

# FINAL REPORT

School year 2013-2014

DAVE NUNAG

1. **Title** : Implementing a Communicative Language Teaching ( CLT ) approach in a Language School Context

2. **Context** :

Level: Beginner, 1<sup>st</sup> Grade

Class size: 3 students (1 boy, 2 girls )

Class time: 18:00 ~ 18:50 ( once a week )

Materials: Super Kids 1 ( Textbook )

Super Kids 1 ( Activity book )

3. **Problems:**

- The school that I work with doesn't have a well-structured curriculum. It is difficult for a less-experienced teacher to create well-organized lesson plans. Although it may appear to be an advantage from some points of view, as the teacher can easily experiment and introduce new activities, it is still difficult to develop a good curriculum that will cater to student's needs.
- It is difficult for me to implement communicative activities due to the level of my students. The textbook we used provides a lot of mechanical drills that have no meaning and make them feel bored during the class hour.
- Managing the lesson flow becomes also a problem since I am struggling to design my own lesson plan. Not to mention, I had limited skills how to effectively modify the textbook.

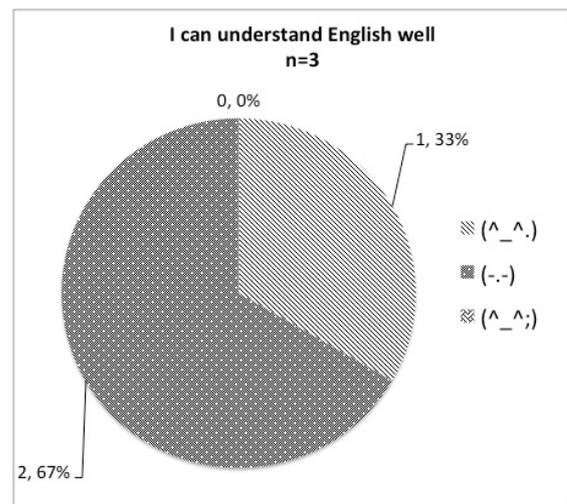
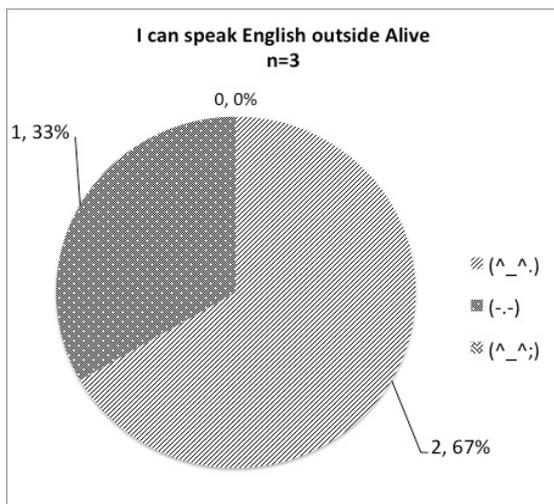
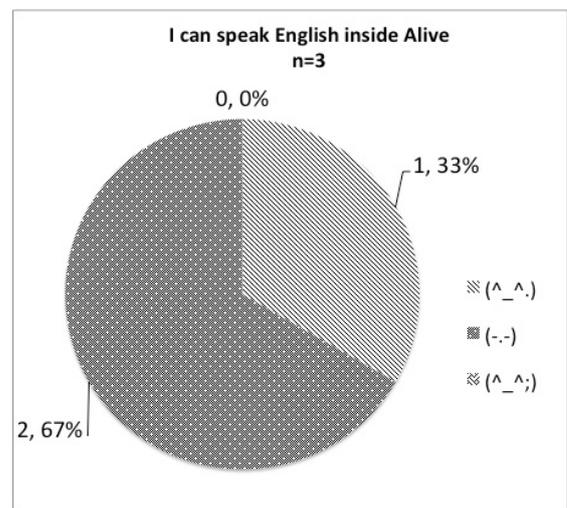
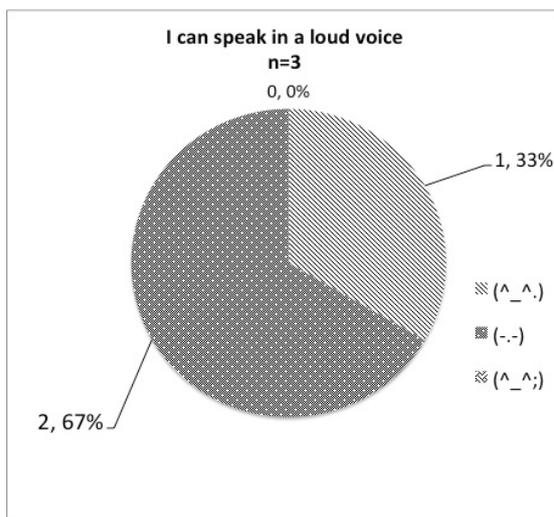
4. **Goal:** To learn English through CLT approach while providing a fun learning environment where students can potentially have an opportunity to produce the language inside and outside the school.

**5. What I did:**

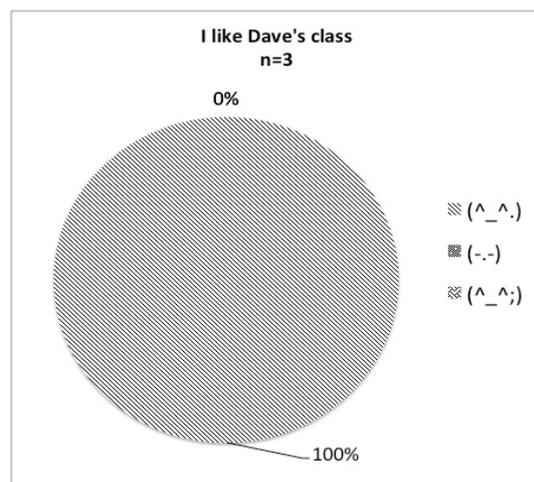
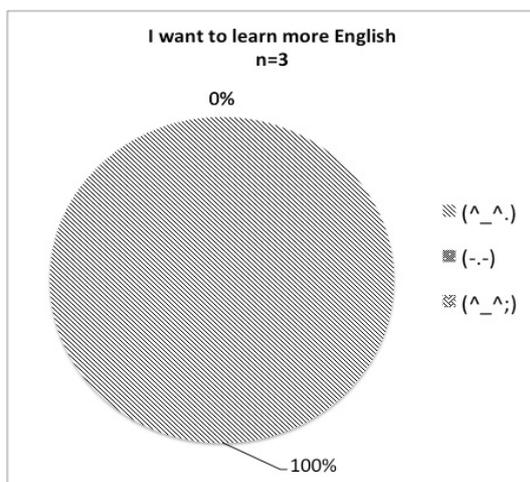
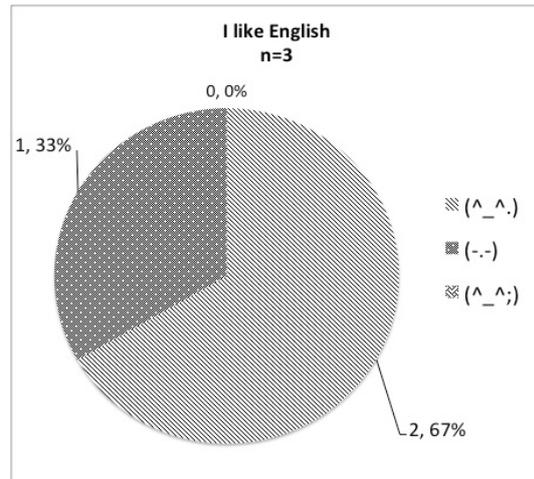
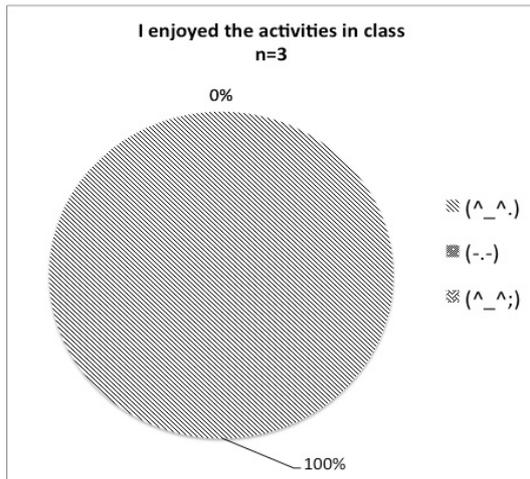
- I started modifying the textbook based on the different courses and workshops I attended last first semester. All the mechanical drills I did have gradually turned into more communicative drills. Although I could definitely tell that mechanical drills have also helped my students to practically produce the language in a sense that they could recall some of the conversations they did in class. This also builds my student confidence to actively participate in class producing the language.
- I transcribed students' pair work conversation to monitor how their fluency gradually improved.
- I developed a worksheet that has a meaning to students in which they can freely answer any situations that they are familiar with.
- I had the chance to appropriately do interactive storytelling as one of the input activities followed by interactive game. This is really effective to young children as it can help their listening skills to improve.
- In the event that they have gained the confidence to understand the meaning of the target language, they became more confident to energetically participate in class. Interactive game such as tricking them that a mother is a "he" caught their attention to seemingly doubt towards me. In that case, I gave them the opportunity to correct me upfront which turned out to be a good learning experience on their end.

- I began teaching some Conversation Strategies ( CS )such as “How about you?”,”~to”, “really?”, etc. and to make the conversation more natural, I effortlessly taught them shadowing using the words that they do not know.
- I have also used “realias” to put connection to the lives of the students. These “realias” have been used to help the students increase their communicative competence.

## 6. Results:



I have noticed that one of my students either the weakest or the strongest one could help me to understand how they see my class. It is very rewarding to hear from them how they could really participate answering the survey in good fate. All results generated from the recent survey provide a good understanding how each student gain a valuable experiential learning in a language school context.



Each student's response gives me a great impression how they have developed since I started to work with my action research last year. I could still imagine how my classroom looks like when I first met them not knowing that I could give them a high hopes to attain their goals to become a better language learner. Since the class size is

too small, the data I got could be a good indicator that the students really gain utilizing the CLT approach. On the other hand, I feel extremely happy when they all enjoyed the activities, want to learn more and more importantly, how they like my class.

**COMMENTS :**

1. 英語が上手く話せるようになった。
2. いっぱい英語を話せるようになった。
3. 果物を当てるのが楽しかった。
4. 話せるようになった。
5. もっと英語をしゃべるようになりたい。

**MESSAGE TO THE TEACHER:**

1. 英語を教えてくれてありがとう。(3)
2. またいっぱい教えてください。
3. また一緒に英語を練習したいです。

The comments I got from the students were all wonderful. I did not expect that I will be able to hear such comments like “I can pretty much speak English”, “I can speak a lot of English”, “ I enjoyed the activities we had with the fruits”, “I can now speak English” and “I want to speak more English”.

Messages like “Thank you...”, “Please teach more” and “I want to practice English with you” are indeed heartwarming. I never thought that these young students could already appreciate all the hard work we did together throughout the year.

## 7. What I learned

- The action research I have done so far has had a positive effect on my teaching style. I used to give ineffective input and few chances for student production. Activities usually lacked meaningful or interesting content. In short, it was more of a teacher- and textbook-centered approach. During this year, I have learned how to implement a different approach to language teaching, based on meaningful use of language in class. It was gratifying to see the students interacting with each other. Pair work activities have played a significant role in increasing students' language output. In the same way, setting "Show and Tell" as a final lesson goal, has made it more challenging for my students and has increased their confidence. In sum, student-centered, information-exchange activities have become the center of my teaching practice. Students at this point participate actively and have become more comfortable interacting with each other.
- Making a survey worksheet pertaining to a particular topic they learned is very essential to implement communicative drill in class.
- Being creative like using a puppet in class at all times could really support the class more conducive for learning.
- Interactive games like charade, guessing games, drawing attract young learners to actively participate in class.
- Sometimes if we get lost in handling our lesson for some inevitable reasons, we should not be intimidated by the situation but we have to quickly think of the possible solution.

- Simple Conversation Strategies appropriate to the student's level can help our student to naturally speak and we can start teaching this little by little at the beginning of the school year.
- Even the not so wit student who is not a fast learner could still enjoy the activity in class. He might not have the language production at that moment but he could work well in the memory game. This could motivate the student to perform more if we continue to create fun activities in class.

## **8. Future Issues**

Each student from whatever background has the potential to gain another language. Firstly, I need to know at least the language learning history of my students. I need to carefully plan it to be able to design a lesson plan that is suitable to their level.

Secondly, my school will only provide the textbook in May and it is difficult for me at this point what lesson should I plan for each class. Unfortunately, I would have different sets of students this school year and I will not be able to teach the one I had for my last AR project. This will be extremely a different class since they have a curriculum to follow that is not theoretically guided with the communicative language teaching approach I learned last semester. Although I am still positive that I could implement CLT in class but I have to modify what has been planned by the school.

Lastly, the freedom constraint will always be visible at all times. I have to keenly sort out all the issues I had last school year to raise to the upcoming school meeting next month.

## Sample Lesson Plan

Unit 7: At home

Dave Nunag

1. Level: Beginner, 1<sup>st</sup> Grade  
Class size: 3 students ( 2 girls 1 boy )  
Class schedule: Every Thursday ( 18:00 – 18:50 )
2. Textbook: Super Kids 1 ( New Edition )  
Super Kids 1 ( Activity Book )
3. Goal : Students should be able to communicate using target language functions in Unit 7.
4. Objective:
  1. To learn new vocabularies and understand its meaning in a language context.
  2. To understand the meaning of the language functions “What are you doing?” and “I’m~~” communicatively.
  3. To be able to naturally respond to questions “What are you doing?” and “What is he / she doing?” and allow them to engage in to an information-exchange task at the end of this unit.
5. Procedure
  - (1) Day one: Part 1
  - (2) Day two: Part 2 ( Today’s Lesson )
  - (3) Day three: Part 3
  - (4) Day four: Part 4
6. Today’s Lesson Plan
  - I. Warm Up Activity

A micro routine that primarily helps the students to start communicating in a relax manner. Students are already familiar with the different feelings that were introduced since the beginning of the school calendar. The teacher will vary the exchange of information in two different ways. First is asking them to provide their responses and the second one is having them ask me using the linguistic function, “Are you~~?” and “How about you?”. Shadowing will also be reviewed for this activity.

II. Review of last lesson

The teacher will model some of the action words learned last week. The teacher will use real pictures that show the action words to help the students naturally describe what a person is doing. In this case, the pronoun he/she might be used to vary the linguistic function as a sub goal of the lesson.

III. Activity 1 Charade/ Guessing Game

The teacher will use flash cards to draw which certain action should a student be using. If the student is able to guess the word, the teacher will give the student a chance to act out remaining action words . The active participation of each student is highly expected on this activity and as a result, they will be challenged to engage themselves having an equal chances to take turns in class. Students need to explicitly say the word or phrase to be able to take a turn. To model the mechanics, the teacher will distribute each card to the students.

Teacher: What am I doing?

Guesser: You are \_\_\_\_\_.

IV. Activity 2 Memory Game

The teacher will prepare a flash card in pair. Cards will be faced down and each student will fairly take turn to flip the card up. Students will be asked to produce the word they pick each time.

V. Activity 3 Using a Puppet

The teacher will use a puppet to model a conversation. He will act out reading, drinking and eating to start with. Instead of doing the chant on the textbook, the students will be asked to be the puppet to say the display question. Consequently, a student may want to volunteer to be a puppet as well.

Puppet: What are you doing?

Teacher: I'm reading.

Puppet: Reading?

Teacher: Yes, I'm reading.

Puppet: What are you doing?

Teacher: I'm drinking.

Puppet: Drinking?

Teacher: Yes, I'm drinking.

Puppet: What are you doing?

Teacher: I'm eating.

Puppet: Eating?

Teacher: Yes, I'm eating.

#### VI. Describing Activity

A short activity to help students understand the meaning of each action word presented in the classroom. This also aims to prepare students to the pair work activity. The teacher will draw on the whiteboard and ask the students to fill up the worksheet provided by the teacher.

#### VII. Pair work Activity

Students will be provided a real authentic picture and describe it with a partner.

A: Hello \_\_\_\_\_!

B: Hi \_\_\_\_\_!

A: How are you today?

B: I'm \_\_\_\_\_. How about you?

A: I'm \_\_\_\_\_. Look at this. What is \_\_\_\_\_ doing?

B: \_\_\_\_\_ is \_\_\_\_\_. How about this one?

A: \_\_\_\_\_ is \_\_\_\_\_. Really?

B: Yes. See you!

A: Bye!

#### VIII. TPR/ Phonics

There are specific TPR and Phonics items to follow based on the textbook on top of the new vocabularies. This doesn't really require a lot of time.

# Day 1 Worksheet

Name: \_\_\_\_\_

Alive English School

1. reading  
4. listening

2. writing  
5. eating

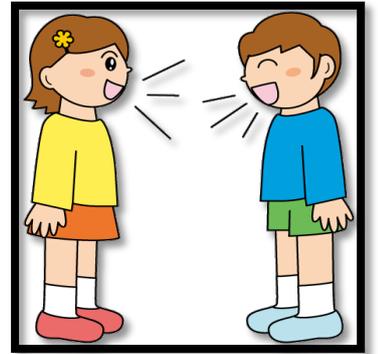
3. speaking  
6. drinking



\_\_\_\_\_



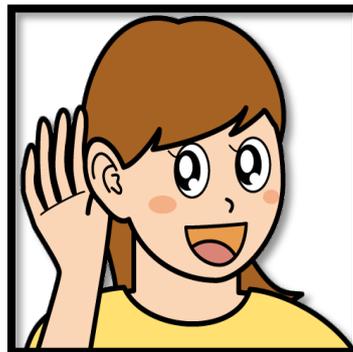
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\_\_\_\_\_

# Day 2 Worksheet

Activity Sheet

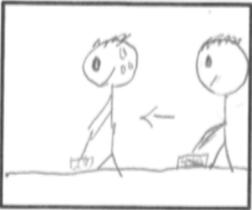


She is brushing

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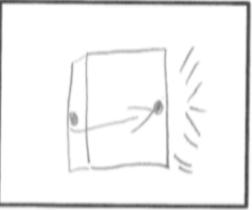


He is cleaning

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she is closing

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she is combing

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He is cooking

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Name: \_\_\_\_\_