> </ul>

		When was it?, Where was it?, and Why did you like it?		
During 1	10 min.	<ul style="list-style-type: none"> <li>Before beginning this activity, T invites Ss to the activity by interacting with them using pictures that they will need for this activity. T will ask students questions about the pictures that s/he will pass out soon. (Material 3: Pictures) Example questions: Who are in the picture?, What are they doing?</li> </ul>	T-Ss	<ul style="list-style-type: none"> <li>Visual-supported activity</li> </ul>
		<ul style="list-style-type: none"> <li>When T got students' full attention, Ss will be given the set of pictures in a random order. They will get a few moments to look at it to predict what the listening will be about.</li> </ul>	Individual work	<ul style="list-style-type: none"> <li>To give Ss a chance to predict before listening so that they are familiar with what they will be listening to</li> </ul>
		<ul style="list-style-type: none"> <li>Ss will listen to the audio file for the first time. While listening, they will put the pictures in order individually.</li> </ul>	Individual work	<ul style="list-style-type: none"> <li>Visual-supported activity</li> <li>Top-down approach</li> </ul>
		<ul style="list-style-type: none"> <li>With their partners in pairs, Ss will check the orders. Then, they will check the correct answer from the PowerPoint slide (PPT).</li> </ul>	S-S, T-Ss	<ul style="list-style-type: none"> <li>Process approach (evaluation)</li> </ul>
During 2	15 min.	<ul style="list-style-type: none"> <li>To review "wh-" question words, T will show Ss a picture on the PPT and ask questions with "wh-" question words. Ss will answer them as a class. Example questions: Who is in the picture?, Where is she?, When is it?, and What is she doing?</li> </ul>	T-Ss	<ul style="list-style-type: none"> <li>To review grammar from the last activity</li> </ul>
		<ul style="list-style-type: none"> <li>T will provide Ss a worksheet that has a chart with "wh-" question words. (Material 4: "Wh-" Chart)</li> </ul>	none	N/A
		<ul style="list-style-type: none"> <li>Ss will listen to the audio file for the second time.</li> </ul>	Individual	<ul style="list-style-type: none"> <li>Use of questions</li> </ul>

		They will fill out the chart with information from the listening.	work	<ul style="list-style-type: none"> <li>• Top-down approach</li> </ul>
		<ul style="list-style-type: none"> <li>• Ss will check their answers with peers (in groups of four).</li> </ul>	Ss-Ss	<ul style="list-style-type: none"> <li>• Process approach (evaluation)</li> <li>• Social dimension</li> </ul>
		<ul style="list-style-type: none"> <li>• Ss will listen to the audio file for the third time. While listening, they will review their answer individually. Then, they will check their answer from the PPT.</li> </ul>	Individual work	<ul style="list-style-type: none"> <li>• Process approach (evaluation)</li> </ul>
Post	10 min.	<ul style="list-style-type: none"> <li>• Based on the information from the listening, Ss will be making a creative party invitation card. A basic template will be provided for this activity. (Material 5: Invitation Card Template)</li> </ul>	Individual work	<ul style="list-style-type: none"> <li>• Individualization/Contextualized dimension</li> </ul>
		<ul style="list-style-type: none"> <li>• Ss' works will be displayed on the classroom wall later.</li> </ul>	none	<ul style="list-style-type: none"> <li>• Affective Dimension</li> </ul>

## Material 1: Greeting Song

Lyrics:

1. Hello! Hello! Hello, how are you? Hello! Hello! Hello, how are you?

I'm good. I'm great. I'm wonderful. I'm good. I'm great. I'm wonderful.

2. Hello! Hello! Hello, how are you? Hello! Hello! Hello, how are you?

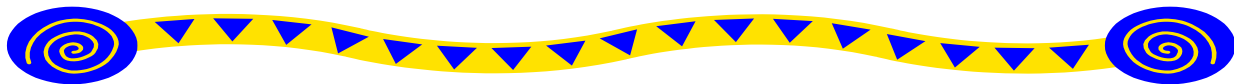
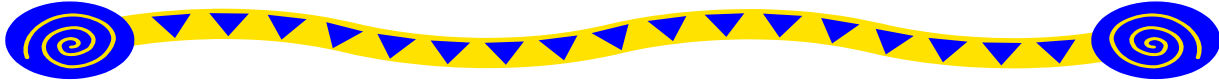
I'm tired. I'm hungry. I'm not so good. I'm tired. I'm hungry. I'm not so good.

## Material 2: Favorite Party

Name:

### Favorite Party

1. **What** was your favorite party in your home country? Draw a picture of it.



2. Pair up with a person next to you. Then, ask some of these questions to your partner:

1. **What** party was it?
2. **What** did you do/eat at the party?
3. **Who** came to the party?
4. **When** was it?
5. **Where** was it?
6. **Why** did you like it?

Material 3: Pictures



Material 4: "Wh-" Chart

Name:

**"Wh-" Chart**

Listen to the audio file. Fill in the chart as you listen.

<b>What</b> party?	
<b>Who?</b>	
<b>What</b> plans?	
<b>What</b> time?	
<b>Where?</b>	



Material 5: Invitation Card Template

Name:

**Invitation Card**

Make an invitation card for Sang-mi's BBQ party. Be creative!



What party?

Who?

What plans?

What time?


Where?





# PARTY PLANNER

Ji Eun Lee  
Yukiko Shirai

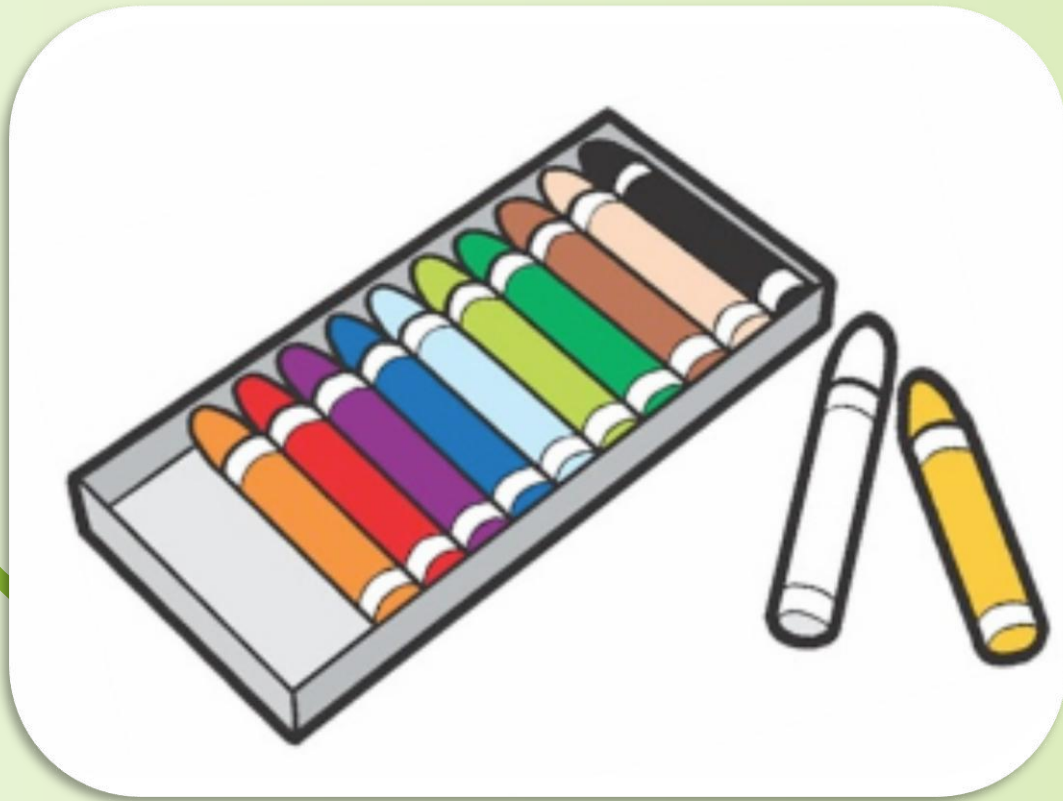


# HELLO SONG

1. Hello! Hello! Hello, how are you? (x2)  
I'm good. I'm great. I'm wonderful. (x2)

2. Hello! Hello! Hello, how are you? (x2)  
I'm tired. I'm hungry. I'm not so good. (x2)

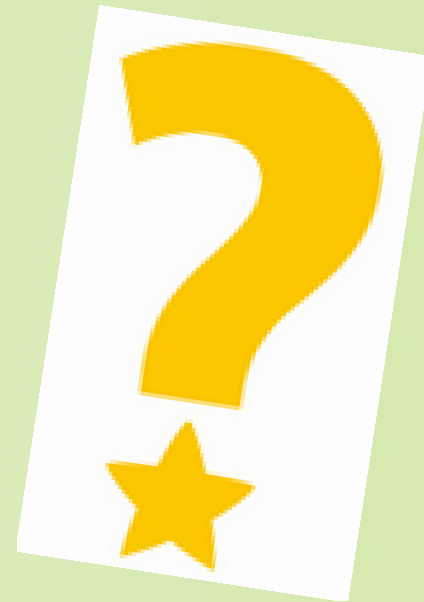
# FAVORITE PARTY





# FAVORITE PARTY

- › **What** party was it?
- › **What** did you do/eat at the party?
- › **Who** came to the party?
- › **When** was it?
- › **Where** was it?
- › **Why** did you like it?



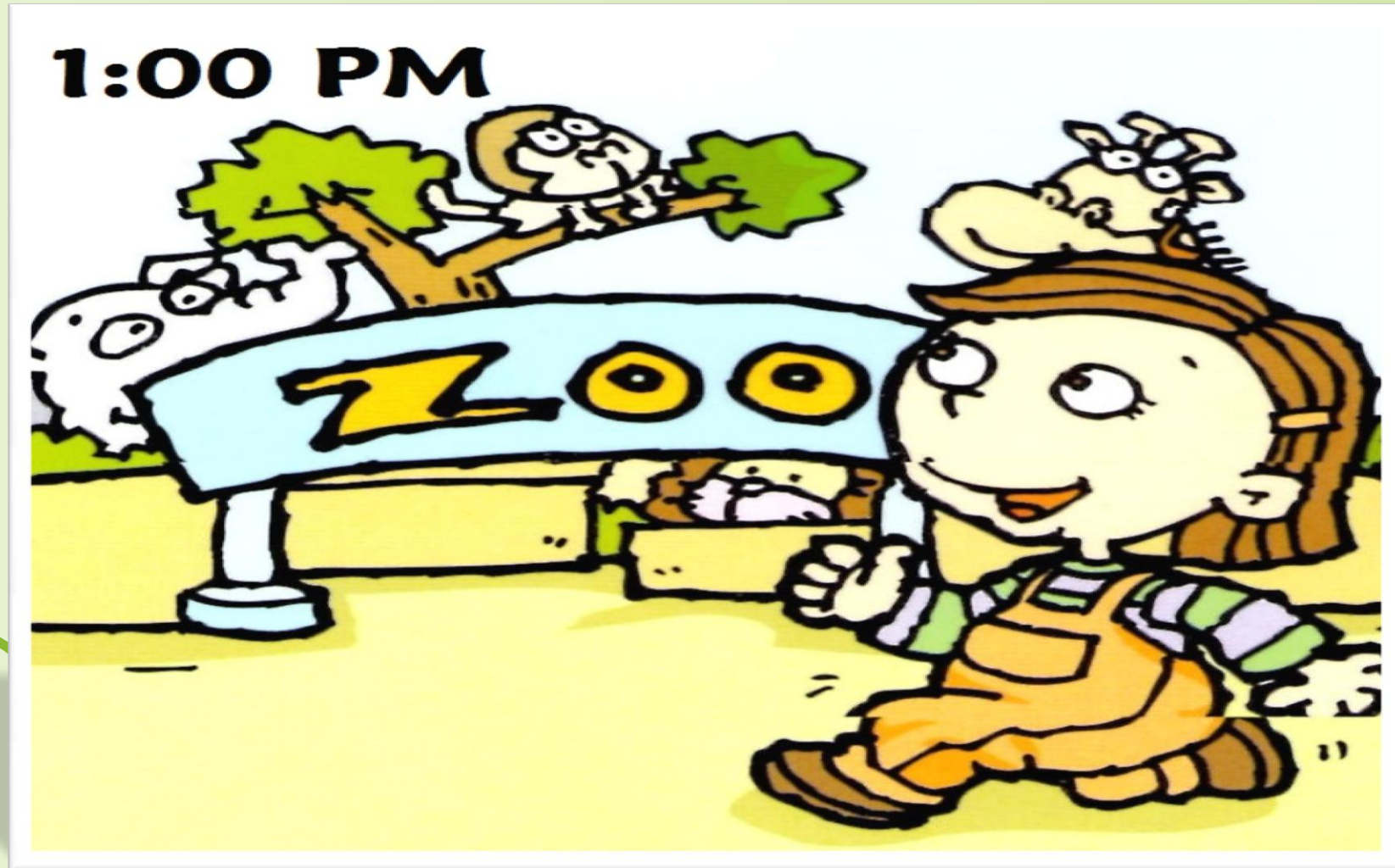
# 1<sup>st</sup> LISTENING: PICTURES



# 1<sup>st</sup> LISTENING: PICTURES



# WH- QUESTION WORDS







## 2<sup>nd</sup> AND 3<sup>rd</sup> LISTENING: Wh- CHART

**What** party?

**Who**?

**What** plans?

**What** time?

**Where**?



## 2<sup>nd</sup> AND 3<sup>rd</sup> LISTENING: Wh- CHART

<b>What</b> party?	BBQ party
<b>Who</b> ?	English class
<b>What</b> plans?	<ul style="list-style-type: none"><li>• Cook burgers and hot dogs</li><li>• Yumi's band will play</li></ul>
<b>What</b> time?	7:30
<b>Where</b> ?	Sang-mi's house

# INVITATION CARD

Be  
creative!



## Rationale

Several theoretical frameworks were considered in making the lesson plan in order to enhance students' learning even more effectively through the lesson. As motivation and rapport are important especially with young learners, activities were designed in a fun and interactive way to promote them. And efforts on incorporating various types of dimensions of listening were also made. By incorporating different varieties of effective theoretical frameworks, the lesson plan was designed in a way to "help students develop their skills and strategies for listening" (Flowerdew & Miller, 2005, p. 186) through participating in engaging activities in order to fully accomplish the purpose of a listening lesson.

According to Harmer (2007), it is one of the teachers' main jobs in classrooms to sustain learners' motivation because motivation is what makes them want to act (or to study in a classroom setting). To sustain that motivation, students should encounter an appropriate level of challenge and be the doers in classroom activities (Harmer, 2007). Along with motivation, Harmer (2007) also mentions that rapport, which is the relationship between the students and the teacher, is important to make lessons successful. To promote and sustain students' motivation, activities in this lesson plan were designed in an interesting, age-appropriate, and engaging way. From the beginning, the topic of the lesson, party planning, itself was carefully chosen as a fun one on purpose so that it attracted the students. Activities were also very age-appropriate in terms of level of challenge by requiring the use of pictures, charts, and students' creativity (especially for the last activity of making a party invitation card). And they also made the students be the doers of them, rather than observers, by having the students do hands-on activities, such as playing with cards and drawing with crayons. In between activities, interaction between the students and the teacher was inserted so that the teacher could make sure to have students feel

that they were cared by the teacher, which would promote rapport. The very first pre activity of singing a song while dancing would also build up rapport by physically moving together, which would also lower students' anxiety in classrooms. Therefore, the lesson was surely designed in a way to promote and sustain motivation and rapport, which would eventually lead to a successful class.

Flowerdew and Miller (2005) categorizes eight different dimensions that can be incorporated in lessons as “essential features of a pedagogical model of a second language listening” (Flowerdew & Miller, 2005, p. 85). At least six dimensions were incorporated in this lesson plan, which were cross-cultural, social, individualized, affective, contextualized, and intertextual. For the sake of the limited page number, only the first three of the list will be explained how they were incorporated in activities here. First, cross-cultural dimension is about bringing different cultures into the lesson (Flowerdew & Miller, 2005). The third pre activity, which requires students to talk about their favorite party that they had in their home countries, allows students to share different party cultures in different countries, incorporating the cross-cultural dimension. Second, social dimension is about promoting social and interacting activities in lessons (Flowerdew & Miller, 2005). Again the third pre activity and other activities that ask students work with peers to check answers are what make students interact with one another, incorporating the social dimension. Lastly, individualized dimension is about allowing individual variations (Flowerdew & Miller, 2005). The post activity allows individual variations by having students creatively make their own party invitation card, incorporating the individualized dimension. The reason that not too many activities incorporated the individualized dimension was because target language learners were too young yet. Still, activities in this lesson plan included various dimensions so that the lesson could become even richer and fuller.

Other than motivation, rapport, and pedagogical dimensions, much more theoretical frameworks were integrated in this lesson plan. Top-down model was employed. Process approach, rather than product approach, was adopted. And visual supported activities were included as well. All these different types of theoretical frameworks were also placed in a harmonious way. I believe all these different types of theoretical frameworks that were hidden behind the lesson in an organized way were what made the lesson become more affluent in quality.

## Reflection

Every time I make a lesson plan or get to teach in a real classroom, one of the hardest things to do is making a smooth transition from one activity to another. Although a lesson plan could look perfect, making that smooth transition in real lessons to help students just follow, be absorbed in the lesson, and learn without even realizing and making a stop in-between has been a really difficult task for me. That is why I had to rush through and quickly move on to explaining what students will be doing in the next activity right after teaching (or reviewing) a little grammar point when I demonstrated my mini lesson. Josephine realized this and gave me a great comment on how I could improve on making transitions between activities. I think simply playing with the cards (which were the materials for the next activity in my mini lesson) by interacting with students to engage them into the activity would have totally worked out to make activities flow naturally and invite students into the next activity. So, from this experience, I learned that playing with the materials for the next activity and engaging students into that playing by having interaction with them is a great way to gain students' full attention and make a natural transition.

One difficulty I had while working for this specific project was to make it a full listening lesson, not focusing more on speaking or any other skills. Yuki and I had made several drafts until we had the final lesson plan, making adjustments to previous ones so that the lesson was focused more fully on listening skill that also incorporated other skills like speaking. It was difficult probably because both of us have never exposed to listening lessons as second language learners and teachers. However, throughout working for this project, I learned that I can use other skills to build up the listening skill when I make a listening lesson plan. I also learned from

Josephine's comments that having interaction with students in between activities is where we can make the class become productive, not only receptive, although it is a listening (receptive) class.

One of the successes I experienced throughout working for this project was harmonious team work with Yuki. I have heard of an expression, *salad bowl*, from a course I took from the Department of Education, which symbolizes collaboration work among different people.

Different people who have different talents and abilities come together and create harmonious outcome together just like salad tastes good with different ingredients. While Yuki and I were working for this project, there were things I was not good at, such as drawing, and things that Yuki was not good at, such as formatting documents. We could fill each other's gap and, by doing that, we could make our lesson become even condensed and richer in quality. Therefore, I learned that asking and giving help as colleagues is a great way for us to improve as teachers.



## References

Flowerdew, J., & Miller, L. (2005). *Second language listening: Theory and practice*. J. C.

Richards (Ed.). Cambridge, NY: Cambridge University Press.

Harmer, J. (2007). *How to teach English*. Essex, EN: Pearson Longman.