Developing Communicative Competence

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Rationale

Introduction: Communicative Competence

Under the context of globalization, an increasing number of students are preparing to study abroad. As students enter into an unfamiliar environment, the transition may be shocking and internal conflicts may arise because the new situations may challenge their cultural norms. This is the case not only for students, but to everyone who is new to another culture. At the center of the adaptation into a new culture is people's "host communicative competence", which is the ability to "communicate in accordance with the norms and practices of the host culture and actively engage in its social communication processes" (Kim, n.d). Communicative competence, according to Canale and Swain (1980), could be further defined in terms of three components:

"1. grammatical competence: words and rules

2. sociolinguistic competence: appropriateness

3. strategic competence: appropriate use of communication strategies"

Combining the theories above, this curriculum promotes both students' fluency of the language and their understanding of its cultures. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world (Brown, 2007, p.79)

Of the four language abilities (Baker, 2011, p.7), this curriculum mainly focuses on oral/speaking skills. In terms of fluency, language learners need to focus on appropriate use of grammar, a wide range of vocabulary, and comprehensible pronunciation. As for culture,

learners need to focus on manners, colloquialisms, attitudes, and values. These factors will all be covered throughout the curriculum in creative ways different from traditional language learning.

Audience

Our intended audience is new international students preparing for undergraduate or graduate schools in the US, mainly age 18-25. To meet students' particular language needs and to maximize the learning experiences, this curriculum focuses on a particular group of students. These students should have a B1 level of English, roughly a 45-55 score on the TOEFL. The assumed setting of this curriculum is a private university language program in New York City, not limited by state or city standards. However, the frame of this curriculum is transferable to teach students of other language levels or in other regions. The methodologies and theories applied could also be used in teaching other languages.

Helping Students to Realize Potential and Take Responsibility for their Learning

This curriculum is student-oriented. It "places great importance on individual rights, the development of individual talents" (Walker & Soltis, 2009, p. 36), and it emphasizes "helping each student realize his or her potential" (p.37). Therefore, students' different cultural and language backgrounds are considered resources (Ruiz, 1984, p.25), inviting students to share their cultural repertoires, and encourage them to learn from each other.

The smooth transition into new environments is not the terminal of students' learning experience. Instead, it is a new start. Holding the belief that lifelong learning is the best way for students to keep pace with the changes around them, instructors help them become independent

learners who can continue to learn and use what they learned outside of the classroom. To do so, this curriculum keeps at the heart of it the concept of "Four Pillars of Education" (Delors, Mufti, Amagi, Carneiro, et al., 1996, p. 85-97) in mind. The four pillars are:

1. Learning to know -- mastering the tools of understanding rather than structured knowledge;

2. Learning to do -- equipping people the abilities needed to act actively and creatively in one's environment;

3. Learning to live together -- peacefully resolving conflicts, participating and cooperating with people, discovering other cultures, and facilitating social inclusion;

4. Learning to be -- contributing to every student's complete development so that she/he will act with autonomy, judgement and personal responsibility.

Therefore, application is emphasized over memorization of knowledge, with a focus on providing authentic environments for students to experience as they learn, encouraging cooperative and collaborative learning, and expectations for students to flourish in their own unique ways.

Role of Students

The role of students in the curriculum is to be positive participants in the real-life tasks, cooperators and meditators in group works, assessors of their peers, and managers of their own learning experiences. Following the suggestions in the curriculum, students will "learn to know" and "learn to do" by applying their understandings in authentic environments; they will "learn to live together" by cooperating with group members in the tasks, resolving possible conflicts,

respecting different ideas, and offering necessary help and suggestions; they will "learn to be" by reflecting and assessing their learning regularly, actively referring to others for help and strengthening their self-identities in interactions with others. By doing so, we aim to cultivate students who are willing to think out of the box and take risks.

Role of Teachers

The role of interactive teachers in the curriculum is to be managers, facilitators and resources. As managers, teachers will plan the lessons, create an environment where spontaneity can thrive while yielding some control to students as well. As facilitators, teachers will make learning easier for students and help them find pathways to succeed. As resources, teachers will be available for advice and counsel, both during class time and out of classrooms. Co-teaching should be implemented in the classrooms. During the lecturing period, the co-teacher can take care of the students with different needs. During activities, teachers can pay more attention to each student to observe their performance and to help them if needed. In assessments, it would be more objective to have more than one teacher to judge students' performances, especially when assessments are mainly task-based. For schools that may not have a large staff to implement co-teaching, students could take on the role of co-teachers. Teachers may need to spend some extra time mentoring the Teaching Assistants (TA), yet the outcome would be that both the TA and the other students would get more personal attention and learn better. Note that teachers need to either create a mechanism with students to decide who the TA will be for each unit, or let the students be the TA in turn.

Inclusive and Multicultural Education

English is a global language, and this curriculum can be implemented in any English-speaking university program around the world where students are looking to improve their English in an environment where the main language is English . Since many will be international students arriving from overseas and integrating into a new culture, students may face challenges regarding oppression and discrimination. These factors are kept in mind in this inclusive and multicultural curriculum. This curriculum gives international students an equal voice and helps them to be aware of their equal importance in society despite perhaps being a minority. The nature of these classes, which will feature students from various cultures around the world, will provide students with opportunities to interact with cultures they may not have been exposed to before.

Focus on letting students share their stories and bring their stories into the picture, allowing all students to feel that they can participate in reality no matter what their background or their personality. Classrooms should correspond with ideas laid out by Greene (1993): the notion of a plague-free community where everyone is responsive to different voices and stories. The classroom will not be a place to silence minority voices and blur over differences. Ensure that your students will be able to view world experience from the perspectives of different racial, ethnic, and gender groups (Banks, 2007, p. 39). The school [is] an affirming space, where Otherness (such as racial difference or queer sexuality) is embraced, where "normalcy" (cultural or sexual) is not presumed, where students will have an audience for their Othered voice (Kumashiro, 2000).

As Maxine Greene (1993) mentions, "There are ways of speaking and telling that construct silences, create others, invent gradations of social difference necessary for the identification of certain kinds of norms . . . We tend so easily to forget, that they are human constructions and cannot be found in nature any more than the perfect triangle can be found." To use an analogy by Elliot Eisner (1990), teachers are like conductors choosing how musicians are to perform. Like a chariot driver, who must keep the most spirited steeds in check, the conductor seeks a harmonious uniformity in performance. In the end, each musician has the same musical ideal, even when the sections played differ. In the classroom, the teacher exploits the interests and aptitudes of individual students and gives them opportunities to go at their own pace, as well as to pursue different ends individually. The good teacher, like the good school, increases rather than suppresses individual differences (Eisner, 1990, p. 65). These ideas of inclusion are important to keep in mind when considering multiculturalism, race, gender, ethnic groups, sexual orientations, social classes, nationalities, mother tongue, multiple intelligences, and impaired learners.

Keep in Mind: Potential Setbacks and Mitigation

  Impaired learners.

"Full inclusive education" (Connor; David J, 2011) states that all students with disabilities, regardless of the nature or the severity of their disability, receive their total education within the regular education environment. Inclusive education happens when students with and without disabilities participate and learn together in the same classes. Research shows that when a student with disabilities attends classes alongside peers who do not have disabilities, good things happen. Unfortunately, this Foreign Language Teaching program has communication skills at its

core, and does assume learners are equipped to communicate using input and output skills: speaking, listening, reading, writing. While designing the curriculum, interactive communication activities were kept at the core, therefore students with hearing and speaking disabilities may have difficulties. To mitigate these difficulties, teachers need to ask "Who am I going to teach?" and find out as much about students as possible. Teachers can use this information to inform all aspects of their practice - planning, instructions, activities, and evaluations. Knowing students well and being competent across all content areas means that teachers create "conditions on board" that make sure students feel comfortable and safe throughout their learning journey (Valle & Conner, 2011, p. 76).

Economic issues.

Despite the fact that we mean to create a curriculum which could be adapted in any country, whether it is developed or developing, we notice that some parts of the curriculum do require financial support. In the unit "Explaining a Process", students need to shop in the grocery store for ingredients. We understand this is impractical in areas where students save every cent for a living. This also doesn't work when students' economic ability varies dramatically. It could happen that some students want to be well-prepared and buy everything while some are unwilling to pay. However, we believe all people, regardless of being rich or poor, have the right to learn and be treated equally. Therefore, a special note made for instructors who might use this curriculum: they should be flexible and modify the plan considering different situations. The format is not as important as making sure they have the best learning experience.

Organization

Introduction

The curriculum is theme based. It follows a sequential order from least to most complex, 11 oral macro-skills which are key to holding meaningful and productive conversations. Within the units with these skills at the center, students are exposed to various social situations where the skills are useful. Each function lasts for one or two weeks and will be introduced in two 3-hour lessons. The time needed for the whole curriculum is 14 weeks. Under each function, grammar and pronunciation will be applied. For example, under the function of "Imagining, Promising, Wishing", students will practice the unreal conditionals, "If I had a million dollars, I would . . .".

Each week will incorporate different topics to center conversation around, also practicing necessary vocabulary and grammar to discuss new topics. These topics are related to the aim of helping international students adjust to a new environment; they will touch on aspects of understanding a new culture and navigating a new town or city in a new country. Each week, microskills like pronunciation, accuracy issues, and strategies like pauses and discourse markers are mentioned. We incorporated various uses of non-verbal communication, etiquette, colloquialisms, humor, etc. Our content is organized in a sequence which progresses from basic to more complex, scaffolding the content.

At the beginning of each lesson, a period of time for reviewing is provided for teachers to check for students' understandings of previous lessons. The continuity across contents is also ensured by incorporating previous knowledge into new lessons.

Throughout the course, we will build on student interest by developing a strong class culture: implementing tasks which encourage students to build relationships with each other through problem solving and understanding one another's life experience. We will also build on their interests by allowing students to negotiate the curriculum somewhat - giving them options for how they'd like to complete a task and provide teachers with feedback.

An Inclusive Environment

Instructors are asked to incorporate three tools for teaching to plan effectively: Bloom's Taxonomy, Learning Styles, and Multiple Intelligences. Bloom's taxonomy offers levels of behavior required for the learning process, from the simple to the complex. All individuals benefit from thinking through all levels, and each can be embedded into classroom activities and questions (Valle & Conner, 2011, p. 87). This will allow for flexible questioning and activities which keeps the classroom environment engaging and challenging for all students. While planning, learning styles should be considered to capitalize on the many ways students learn: environmental (surroundings), sociological (association with others), physiological (mental and physical body rhythms), psychological (ways people process information), emotional (preferences regarding managing their work). Finally, teachers should consider multiple intelligences in everyday classroom practices: verbal-linguistic, visual-spatial, logical-mathematical, bodily-kinesthetic, musical, intrapersonal, interpersonal, naturalist.

Principles of Universal Design for Instructors

Teachers are advised to keep Universal Design for Instruction (UDI) (Valle & Conner, 2011, p. 77) in mind. UDI is about taking a proactive stance toward instructing students with

diverse abilities rather than a reactive stance by making time-consuming changes to retrofit

classrooms and curricula (Valle & Conner, 2011, p. 80). Furthermore, collaborating with

specific accommodations for students with disabilities (e.g. assistants like sign language

interpreters), is necessary. Teachers should apply the principles of UDI (Valle & Conner, 2011,

p. 77) while lesson planning as best they can:

1. Equitable Use. Instruction is designed to be useful to people with diverse abilities (e.g.

   books on tape can be provided to those who are hard of hearing)

2. Flexibility of Use. Instruction accommodates a wide variety of individual

   abilities. Instructor provides choice in methods used (e.g., information is accessible

   through a variety of sources, choices are given for a class project: paper or project, varied

   formats or tests)

3. Simple and Intuitive. Instruction is designed in a straightforward and easy-to-understand

   manner (e.g. clear instructions are provided, written instructions are provided orally,

   teacher and/or peer support is available throughout tasks)

4. Perceptible Information. Instruction is designed so necessary information is

   communicated to students no matter their sensory abilities (e.g., digital copies and

   hardcopies are available, large print can be made available, students can tape the class,

   media has closed captioning)

5. Tolerance for Error. The instructor anticipates variation in individual student learning

   pace and prerequisite skills.

6. Low Physical Effort. The design can be used efficiently and comfortably and with a

   minimum of fatigue.

7. Size and Space for Approach and Use. Size and space are provided for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility (e.g., equipment can be adjusted, work surfaces at different levels, seating arrangements are flexible)

8. A Community of Learners. Interaction and Communication among students and between students and faculty.

9. Instructional Climate. Instruction is welcoming and inclusive. High expectations are espoused for all students. Diversity is supported by statements in the syllabus, at the start of the semester, and in ongoing relevant ways throughout the semester.

   Where applicable, guidance is provided to teachers in lessons plans.

Addressing Student Understanding

Teachers should have out-of-class office hours each week to address one-on-one student counseling. Knowing that students have different models and paces of learning, teachers need to be patient and willing to help when they show different levels of understandings in class. Therefore, office hours provide a good opportunity for students who feel they are struggling to catch up with their peers. Office hours could include but not limited to answering specific questions of students, review key points in previous classes, or simply listening to students' concerns. Teachers provide a supportive and inclusive learning environment that allow students to grow in their own ways. Also, making appointments for office hours is a regular part in academic life. Students are not required but encouraged to visit during office hours, because it

could not only familiarize them with their future life, but also prepare them to become lifelong

learners who are responsible to their own learning.

Optionally, teachers could provide students regular out of class assistance by having a

"Pause Point" each week, facilitated by the teacher or facilitated by students themselves for peer-

to-peer teaching. During this time, teachers could divide students into groups according to their

linguistic backgrounds and allow them to review with peers in their native languages. According

to Gacía (2009), learning in mother tongue is good way to improve educational quality (p.16).

This kind of learning could also happen across different classes or with teachers if there are not

students of the same language.

Content Overview

| Content Overview *(by week; two 3-hour lessons per unit)* |
Language Functions and Communication Strategies
1.   Giving and Asking for Information (Getting to Know You)
2. Asking for Information and Interrupting Politely
3. Explaining (Part I)
4. Explaining (Part II)
5. Making a Suggestion
6. Body Language
7. Expressing and Justifying Opinions and Preferences (Part I)
8. Expressing and Justifying Opinions and Preferences (Part II)
9. Imagining, Promising, Wishing
10. Comparing and Contrasting
11. Analyzing and Problem-Solving
12. Telling a Story
13. Repair
14. Final Presentations

Unit Plans

Unit 1 -- Giving and Asking for Information (Getting to Know You)

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. understand how to ask for information related to hometown, family, friends, living situation, hobbies, experiences, and goals across registers: formal to informal (including slang)
2. use adequate linguistic skills to provide and get information in English
3. begin to develop autonomy in their language learning

Essential Questions:
- what are the skills and etiquette required to ask for information properly and be understood by listeners?

Content and Skills
Students will be able to...
- use descriptive adjectives in inquiring
- explain and apply adequate use of tenses: past, present, future
- avoid cultural taboos in communications
- use descriptive adjectives, taboo topics across cultures, adjusting register, slang greetings
- use common connected speech and stress patterns in introductory conversations
- use pronouns correctly

Stage 2—Assessment Evidence

Performance Task:
- observation: interview a classmate

Other evidences:
- responses to teacher's questions using appropriate tense and descriptive adjectives
- observations of pronunciation
- oral dialogue journal: a self-assessment of their English level, goals for improvement on English, and their first impression of the learning experience (Recorded)

Materials:
- Assessment 1: Interview a classmate
- Oral dialogue journal

Unit 2 -- Asking for information and interrupting politely

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. understand that to approach strangers and gather information from them, or to interrupt someone, they need certain linguistic techniques and appropriate manners
2. understand pronunciation changes in oral English

Essential Questions:
- how does one approach an English speaking stranger, classmate, or professor and gather intended information from them politely?

Content and Skills
Students will be able to…
- inquire politely in more formal situations
- interrupt politely to gain someone's attention
- comfortably interact with customer service representatives and understand the roles of the shopper and customer service representative
- coalesce phonemes between function words in polite questions, e.g. /d/ and /y/ between words "Could you?"and"Would you?" becoming a /dʒ/
- use modal verbs correctly for polite questions: could, may, might, would

Stage 2—Assessment Evidence

Performance Task:
- role play activity: shopping around game
- *(Not imperative)* encourage students to book an office hour appointment so that they could also use what they learned in an academic setting

Other evidences:
- observation: properly and politely using subjective mood -- "Could I...?", "May I...?" to address employee, and to book for or ask questions during office hours
- observation and peer assessment of pronunciation

Materials:
- Keller, E., & Warner, S. T. (1988). Asking for information, Breaking in. Conversation Gambits (pp. 7-8). N.p.: Language Teaching Publications.
- Keller, E., & Warner, S. T. (1988).Can I help you? Conversation Gambits (p.65). N.p.: Language Teaching Publications.
- Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages (Celce-Murcia, et al., 1996)
- Shopping Around (2013). In *Teach-This*. Retrieved from http://www.teach-this.com/images/resources/shopping-around.pdf
- Youtube video: "WRONG ways to approach a woman" https://www.youtube.com/watch?v=ACncklXNyHc
- Youtube video: "Could you be loved" https://www.youtube.com/watch?v=80gwh6La8J0

Unit 3 – Explaining (part 1)

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. learn to describe and explain a process without missing important details
2. be able to give and ask for directions from one place to another

Essential Questions:
- how do we describe and explain a process logically, and what sentence structures or words could be used to help expressing more clearly?

Contents and Skills
Students will be able to…
- use transitions and sequencing, like "first, then, afterwards, finally", etc
- guide directions like "turn right/left", "go straight", "It will be on your right", etc
- ask for information as how to get to a place when living in a new environment
- how to approach a stranger and ask for direction politely
- use modal verbs correctly for polite questions: could, may, might, would

Stage 2—Assessment Evidence

Performance Task:
- "Unknown Site": Students record a list of directions for other classmates without mentioning the site. Classmates "win" if they make it to the correct sight site

Other evidences:
- observation: imitating vowel pronunciation
- describe clearly the directions between two places on a city map

Materials:
- Keller, E., & Warner, S. T. (1988). Actions in Order. Conversation Gambits (p. 11). N.p.: Language Teaching Publications.
- A collection of resources for teaching how to ask and give directions for ESL students: http://bogglesworldesl.com/directionsESL.htm
- A role play for giving directions by subway or bus: http://bogglesworldesl.com/subway.htm

Unit 4 – Explaining (part 2)

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. be able to describe and explain cooking process clearly and logically
2. work together to complete a task and share the result to other classmates
3. have fun and learn interesting things through a hands-on activity

Essential Questions:
- how to teach students explaining things clearly and logically, meanwhile maintaining their interest?

Contents and Skills
Students will be able to…
- organize the content they want to express, and describe and explain it clearly and with logic.
- learn how to make at least one featured dishes.
- negotiate, compromise and support each other through teamwork.
- share their own featured dishes with students from different cultural background
- learn vocabulary related with food or cooking

Stage 2—Assessment Evidence

Performance Task:
- class potluck: Present to the class a recipe for a simple dish you can cook to the class at a class potluck. (Demonstrative speech via a video as would be found on a cooking show: a step-by-step "How To" explanation)

Other evidences:
- extra credit: Students choose a classmate's recipe to try cooking at home and report
- peer-assessment of their efforts, including work-division, buy food in the supermarket and video recording
- use online games to memorize vocabulary in this unit

Materials:
- Youtube video showing cooking process: "A bite of China"
  https://www.youtube.com/watch?v=S0oriKFY08w

Unit 5 -- Making a Suggestion

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. apply an understanding of language to give and receive advice and make suggestions in various settings from familiar to very formal
2. interact at a doctor's office, understanding both the role of the patient and the doctor
3. hold a conversation with a doctor about health concerns
4. have a mock meeting with an academic advisor

Essential Questions:
- what is the difference between making a command and giving advice?

Content and Skills
Students will be able to…
- interpret the intensity and significance of modal verbs in suggestions, advice and commands (should, must)
- distinguishing long a short "u": phoneme /ʊ/, (as in "could" and 'should") vs. /u/ while listening and speaking
- explain new medical vocabulary
- use improvisational skills to take on the role of an advisor at an academic institution and give a "student" advice

Stage 2—Assessment Evidence

Performance Task:
- observations: role-play at the doctor's, role-play seeking academic advice

Other evidences:
- quiz: fill in the blank with the correct modal verb: should or must
- observation of group conversations: give groupmates advice on any issue they wish to discuss
- pronunciation test on short and long "u" phonemes (*Pronunciation – Short or long u – Test)*

Materials:

- Doctor Role-play (n.d.). In *Boggle's World*. Retrieved from http://bogglesworldesl.com/doctor_roleplay.htm
- Pronunciation – Short or long u – Test. (n.d.). Retrieved from http://www.englisch-hilfen.de/en/exercises/pronunciation4/index.php
- English Conversation - Health (2011, April 11). In *English with Jo*. Retrieved from http://www.englishwithjo.com/english-conversation-health/
- *Grammar and Beyond* (pp. 254-265). (2011). Cambridge, Cambridge: Language Teaching Publications. Retrieved from http://www.cambridge.org/grammarandbeyond/wp-content/uploads/2011/08/Unit-21.pdf
- Hancock, M. (2003). *English Pronunciation in Use: Intermediate*. (pp.44-45) Cambridge: Cambridge University Press.
- Swan, M., & Walter, C. (1997). *How English Works*. (p.110-111) Oxford, UK: Oxford University Press.
- Conversation Questions on Medicine (n.d.). In *ESL Discussions*. Retrieved from http://www.esldiscussions.com/m/medicine.html

Unit 6 -- Body Language

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. be able to use appropriate body language in formal and informal settings to make listeners more comfortable.
2. be able to use body language to help make themselves understood more easily in a new linguistic environment.

Essential Questions:
- what body language should be used under different settings including formal and informal ones to strengthen understandings and make listeners more comfortable?

Contents and Skills
Students will be able to…
- make appropriate eye-contact, gestures, facial expressions during conversations.
- differ the different meanings of the same body language among cultures.
- avoid taboos in different ethnic groups regarding to aspect of religion, gender, politics, etc.
- understand body language idioms in different cultural environment, such as "all ears", "break a leg", etc.
- when making a public speech, use gestures, smile and other proper body languages to establish a common ground between them and the audience, in order to get the desired effect.
  -when meeting new people, use appropriate body language to eliminate tension, show politeness and make each other more comfortable.

Stage 2—Assessment Evidence

Performance Task:
- role-plays: appropriate use of body language
- public speaking

Other evidences:
- the flexibility of using different body languages under different settings.
- use the right body language in the right time during a conversation.
- the willingness to use body language for strengthening understanding and whether they are confident to use it while speaking.

Materials:
- Conversation questions related with eye-contact
  http://iteslj.org/questions/eyecontact.html

Unit 7 -- Expressing and Justifying Opinions and Preferences (Part I)

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. be able to express opinions and preferences using persuasive speech.
2. be able to justify their own opinions using reasonable argument and logic evidence.

Essential Questions:
- What sentence structures and phrases could be used to argue for one's point of view and what skills needed to make a strong statement and persuade others?

Contents and Skills
Students will be able to…
- use discourse markers like "therefore, for instance, in conclusion, as a matter of fact" to make a statement.
- use formulaic expressions for stating opinions e.g. "In my opinion", "I believe . . ."
- use connected speech and stress patterns in formulaic expressions.
- use hesitations and re-stating for debating or interviewing.

Stage 2—Assessment Evidence

Performance Task:
- Persuasive speech on any topic students choose.

Other evidences:
- successfully persuade other party to acknowledge one's opinion.
- show politeness and manners when arguing for one's opinion.
- students peer assess each other.

Academic situations:
- It is an important skill to express opinions and justify preferences, like writing a personal statement when applying for graduate school, or writing any academic papers. Students will think about what they would include in personal statement and try writing one paragraph with the skills they acquired in this unit.

Materials:
- Keller, E., & Warner, S. T. (1988). *Arguments and Counterarguments*. Conversation Gambits (p. 51). N.p: Language Teaching Publications.
- Keller, E., & Warner, S. T. (1988). *Interrupting Game*. Conversation Gambits (p. 9). N.p: Language Teaching Publications.
- Keller, E., & Warner, S. T. (1988). *Demanding Explanations*. Conversation Gambits (p. 48). N.p: Language Teaching Publications.
- Keller, E., & Warner, S. T. (1988). *What you Really Mean.* Conversation Gambits (p. 58). N.p: Language Teaching Publications.

Unit 8 -- Expressing and Justifying Opinions and Preferences (Part II)

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. be able to justify opinions, counter arguments and interrupt using formulaic expressions
2. understand that appropriate use of hesitation and re-stating will make them more persuasive in debates or interviews
3. apply the linguistic techniques, manners, body languages they learned in previous units into a real debate
4. assess their understanding and application

Essential Questions:
- how you could be more persuasive and convincing when justifying your opinions and preferences?

Content and Skills
Students will be able to...
- use formulaic expressions for stating opinions including "In my opinions..." ,"I believe..."
- use connected speech and stress patterns in formulaic expressions
- demand explanations using phrases like "Can you explain why…?", "Do you mean…?", "How come…?", etc.
- restate others' opinions using "So what you are saying is...", "In other words, ...", "If I understand you correctly...", etc.
- apply appropriate hesitation and re-stating to control the pace of their speech
- use body languages they learned in unit 6 to express confidence
- defend themselves and demand explanations in real debates

Stage 2—Assessment Evidence

Performance Task:
- Debate: teams debate one another on choice of culturally appropriate topic decided upon by class *OR* students come up with an academic topic which they would like to know more about in their future study

Other evidences:
- Observation of pronunciation (correct use of connected speech) and intonation when answering questions and discussing in groups
- Observations of students' manners, appropriate use of phrases and body languages
- Students self-assess their performance in the debate after class

Materials:
Conversation Gambits (Keller & Warner, 1988)
- p.51, "Arguments and Counterarguments";
- p. 9, "Interrupting Game";
- p.48, "Demanding Explanations";
- p. 58, "What you Really Mean"

Unit 9 -- Imagining, promising, wishing

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. understand that talking about real and unreal situations needs different ways of expressions
2. understand that possibilities have different levels
3. express regret through imagining the past differently; make promises through imagining the future differently

Essential Questions:
- how you could be more persuasive and convincing when justifying your opinions and preferences?

Content and Skills
Students will be able to...
- distinguish real and unreal conditions
- express different levels of possibilities using modal verbs: "might" "may" "could" "can" "would" "will" "have to" "must"
- imagine, promise and wish about future and past using real and unreal conditionals: "If I am…, I will..." "If I were …, I would..."
- expand vocabulary related to workplace settings

Stage 2—Assessment Evidence

Performance Task:
- Mock job interview after researching a job they would apply for after graduation: use hypothetical conditionals in questions and answers
- Assign project: Survey New Yorkers on the street to gather ideas about the final project and visit some sights mentioned
  - Provide feedback on their interview questions and interactions with New Yorkers

Other evidences:
- Quizzes: a) workplace related vocabulary
          b) complete sentences using appropriate real or unreal conditionals
- Peer-assessment: after the mock interview, the "interviewers" will give an assessment on the "interviewees" about their pronunciation, use of grammar, body languages, manners, etc.
  Rubric for this assessment will be negotiated among students and teachers before the activity.

Unit 10 -- Comparing and Contrasting

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. develop cultural awareness in the process of comparing and contrasting with classmates
2. be able to empathize when others have different opinions with them
3. apply persuasive and explaining skills they learned in previous units in comparing and contrasting

Essential Questions:
- Why and when do we compare and contrast? To show differences? To make a choice? To understand others?
- How do you persuade yourself and others when making choices?

Content and Skills
Students will be able to...
- use opposite adjectives to compare (cheap--expensive; new--used/old; etc.)
- use comparative and superlative adjectives and formulaic expressions for comparisons: A is more/less <adj.> than B; A is the most …
- state the contrasts by using contrasting phrases: "Opposite to A, B is...", "A is different from B in … ways", etc.
- make the best choice and persuade others

Stage 2—Assessment Evidence

Performance Task:
- Group scavenger hunt in local shops: within various shops students must speak to shopkeepers -- compare goods and show evidence e.g. __ is more expensive than __ , __ has the best deals. *They'll need to record their conversations for assessment.* OR
- Group discussions about registering courses: group members compare and contrast several courses from a course list of a real university, then decide which one to register. Teachers will go to each group and listen to their explanations. (*Co-teaching is recommended.)

Other evidences:
- Quizzes: a) match the adjectives that have the opposite meanings
         b) complete the comparative and superlative form of certain adjectives
- Self-assessment/ formative assessment: write down on a card about new understandings about their classmates after comparing and contrasting with them (anonymously), put the card on the "parking lot" area in the classroom

Materials:
- **UsingEnglish.com**
  http://www.usingenglish.com/articles/how-to-teach-comparing-contrasting.html

Unit 11 -- Analyzing and Problem-solving

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. understand that certain language patterns which could help them better analyze and express in problematic situations
2. analyze an emergent or a problematic situation, make suggestions, explain their suggestions, agree or disagree with others, and make the final decision.
3. apply their previous knowledge in problem-solving

Essential Questions:
- What would you do when you are in a problematic situation?
- What if your companions disagree with you?

Content and Skills
Students will be able to...
- analyze a problematic situation using descriptive skills they learned in unit 3 and 4
- make suggestions using sentence structures include "I think we should...", "We're definitely going to need...", "will be vital / essential / extremely useful / completely useless / a waste of space", "How about / what about doing...", etc.
- show agreement or disagreement using formulaic expressions like "We see/don't see eye to eye", "I couldn't agree with you more", "I take your point, but...", etc.
- end an argument by using "Let's just move on shall we?", I think we're going to have to agree to disagree", "We'll come back to that later", etc.

Stage 2—Assessment Evidence

Performance Task:
- Role-play problem scenarios: workplace, classroom, community, social, emergency Students choose any scenario they want, and create a conversation around problem solving.

Other evidences:
- Students' responses to questions. Looking at their appropriate use of sentence structures in different stages of the problem-solving process.
- Observations when students preparing for the role-play.

Materials:
- **Free English Lesson Plans**
  http://freeenglishlessonplans.com/2013/11/15/desert-island-problem-solving-speaking-activity/
- **Calpro-online. com**
  http://calpro-online.org/documents/Prob%20Solv%20Handout.pdf

Unit 12 -- Telling a Story

Stage 1—Desired Results

Established Goals and Understandings:
Students will:
1. tell captivating stories and jokes, applying understanding of: describing in detail, transitioning between parts of a story, setting the mood, and other storytelling techniques
2. demonstrate adequate knowledge of terms for describing people

Essential Questions:
- how do we captivate an audience while telling a story or joke?

Content and Skills
Students will be able to…
- set the scene
- describe characters using descriptive adjectives and terms ranging in register from formal to slang
- describing the main action or conflict
- use sequencing markers: "At the beginning, … Then, ..."
- conclude
- summarize
- Recognize and apply pausing, intonation, body language, and other techniques to captivate an audience
- recognize and apply humorous aspects in joke-telling
- use relative clauses beginning with "Who" when describing an aspect of someone's personality

Stage 2—Assessment Evidence

Performance Task:
- Negotiated with students. Either telling a story by themselves or the whole class complete a story together

Other evidences:
- vocabulary quiz: matching descriptive terms to pictures of people
- game: "Guess Who" using descriptive language and relative clauses
- game: "Who am I?" - student's use descriptive language and relative clauses to describe to someone a well-known and significant person (out of a pre-discussed list)
- misconception check: pairs or groups work together to improve a poorly told story and perform it for the class
- Observations during speaking activities: Conversation Gambits

Materials:
- Keller, E., & Warner, S. T. (1988). Illustrating your point.. Conversation Gambits (p. 56). N.p.: Language Teaching Publications.
- Keller, E., & Warner, S. T. (1988). Finish your story.. Conversation Gambits (p. 59). N.p.: Language Teaching Publications.
- Guess Who Boardgame (2011, June 29). In Isl Collective. Retrieved from https://en.islcollective.com/resources/printables/worksheets_doc_docx/guess_who_boardgame/questions-body-guess/7734

Unit 13 -- Conversation Repair

Stage 1—Desired Results

Established Goals and Understandings:
Students will:

    1. Develop and apply skills to repair misunderstandings: Apologizing, Clarifying, Re-stating, Controlling conversations.

Essential Questions:
- What causes misunderstandings in conversations?
- What makes speaking difficult?

Content and Skills
Students will be able to…
- Explain and apply strategies for controlling and repairing conversations such as making follow-up questions and comments, inserting fillers during thinking time, turn taking, requesting and giving clarification, recognize backchannel cues, and changing the subject
- detailed descriptions and teaching ideas can be found at Teaching Conversation Strategies Through Pair-Taping,Washburn & Christianson, 1995

Stage 2—Assessment Evidence

Performance Task:
- While listening to a recorded conversation between native speakers, take notes on which conversation controlling and repairing techniques are used.
- "Fluency Practice" - Pairs are assigned a topic and are required to begin talking (and taping) before they can think about what to say. They must talk for 1 to 3 minutes without allowing any pauses over 5 to 10 seconds in length, at the teacher's discretion. They must avoid or repair breakdowns. After they have begun to use the strategies successfully, there is the additional and quite realistic pressure of having to maintain a conversation without pauses on a topic not of one's choosing (Teaching Conversation Strategies Through Pair-Taping,Washburn & Christianson, 1995)

Other evidences:
- Present the class with examples of these techniques overheard out on the streets of the city
- game: "Magic Word" - another activity which encourages communication breakdowns and using further, more subtle strategies to repair them. In the first stage of this activity each member of a pair is given one or more secret words which they must try to incorporate into a 1 to 3 minute conversation. This challenge requires skill at circumlocution and changing the subject. At the second stage, learners are given one or more secret words which they must try to get their partners to say within 1 to 3 minutes. This stage encourages the use of paraphrases like "What's another word for

xxxx?" (Teaching Conversation Strategies Through Pair-Taping,Washburn &
Christianson, 1995)

Materials:
- Washburn, N., & Christianson, K. (1995). Teaching Conversation Strategies Through
  Pair-Taping. In The Internet Tesl Journal. Retrieved from
  http://iteslj.org/Techniques/Christianson-PairTaping.html
- How to Control a Conversation in English (n.d.). In Learn English with Teacher Joe.
  Retrieved from http://www.teacherjoe.us/ConvSkills03.html

Unit 14 - Final Presentations

Stage 1—Desired Results

Established Goals and Understandings:
- Students will:
- Introduce a "hidden gem" to the other students (who will perform as newcomers to NYC) using persuasive language.
- Provide answers and receive peer feedback during a Q&A session afterwards

Essential Questions:
- What did you learn in this course and your experiences in this city that you can share with newcomers which will help them adapt?

Content and Skills
Students will be able to…
- Apply all language functions to present the site and hold a conversation with the audience of newcomers

- Understand the newcomers' point of view and cater to their interests and needs when deciding on a sight to present

- Realize and explain how their personal interests affected the choice of a site

Stage 2—Assessment Evidence

Performance Task:
- Final Assessment - Presenting a "Hidden Gem" site in New York City: present one site or event which students would like to introduce to newcomers to New York City. It could be any museum, restaurant, sporting event, club, bar, theater, park, monument, neighborhood. It can be any place students feel is worthy of introducing because it resonated with them personally. Their audience is going to be living in New York and need advice and information about some interesting things to do in their free time other than the most popular tourist attractions so they can feel better integrated into their new environment.

Other evidences:
- Appropriate response to questions from audience members

Materials:
- Final Assessment assignment and rubric

Goals

The overarching goal of this curriculum is to help the students develop communicative competence, so that they can communicate effectively and comfortably in a new cultural and linguistic environment.

Firstly, the curriculum addresses diverse learners and allows them to use their natural talents while understanding. This requires being mindful of multiple intelligences. The curriculum takes multiple intelligences into account by allowing students to negotiate the curriculum and giving them options for how they'd like to complete a task. For example, after teaching some concepts they will have options of conveying their understanding: create a skit using these language functions; find an example of these language functions in a movie, a piece of audio, or in real life; or write a skit or draw a comic to illustrate the language functions. Allowing creativity to blossom through the multiple intelligences should be intrinsically motivating to students. This curriculum implements many intrinsically motivating techniques to appeal to students' goals, interests, need for knowledge, need for autonomy, and need to develop their personality and potential.

Secondly, in this curriculum, the diverse linguistic and cultural backgrounds of all students are valued as assets rather than hindrance in adapting to a new culture. So the curriculum aims to convert classrooms to a platform for exchanges of thoughts and experiences and development of self-understanding and empathy. By doing so, students are prepared to be global citizens who not only value their own cultures, but also respect that of the others.

Another goal is to create authentic situations for students to use the language where they will need to take risks in implementing learned speaking strategies. This risk taking requires a

comfortable environment for students to speak and not be afraid of making mistakes. Error

correcting should be done in a tactful manner that does not increase the students' anxieties about

speaking aloud. This is addressed more in Assessment (p.44).

Equally important as students' communicative competence in an everyday environment,

is its development in academic domains. Since the curriculum itself provides an authentic

academic environment to the students, we make full use of it by checking and improving

students' academic oral expressions, manners when meeting with teachers and performances in

group projects/ discussions along with the progress of lessons. Explicit lectures will be

incorporated into the whole curriculum when certain concepts to improve accuracy are being

taught, while the daily application is more of our focus.

Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT)

To actively engage students in authentic host environments, task-based language teaching

has been adapted. Using hands-on activities such as role-plays, interviews, games, etc., the

transferability of students' understandings from the classroom to real life is a major goal. This

curriculum is set in New York City, involving tasks that require students to explore the city and

establish connections with both the city and its people. To use the curriculum in other places,

teachers just need to change the settings of the activities and make them relevant to local

cultures.

The theory behind CLT is that interaction and communication is the primary function of

language, and conveying meaning is the most important process of language. Activities should

involve using real, meaningful communication in tasks. TBLT is at the heart of CLT (Brown,

2007, p.50). A task-based curriculum specifies context and what a learner needs to do with the

English language in terms of target tasks (e.g. problem-solving, role-play). It is putting language

functions to use in authentic manners. It views the learning process as a set of communicative

tasks that are directly linked to the curricular goals they serve, the purpose of which extend

beyond the practice of language for its own sake (Brown, 2007, p.52).

Characteristics of Task-Based Language Teaching (Brown, 2007, p.52):

1. Learners are pointed beyond the forms of language alone to real-world contexts

2. Tasks specifically contribute to communicative goals

3. Their elements are carefully designed and not simply haphazardly thrown together

4. Their objectives are well specified so that you can at some later point determine the
   success of one task over another

5. Tasks engage learners, at some level, in genuine problem solving activity.

Fluency over Accuracy

Fluency - meaningful, natural, and flowing speech - is the initial goal in improving

communicative competence. Fluency is best achieved by allowing the "stream" of speech to

flow; then as some speech spills over beyond comprehensibility, the riverbanks of instruction on

some details of phonology, grammar, or discourse can channel the speech on a more purposeful

course (Brown, 2007, p. 324). Fluency is the main goal, but accuracy isn't ignored. Teachers

should have an awareness of focusing on accuracy before, during, and after communicative tasks

because unstructured error correction from teachers during CLT tasks will result in an

insufficient grasp of accuracy in second language acquisition. Some things to keep in mind

when designing activities to improve accuracy during CLT: prior to the task, pre-teach

linguistic forms, reduce cognitive complexity, give students time to plan their task and do

dialogue work. During the task model vocab, form, and dialogue through recording, practice

forms a couple times before activities. Addressing accuracy after the task could be in the form of

public performance, repeat performance with elements changed, and observe native speakers

doing the same task and focus on their language use.

Assessment

The assessment of the whole curriculum follows what Wiggins and McTighe called "a continuum of assessments" (Wiggins & McTighe, 2005, p.152). Instead of using a single test, this curriculum keeps track of students' understanding by applying a variety of methods. Each method reflects the need for a certain desired result. The assessments throughout the course can help to see how students are understanding and help teachers to guide instruction.

Assessment Types and Functions

1. **Observations.** Throughout the course, students will be interacting in various types of speaking performance at different registers, serving different purposes – namely, responsive (short replies), transactional (conveying specific information), and interpersonal (maintaining social relationships). Most activities will be interactive speaking tasks, oral interviews, role plays, discussion and conversation, which heed themselves to observation. Students will be assessed according to the observation rubric below, using input from both teachers if possible.

2. **Informal techniques.** These are not to be used with grading, but instead to provide feedback on students conceptions and misconceptions and to inform the instructional adjustments needed to improve their understanding (Wiggins & McTighe, 2005, p.247-9): index card summaries/ questions, hand signals, question board or box, oral questioning, follow-up probes, misconception checks.

Index cards may be used as Exit Tickets: checks of understanding to be reviewed at the start of the next class.

3. **Oral dialogue journals**. Students may record themselves using any recording device they have access to – on their phone, on a computer, a tape recorder, etc. They can use these journals for a number of purposes: learning logs; grammar discussions; responses to readings; self-assessment; and reflections on attitudes and feelings about oneself (Brown, 2007, p. 476).   Teachers can offer feedback based on these journals provided teachers give: a clear purpose of the journal; clear instructions; guidelines regarding length; specified due dates; feedback and instructions on how to respond to feedback.

4. **Traditional quizzes.** These help to make sure that students are prepared in grammar and vocabulary.

5. **Summative assessments**. The tasks for each lesson and the culminating task at the end of the semester are designed authentically, aiming at the transfer of understanding into real life situations.

What we are looking for:	Skills	Understandings Skills	Applications Understandings Skills
Methods:	Tests and quizzes	Formative Assessments	Summative Assessments
Examples:	-Complete the sentence - Match the right answer - etc.	- Observations - Oral conversations - Discussions - Index cards - **Peer assessments:** i.e. after role-play, interview, conversation recording, cooking, etc. * Rubric negotiated - **Self assessments:** i.e. Oral letters to their future selves, WL charts, Self-recording, etc. * Rubric designed	- Authentic tasks in each unit: i.e. Cooking Party, Job Interview, Grocery Shopping, etc. - Culminating task at the end of the semester: Introducing a Less-known Place in NY * Task rubric designed

Keeping within the principle of communicative competence, in these assessments, not only is students' linguistic competence looked for, but also their sociolinguistic and strategic competences (Pillar, 2011, p. 24-37). Check for their appropriate use of colloquial languages, manners and body languages in authentic environments. Attention is also given to their abilities in tackling the tasks. The aim is to examine students' abilities of interpersonal interactions, behaving in culturally appropriate ways, and dealing with real life problems.

Peer assessments and self-assessments also perform important roles in the curriculum. Students will have the chance to reflect and keep records on their progress in various ways. They

will also see themselves in the role of assessors for others' performances. Both ways aim to promote students' learner independence and autonomy (Patri, 2002, p.109-13), which will help them to become lifelong learners.

Rubrics for observations, self-assessments and the culminating task are included. Peer-assessment is suggested to be designed by negotiating with students, and students could refer to the observation rubric for inspiration. All rubrics are open to revision according to teachers' particular aims and needs.

Treating Errors and Mistakes

Since speaking is an output skill, it is observable and easier for teachers to assess than input skills reading and listening. It can be recorded and observed. However, deciding on specific criteria for judging speaking can be complex and heed biased results if not carefully chosen and implemented. Teachers should keep in mind the danger in this: judgment relies on rational, not mechanical grounds, and it can subject the judge to accusations of incompetence, bias, or worse (Eisner, 1990). This danger should be mitigated throughout the curriculum through various forms of assessment, giving students the opportunity to see their English abilities from different lenses: peer, self, and instructors (further enhanced if co-teaching has been implemented).

Teachers should be aware of effective feedback. Too much negative cognitive feedback – a barrage of interruptions, corrections, and overt attention to malformations – often leads learners to shut off their attempts at communication (Brown, 2007, p. 345). However, too many untreated errors may indicate understanding when understanding may not have occurred, and result in fossilization of errors.

When and how to give feedback. The task of the teacher is to discern the optimal tension between positive and negative cognitive feedback: providing enough "green lights" to encourage continued communication, but not so many that crucial errors go unnoticed; and providing enough "red lights" to call attention to those crucial errors, but not so many that the learner is discouraged from speaking at all (p. 346). As teachers keep this in mind, they should also be aware that this design places importance on fluency over accuracy, highlighting intelligibility over grammatical and phonological correctness.

Brown (2007, pp. 346-350) offers some things to consider when deciding whether to treat or ignore an error and the best way to approach it:

1. What the type of error is it? Lexical, phonological, etc.

2. What could be the source of the error? Native language, teacher-induced, influence of other students, other input, etc.

3. Complexity of the language. How hard is this to explain?

4. Is this utterance interpretable or not? Fluency versus accuracy really comes into play here when determining if an error can be left alone to allow the flow of the speaking to continue or if the utterance is too incomprehensible to ignore.

5. From your knowledge of the student, determine if the error was a performance slip or a competence error.

6. Judge the learner's ego, anxiety, confidence, and willingness to accept correction. You may ignore the utterance if you know the learner has high anxiety.

7. Judge the learner's linguistic ability and stage of development

8. Decide whether a correction would deter from your pedagogical focus.

9. Would it be easy to interrupt and correct this student?

10. What is your personal approach to error correction? Are you an interventionist or more laissez-faire?

Sample Assessments

Observation Rubric

Criteria	Comments and Score (from 1-5 based on frequency of these criteria: 1-rarely; 5-often)
Pronunciation Student's pronunciations do not cause misunderstandings, with appropriate use of connected speech, phonemes coalescing and natural intonation	
Fluency Student speaks expressively, coherently, logically, with a steady pace, and automatically processes language forms without stumbling over words	
Vocabulary Student shows a range of vocabulary (including slang and colloquialisms) which they've developed throughout the course	
Grammar Student shows effort in applying and controlling grammar concepts learned throughout the course and grammar mistakes are not causing misunderstandings	
Discourse features (cohesion, sociolinguistic, appropriateness and register, cultural awareness) Student uses a range of cohesive devices and discourse markers	
Task Student is staying on task, asking and answering appropriate questions and taking the conversation in a logical direction	

Self Assessment

Write down anything you believe that has promoted or hindered your improvement in the following aspects… Also, write down your curiosities!	What I learned...	What I wonder...
Pronunciation		
Fluency		
Grammar		
Vocabulary		
Manner		
Culture		

How are you doing this month? Share with us your stories/ changes. If you have any suggestions for us, feel free to write them down here.	

Summative assessment

Presenting a "Hidden Gem" in New York City

Assignment and criteria

Goal - your task is to present one site or event which you'd like to introduce to newcomers to New York

City. It could be any museum, restaurant, sporting event, club, bar, theater, park, monument,

neighborhood. It can be any place you feel is worthy of introducing because it resonated with you

personally . Imagine you are going to be living in New York and you need to provide advice and

information about some interesting things to do in their free time other than the most popular tourist

attractions so they can feel better integrated into their new environment.

You might mention : safety, transportation, cost, significance, interest

Challenge - describe in detail a sight or event and use persuasive language to attract your audience to that

place

Role - you are a resident of New York

Audience - your target audience is newcomers to New York

Situation - the challenge involves dealing with using English to explore describe a sight or event to

newcomers to make them feel more at home in New York

Product - presentation

Standards and criteria for success:

Project Rubric

Criteria	Score (from 1-5 based on frequency of these criteria: 1-rarely; 5-often) and Comments
Language use: Students combine oral skills learned throughout the course, demonstrating an overall grasp of Communicative English (pronunciation, fluency, vocabulary, grammar, discourse features)	
Task: Students: - show evidence of preparation and practice and have collected enough information about this place - illustrate clearly why this place is worth visiting and persuade audience to visit - are stimulating, engaging and responsive to need of the audience - every group member devotes equal time in the project - show creativity when presenting their work and provide appropriate visuals	

Score: _____/30

Additional assessments

Interview a Classmate Assessment

In the first unit, students will interview a classmate about various topics. They will be assessed on the content of their questions, language use, cultural inquiry, and strategies. This assessment will be done through observation: the teachers take notes regarding the criteria while observing the conversation. It will be helpful to observe these conversations one at a time in a more private setting. This assessment will start to give students an idea of how teachers are assessing communicative competence. They may also use this rubric as a self-assessment to spark self-knowledge of their language abilities.

Rubric: **Interview a Classmate**

Criteria	Score (from 1-5 based on frequency of these criteria: 1-rarely; 5-often) and Comments
Content You asked or answered a variety of relevant questions related to: family, sports, hobbies, and leisure activities, courses and school interests, cultural background or other relevant items.	
Language The interviewer and interviewee: • elaborate answers, beyond "yes" or "no • applied the language function we have learned in class: giving personal information • used of a wide range of vocabulary • showed understanding of grammar and pronunciation.	
Culture • Questions helped you to gain a better insight of their interviewee's culture. • You can interpret their interviewee's answers to better understand that person in relation to them and the human experience	
Communication Strategies • You gave one another time to talk. • You understand the point of view of their interviewee or interviewer • You maintained effective eye contact	

Learning Experiences Bank

1. Games - Guessing games, e.g. 20 questions, and board games to encourage discussion topics will be used to reinforce certain language techniques: practicing either a grammar or pronunciation point. Games can be played for points to increase competitiveness if this is motivating for your class.

2. Role plays and simulations - Role-plays involve giving a role and assigning an objective to reach through communication, e.g. issues with different points of view. In simulations, large groups work through an imaginary situation e.g. a shipwreck and all students have a different character.

3. Drama - Students act out a preplanned storyline and script. They may prepare their own script and rehearse before performing it for the class

4. Interviews and Surveys - Students must use requests, express personal data, and produce questions to gather facts, opinions, ideas, and feelings from English speakers in the classroom and outside. This may take the form of a questionnaire.

6. Brainstorming - Students brainstorm different ideas under same theme, e.g. different forms of transport/ obstacles to more efficient transport. The purpose is to initiate a thinking process without focusing on specific problems or decisions. It makes a good warm-up because all ideas are legitimate and it gets students into a creative mindset.

7. Information gap - Students convey or request information. Communicative interaction is necessary for these. Find information from classmates e.g. birthday, address, favorite food,

etc. A common information gap activity is the game "Find Someone Who", an activity where

students must ask specific questions to fill in the gap e.g. _____was born in July/

Find someone who was born in July.

8. Jigsaw activities - Each group member learns different information and then relays that

information to group members as group members ask for their missing information. Examples

include a strip story - putting a story together which has been cut into different strips. This could

be used for giving directions, where different students have different information about the

layout of a town.

9. Problem solving and decision making -   Students work together to solve a problem which can

vary in complexity. The goal is to focus on cognitive challenges such as decision making

techniques. An example includes deciding on the best candidate for a job.

10. Opinion exchange - Student incorporate beliefs and feelings into the above listed

techniques. Teachers play an important and sensitive role as they facilitate the class when there

may be disagreements and create an open environment where all opinions are valued.

11. Drilling - The teacher controlling practice through repetition. When certain language poses

phonological or grammatical difficulty, drills are used so students may listen to and repeat the

teacher's correctly produced language. Make students aware of why the drill is important, keep

them short, and relate them to the communicative goals.

12. Oral Dialogue Journal - To be used as assigned and during free time outside of class,

students can orally express themselves using English in the privacy of their own home. It can be

very beneficial for students to hear themselves speaking and issue a self-assessment. Students can submit these to the teachers for feedback.

13. K-W-L Chart- Students will sometimes fill out a three-column Know-Want to Know-Learn (K-W-L) chart. The first two columns, "What do you know?" and "What do you want to know?" can be filled out at the beginning of the unit or sometime during as an engaging activity during conversations. The "want to know" section can be used as a homework prompt for things that were not covered in class. The "what I learned" section is helpful as a form of assessment: self or for the teacher.

14. Word scrambles - Formative grammar assessment for whole class. Check understanding of subject-verb-object and use of new grammar concepts by presenting a sentence which is out of order and ask the class to say it in the correct order. May be pair or group work.

15. Informal checks for understanding as detailed by Wiggins and McTighe (Wiggins & McTighe, 2005, p. 248) - Index card summaries, hand signals, question box or board, visual representation, oral questioning, follow-up probes, and misconception check

16. Covering misunderstandings - Every unit, during the second class, have students submit misunderstandings anonymously and review problems individually or with the whole class as the teacher sees fit.

Inclusive Activities

Teachers are encouraged to implement methods for inclusion as mentioned in Chapter 6 of

Rethinking Disability (Valle & Conner, 2011, p. 118). These methods are categorized by size of

groups: individual, pairs, small groups, large groups.

Appendix A: Sample Lesson Plans

Sample Lesson Plan 1

2nd Week   Unit2: Asking for information and interrupting politely - Lesson One
Lesson objectives:
Students will be able to…
- approach strangers, classmates, teachers or interrupt conversations politely using polite words and modal verbs
- understand phonemes coalescing and pronounce them correctly

Materials	Evaluation
- Conversation Gambits (Warner & Keller, 1988, p.8) -Teaching Pronunciation: A Preference for Teachers of English to Speakers of Other Languages (Celce-Murcia, et al., 1996) **-** Youtube videos	- Formative assessment: review of unit one - Observations: group discussions, role play, office hours - Self-assessment: self report of role play
In-Class Assignments - Group discussions – brainstorm, experiences sharing - Role play –how to approach strangers and break in conversations politely	**Homework Assignments** - Record themselves saying sentences using "could you" and "would you" - Find any kind of coalescing phonemes in movies, dramas, news clips, etc. - Create questions they would like to ask to experienced New Yorkers as new comers to New York

Procedure:
1. (15 min) Begin with a brief review of unit one by asking students things people need to be aware of when trying to ask and give information. Reemphasize key points of unit one. *Formative Assessment*
   (*Write down the points you feel students don't really understand and go back to them in class when you feel appropriate.)
2. (40 min) Show a funny video clip from Youtube: "WRONG ways to approach a woman" https://www.youtube.com/watch?v=ACncklXNyHc
   i.   Ask the students why the man is still using the wrong way to approach when he is using the right tense, adjectives and slang greetings we discussed in unit one? Brainstorm – Students form a group of 4-5 (*try to put students with different cultural backgrounds together), then list their reasons.
   ii.   Each group shares their answers and students vote for the most possible reasons. (*Expected answers may include "respectful manners", "asking polite questions", etc.)

      iii.   Students share in groups the appropriate ways of approaching strangers or breaking in conversations in their cultures.

      iv.   Ask them to share with class the cultural differences and similarities they feel interesting and let them presume the case in the US.

(Break: 15min)

3. (50 min) Introduce: (Material: Conversation Gambits, p.8 "Breaking in")

      i.   Phrases to break in and to be polite: "Sorry, …" "Excuse me, …" "…, please"

      ii.   Modal verbs used in polite questions and answers: could, may, might, would…

            a) To question: "Could I…?" "May I…?" "Would you…?" "Could you…?"
              - Show a video clip of the song "Could you be loved", let them pay attention to the way the singers pronounce "could you" and try to imitate their pronunciation after the video.
              https://www.youtube.com/watch?v=80gwh6La8J0
              - Using the book *Teaching Pronunciation: A Preference for Teachers of English to Speakers of Other Languages* to introduce a familiar phenomenon in oral English - phonemes coalescing: when saying "could you" and "would you", we coalesce /d/ and /y/ into /dʒ/.
              - Let the students practice in pairs the pronunciations before and after coalescing. (*Observe and help those who have problems)

            b) To answer: "I'd like to…"

4. (50 min) Role-play:

      i.   Students work in pairs to mock the situation in the first video. Create a conversation where the polite and appropriate approach of the man is accepted by the woman. (*Observation)

      ii.   Pairs who feel comfortable to share their conversations can play it in front of class.

      iii.   Every pairs who played the conversation will give their reasons for why this time the man succeeds. *Self-assessment*

5. (10 min) Homework:

      i.   Record themselves saying sentences using "could you" and "would you"

      ii.   Find any kind of coalescing phonemes in movies, dramas, news clips, etc.

      iii.   Create questions they would like to ask to experienced New Yorkers as new comers to New York (*Prepare for their on-street interviews with New Yorkers in Unit 9)

      iv.   *(Not imperative)* Encourage students to book for office hour appointments (*Observe their applications of polite questions and answers in the academic setting. If the application is rare, mention it in the next lesson.)

Sample Lesson Plan 2

2nd Week Unit2: Asking for information and interrupting politely-Lesson Two

Lesson objectives:
Students will be able to…
- make inquiries in a shop using language skills and polite manners learned in the previous class
- ask for information from shop assistants and express hesitation about purchasing using suitable phrases
- expand their vocabulary about shopping

Materials	Evaluation
- Conversation Gambits (Warner & Keller, 1988, p.7 & 65) - Shopping around game handout and guideline: http://www.teach-this.com/images/resources/shopping-around.pdf	- Formative assessment: review of lesson one; "complete a sentence" game - Peer-assessment: evaluate the another group's record of their conversations with shop assistants
In-Class Assignments	**Homework Assignments**
- "Complete a sentence" game - Shopping around game	- Evaluate and analyze another group's record of conversations in shops

Procedure:
1. (20 min) A quick review of last lesson: *Formative Assessment*
   i.   Ask students their take-aways from last lesson
        (*Also, take notes about their answers, compare their answers with the lesson objectives of lesson one.)
   ii. Ask them the possible scenarios where what they learned in the last lesson could be used, and give an example of how they can be used
        (*Look for the transfer of knowledge.) (*Elaborate over academic and shopping scenarios.)
2. (100 min) Introduction and discussions:
   i.   Show a video clip of the Black Friday madness from Youtube
        https://www.youtube.com/watch?v=5HG2MYX4N4s
   ii. Let students guess when the video was shot. Then brainstorm with them the shopping cultures they've experienced in the US, the differences with their cultures, unique shopping cultures in their countries, and embarrassment they've experienced shopping in the US due to cultural differences.
        (*Teachers could pick several topics from those listed above according to their needs.)

      iii.   Briefly share or discuss with students some good places to go shopping in New York.

      iv.   List the words, phrases, and places of shopping that may be new to them on the blackboard during the discussion. That may include Black Friday, Cyber Monday, outlet, Deli, café, 50% off, discount, boots, sweater, credit card, apple cider, 2 for $10, etc.

      v.   Introduce questions that are frequently used when shopping:
Material: Conversation Gambits (Warner & Keller, 1988, p.7)
"I'd like to know…", "I'm interested in…", "Could you tell me…?", "Could you find out…?", etc. (*Pay attention to students' pronunciation of "could you")

(Break: 15 min)

      vi.   Quick game for application of the phrases:
Each of the students will use one of the sentence structures introduced and words on the blackboard to ask a question. They can't use the sentence structure used by the three students before them. Words on the blackboard could not be used repeatedly. (Those who fails to follow the guideline will be the recorder of the conversation in the shopping around game during the last part of the class.)

      vii.   Introduce answers to the shop assistants when they are hesitating about purchasing:
Material: Conversation Gambits (Warner & Keller, 1988, p.65)
"I'm afraid I don't know/ I can't decide/ I can't make up my mind." "I'll have to think about it." "I'm really not sure." "I think I'll leave it, thank you." Etc.
(These sentences will be used in the Shopping Around game.)

3. (50 min) Shopping Around game:
Use the shopping list in the link below. Let the students create a conversation that may happen in a shop. One student will be recording their dialogue.
http://www.teach-this.com/images/resources/shopping-around.pdf
The group will play their conversation in front of class.
OR
Use the same shopping list. Really send out the students to different groceries nearby and let them have conversations with the shop assistants there. Recording is also needed.

4. (10 min) Homework:
Each group will evaluate the recording of another group. Criteria of assessment will be negotiated with students before the activity.

SHOPPING LIST	SHOPPING LIST	SHOPPING LIST
1 loaf white bread 1 bottle of nail polish 1 bag of rice 1/2 a kilo of broccoli 2 cans of coke 500 grams of bacon	1 box of chocolates 3 pork chops 1 bottle of aspirin 1 cake 1 packet of coffee 1 lettuce	4 carrots 5 croissants 1 bottle of vitamins 1 box of sugar cubes 250 grams of sweets 1 rack of ribs
SHOPPING LIST	**SHOPPING LIST**	**SHOPPING LIST**
Half a dozen eggs 4 tomatoes 1 magazine 4 steaks 2 bread rolls 1 bar of soap	1 chicken 4 blueberry muffins 1 box of plasters 1 carton of milk 3 cobs of corn 1 bar of chocolate	4 cartons of yogurt 1 kilo of apples 1 newspaper 200 grams ham 1 baguette 1 tube of toothpaste

Bakery	Chemist	Supermarket	Greengrocer	Newsagent	Butcher
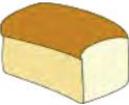
Sample Lesson Plan 3

4th Week   Unit 4: Explaining Processes-Cooking   Lesson One
Lesson objectives: Students will be able to:
- explain a process clearly and logically using sequencing words, e.g. "first, then, afterwards, finally".
- expand vocabulary related to food and cooking.
- share their own traditional dishes with students from different cultural background
- learn and experience through hands-on tasks:
- enjoy themselves and build deeper friendship with group members.

Materials	Evaluation
-pictures of food -cooking videos -recipe	-team work performance -self-assessment -group-mate assessment
In-Class Assignments	**Homework Assignments**
-form groups of 4 -decide on what to make -assign tasks	-going to supermarket -shopping, preparing and cooking -record the process of cooking

Procedure: (*Co-teaching suggested.)
1. Warm-ups(20min): briefly introduce the characters and features of several famous cuisines over the world, like French, Italian, Chinese and Japanese dishes. Although, as we all know, it can be difficult and complicated to prepare food like a Chinese meal, there has to be simple dishes that can represent some aspect of its essence, like Ma Po Tofu, and continue to share one of her favorite dishes to students.
2. Brainstorm(10min): students share and discuss their favorite food or typical food from their own country.
3. 30min: use projector to display attractive pictures of famous food from different countries, and let them watch some television shows of how to cook, like "A bite of China" or "the French Chef". (arouse students' interests)
    link: https://www.youtube.com/watch?v=S0oriKFY08w
4. Break: 10 min.
5. 15min: form groups of 4 who're interested in making similar dishes.
6. 20min: discuss and decide on a simple dish which is representative of one of the group member's culture and easy to make. (*Observe and help students.)
7. 20min: divide work and assign tasks on their own, including going to the supermarket preparing food ingredient, recording, cooking, etc. (*Observe and help students.)
8. Class ends earlier with students in groups going to the supermarket to buy ingredients.

A special note for instructors:
    Since students need to buy ingredients in the grocery store, the "economic issue" might be an inhibitor. Instructors could modify the curriculum according to different situations: students could each bring an ingredient instead of going shopping together, or a special fee could be

collected at the beginning of a semester. Students are welcome to present a dish without cooking it as well. This project could be negotiated with students. Instructors need to respond to students' needs and be flexible with the activity.

Sample Lesson Plan 4

4ᵗʰ Week   Unit: explaining processes-cooking   Lesson Two
Lesson objectives: Students will be able to:
·   explain a process clearly and logically using sequencing words, e.g. "first, then, afterwards, finally".
·   share their own unique and traditional dishes with students from different cultural background.
·   expand their vocabulary related with food and cooking.

Materials	Evaluation
-dishes students made -video recording of cooking process -any visual aid students make to present	-food showcase -presentation -division of work
In-Class Assignments -peer assessment -give feedbacks to other group	**Homework Assignments** -remember the related vocabulary -match each dish with its country -remember at least one recipe

Procedure:

1. Instructors will briefly introduce today's schedule and create the atmosphere of competing. (5min).
2.   The 1ˢᵗ group is going to present their work. They need to create a powerpoint or any other form of work which should include their division of work when preparing food, recording of their cooking process and the dish they've made. During or after their presentation, all the students would have a chance to have a taste of their dish. (15min; teachers take notes)
3.   Q & A and tasting section: other groups asking questions, providing feedback and giving out suggestions. Finally, they will rate how they like the food, which could range from one star to five stars. (15min).
4. Another group is going to present, followed by Q & A and tasting section. (30min).
5.   Break: 5min.
6.   Another two groups are going to present, followed by Q & A and tasting section after each presentation. (60min; teachers take notes and help other students.)
7.   Break: 5min.
8. The last group is going to present, followed by Q & A and tasting section. (30min; teachers take notes and help other students.)
9.   Election and ending(10min): select their favorite dish.

Sample Lesson Plan 5

5ᵗʰ Week   Unit 5: Making Suggestions   Lesson One

Lesson objectives: Students will be able to:
- distinguishing phoneme /ʊ/, (as in "could" and 'should") from phoneme /u/ while listening and speaking
- apply an understanding of language to give and receive advice and make suggestions in various settings from familiar to very formal

Materials	Evaluation
- picture or video clip of Homer Simpson to illustrate his bad qualities -http://www.englisch-hilfen.de/en/exercises/pronunciation4/index.php - English Pronunciation in Use, Chapter 18 - grammar activities: *How English Works* - prompts for homework - index cards	- Advice given during group conversations
In-Class Assignments - Advice game - Pronunciation work	**Homework Assignments** - Oral Dialogue Journal: Students give own ideas for advice they would give based on prompts, e.g. I think children should _____

Procedure:
1. Present a personal problem to the class and ask for advice, e.g. "I haven't been getting enough sleep lately. What should I do?"
2. Arrange the class into small groups and allow time for groups to come up with feedback to this problem. 2 min.
3. While collecting feedback, board the usage of the modal verb "should" and its negative counterpart, "shouldn't". Engage the whole class by asking other groups, "Is that good advice?" Thank groups for their good advice. 2 min.
4. Teach the form of "should" and "shouldn't": Subject + Should + Base Verb
5. Show a picture or a video clip of Homer Simpson and have classmates describe his character, especially if other class members are not familiar with him. (Briefly introduce Simpson as a classical cartoon character in the US if most of the students are not familiar.) Elicit his bad qualities: lazy, unhealthy, quick to anger, unintelligent. Board these and any additional problems students come up with. 2 min.
6. Same groups come up with advice for Homer using "should" and "shouldn't" 5 min.

        a. As they are doing this, walk around listening for errors to bring up later

        b. Check for feedback, board a couple examples, and then point out some errors that occurred: phonological or grammatical

7. Pronunciation work: determine the vowel phoneme used in "should" (/ʊ/) and explain other words which have the same phoneme – whole class. 2 min.
-Work through the exercises in chapter 18 of *English Pronunciation in Use* 15 - 20 min.
-Assessment: Individuals complete a worksheet choosing between the long and short "u" while you read out each word (http://www.englisch-hilfen.de/en/exercises/pronunciation4/index.php) 4min.

8. Advice card game: individuals write some problems they have currently or have had before that they are not too uncomfortable sharing. Demonstrate this by asking a student for a recent problem they've experienced, and gather advice from the class.
-Students anonymously write 1-2 problems on individual index cards, they may ask their groupmates for help. Monitor them and error correct while they are writing. 10 min.
-Groups hand their advice cards to another group.
-One at a time, with a pile of unknown problem cards, students take turns determining what advice to give after reading a problem card using the phrase "This person should . . ." Collect feedback, asking whether the advice is good or not

Sample Lesson Plan 6

5th Week   Unit: Making Suggestions   Lesson Two

Lesson objectives: Students will be able to:
- interpret the intensity and significance of modal verbs in suggestions, advice and commands (could, should, must)
- interact at a doctor's office, understanding both the role of the patient and the doctor
- hold a conversation with a doctor about health concerns

Materials	Evaluation
- Cambridge Unit 21, Asking for Advice and Suggestions (http://www.cambridge.org/grammarandbeyond/wp-content/uploads/2011/08/Unit-21.pdf) - medical vocabulary - role play worksheets: bogglesworld.com/doctor_roleplay.htm	- Observation during role-play
In-Class Assignments - Role play: Doctor's visit	**Homework Assignments** - Fact check points about American health care brought up in class

Procedure:
1. Go over homework. Groups discuss the advice they would give based on prompts used.
   -Collect feedback and ask other classmates if they had similar ideas 5-7 min.
2. Using *How English Works* and Cambridge.org to present formulaic expressions, point out the difference in obligation between must, should, ought to, could, had
   better. Demonstrate this on a scale on the board and drill pronunciation of expressions. 7 min
   -Present the whole class with sentences missing its modal verbs and allow students to choose the best word for the blank: must or should. (Resource: *How English Works* p.110) 10 min.
   -Pairs discuss: Edit an erroneous conversation using grammar skills they have learned. 7 min.
   i. Monitor during this and go over it afterward.
   ii. Pairs then dramatize this conversation. Monitor during this activity and point out errors heard regarding fluency, pronunciation, or accuracy. 10 min.
3. Elicit personal stories from students about visiting a doctor here in the United States.

-Group conversation: Have groups tell each other about what they know about health care in the United States 7 min.
-Hold class discussion during feedback – listing some commentary on the board. Assign homework: choose three points brought up in this discussion to fact check 3-4 min.
4. Pre-teach vocabulary used in the Doctor role play activity and drill pronunciation 10 min.
5. Role play - 20 min. (10 min in each role)
-Give half of the students a Treatment sheet and half and Ailment sheet
-Students should go around to different doctors choosing a different ailment to present to each doctor, students may improvise during the conversations, but they need to use the modal verbs discussed in class properly
-Switch roles
6. Gather feedback by asking what the best and worst advice was, go over errors observed during the role play and close the unit with Oral Questioning (Wiggins and McTighe, 2005, p.249) to check for understanding

Lesson 1:

Lesson 2:

Editing Task

Find and correct five more mistakes in the conversation.

Jordan   There are a lot of changes happening at my company.
         I'm worried I might lose my job.

Isabela Well, you ∧*had* better probably start looking for something else.

Jordan   I guess so.

5 Isabela At the same time, you better try to keep your current job. They say
         it's a lot harder to find a new job when you're unemployed.

Jordan   Is there anything I can do?

Isabela Yes, there's a lot you can do. First, why not to talk to your boss? You get along
         well, right? Why not asking for feedback on your work? Then, you probably ought

10   to tell your boss you're working on those things. You might want to keep in touch
         with her by e-mail.

Jordan   OK. What else?

Isabela Well, do extra work. You ought to take on extra tasks whenever you can. And you
         could not complain about anything.

15 Jordan That makes sense. Thanks, Isabela. I'd better ask you for advice more often!

Sample Conversation:
Visit to the Doctor

A = Doctor   B = Patient

A: Hi. Come on in and have a seat.
Now what seems to be the problem?

B: I have a _rash on my arm_.

A: How long have you had _the rash_?

B: It's been about _a week_.

A: Are you taking anything for it?

B: I _put some cream on it_ but it doesn't seem to be helping.

A: I see. Are you allergic to any medications?

B: Not that I know of.

A: I'm going to give you a prescription for _some ointment_. I want you to _apply it_ _three times_ a day. You should also _avoid scratching your skin_. And it's important to _use as little soap as possible_. Make an appointment to see me next week if it doesn't get better over the next few days.

Doctor's Activity Sheet

A Doctor's Visit

You are a doctor and patients are going to come into your office. Ask them about their condition, prescribe some medicine, and give them some advice.

Name	Medical Condition	Duration	Prior Medication	Allergic to Medication? Y/N
Mary	rash	1 week	cream	No

www.bogglesworldesl.com

Sample Conversation:
Visit to the Doctor

A = Doctor   B = Patient

A: Hi. Come on in and have a seat.
Now what seems to be the problem?

B: I have a _rash on my arm_.

A: How long have you had _the rash_?

B: It's been about _a week_.

A: Are you taking anything for it?

B: I _put some cream on it_ but it doesn't seem to be helping.

A: I see. Are you allergic to any medications?

B: Not that I know of.

A: I'm going to give you a prescription for _some ointment_. I want you to _apply it_ _three times_ a day. You should also _avoid scratching your skin_. And it's important to _use as little soap as possible_. Make an appointment to see me next week if it doesn't get better over the next few days.

Patient's Activity Sheet

A Doctor's Visit

You are a patient. Visit your doctor and tell them about your condition. Write down your doctor's recommendations in the table below. You should 'get a second opinion'. Visit two doctors for each ailment.

Doctor's Name	Medical Condition	Prescription	Prescription Directions	Other Advice
Dr. Jung	rash	ointment	_apply_ three times a day	Avoid scratching skin. Don't use soap
Dr. Brown.	rash	ointment	apply three times daily	Don't use cosmetics.

Ailment Role Cards

Ailment: You have high blood pressure **Duration:** You have had it for 2 months. **Previous Medication:** You haven't taking any medication for it.	**Ailment:** You have a rash on your arms and legs. **Duration:** You have had it for about four days. **Previous Medication:** You have put a cream on it.	**Ailment:** You have diarrhoea. **Duration:** You have had it for three days. **Previous Medication:** You have taken some pills that you bought at the drugstore, but they didn't help.
Ailment: You have the flu. **Duration**: Two days. **Previous Medication:** You took some aspirin.	**Ailment:** You sprained your ankle. **Duration:** You sprained this morning. **Previous Medication:** You took a painkiller.	**Ailment**: You have a sore throat **Duration:** You have had it for two days. **Previous Medication:** You have been taking some throat lozenges (throat candies).
Ailment: You have indigestion. **Duration**: You have had it for three weeks.	**Ailment**: You have constipation. **Duration:** You have had it for two weeks. **Previous Medication**: None.	**Ailment**: You have a bad cut. **Duration**: You cut yourself this morning. **Previous Medication**: None.

Doctor Treatment List

Photocopy one of these sheets for each student who is role-playing a doctor.

Ailment: diarrhoea **Prescribe**: some medicine Take twice daily. **Extra Advice**: (a) Drink plenty of fluids. (b) Avoid foods containing milk.	**Ailment:** flu **Prescribe**: antiviral medication. Take three times daily after meals. **Extra Advice**: (a) Get lots of rest. (b) Drink plenty of fluids	**Ailment:** constipation **Prescribe**: laxative. Take every morning when you wake up. **Extra Advice**: (a) Get some exercise. (b) Eat plenty of fruits and vegetables.
Ailment: sore throat **Prescribe**: some medication Take every four hours. **Extra Advice**: (a) Drink plenty of liquids. (b) Drink warm tea with honey.	**Ailment:** rash **Prescribe**: an ointment. Apply four times a day. **Extra Advice**: (a) Avoid scratching your skin. (b) Use as little soap as possible.	**Ailment:** indigestion **Prescribe**: antacid. Take after meals. **Extra Advice**: (a) Avoid spicy food. (b) Cut down on eating and drinking.
Ailment: cuts	**Ailment:** sprained ankle	**Ailment:** high blood pressure

Appendix B: Annotated Bibliography

Pedagogies

Bailey, K. (2003). Speaking. *Practical English Language Teaching* (pp. 47-59). New York, NY:

McGraw Hill Contemporary.

Bailey is one of 15 top specialists in ESL/EFL featured in this book. Speaking is one of the

four key "macroskills" presented by *Practical English Language Teaching*. Bailey gives a

historical overview of how communicative activities evolved in EFL and ESL classrooms

from the audiolingual method to Communicative Language Teaching. She focuses on

techniques, strategies, and tips for implementing speaking activities in the classroom while

focusing on improving students' fluency over accuracy. She gives speaking task ideas such

as role-plays, simulations, contact assignments, and jigsaw activities.

Brown, D. (2007). *Teaching by Principles, An Interactive Approach to Language Pedagogy*

(third ed.). White Plains, NY: Pearson Education.

This book gives an outline of the essential principles of teaching EFL and ESL: various

approaches, motivational factors, teaching across proficiency and age levels, contexts of

learning and teaching, designing and implementing classroom lessons, how to teach and

assess the four major skills: speaking listening, reading, writing. As far as classroom

methodology and lesson planning, this book is best for new teachers, but experienced

teachers will benefit from new classroom ideas, various methodologies, and information on

current pedagogical research on teaching practices. He gives an overview of the history of

TESOL methodology theories, today favoring a communicative approach.

Graves, K. (1996). *Teachers as Course Developers* (pp. 1-38). N.p.: Cambridge University Press.

These chapters focus on language teachers creating curricula and adapting curricula to suit

their lessons. The process of creating a curriculum is outlined in detail: needs analysis –

distinguishing between target needs and learning needs and what the learner perceives as

their needs, choosing objectives, teaching the course, modifying, and reteaching. As far as

having to adapt a required curriculum, Graves outlines how to suit the needs, abilities, and

interests of the students by cutting up component pieces of required texts and modifying it to

incorporate motivating activities. Graves also outlines how developing new materials is

beneficial when the provided materials do not meet the students' or instructor's needs, noting

the benefit of having your own collection of materials to choose from.

Johnson, K. (1995). *Understanding Communication in Second Language Classrooms* (pp. 93-

128). N.p.: Cambridge University Press.

These two chapters, "Teacher-Student Interaction", and "Student-Student Interaction" offer a

view of communication in second language classrooms, examining what teachers and

students bring to class interactions and how this affects student participation, perspectives,

and language acquisition. Linguistically analyzing classroom transcripts from a range of

instructional settings, Johnson notes that teachers can recognize how patterns of classroom

communication are established and maintained. These patterns affect participation, which in

turns affects the ways they use the language in and out of the classroom. Johnson highlights

the optimal conditions for communication: students having the need and desire to

communicate, opportunity to use language, opportunity to initiate and control conversation

and self- select when to participate.

Rossiter, Marian J. et al. (2010). Oral fluency: the neglected component in the communicative

language classroom. *Canadian Modern Language Review*, 66(4):583

This paper criticizes many ESL curricula for neglecting oral fluency and offers a wide variety

of effective strategies to improve students' fluency based on surveys. The techniques involve

free production, rehearsal/repetition, consciousness-raising, and use of formulaic sequences

and fillers. The paper describes oral fluency instruction that can be integrated into L2 classes

and activities to be done outside of class, such as surveying locals or contacting them over

the phone on a weekly basis.

Teaching Content

Baker, W. (2015). Research into Practice: Cultural and intercultural awareness. *Language*

Teaching, *48*(01), 130-141.

This paper reveals the significant role of culture in foreign language teaching class,

particularly in terms of cultural awareness and intercultural awareness. Cultural awareness

attaches more importance to national cultures while intercultural awareness more focuses on

the flexible and dynamic relationships between different cultures and languages. However,

until today, cultural awareness and intercultural awareness have not been widely applied in

foreign language teaching, so teaching effects are more or less weakened. Considering the

cultural dimension of English learning gradually becomes a mainstream, it is necessary for

teachers to increase their intercultural awareness and cultural awareness, in order to teach

students effectively in accordance with their cultural backgrounds and needs of times.

Cavallaro, F., Ng, B. C., & Seilhamer, M. F. (2014). Singapore Colloquial English: Issues of

prestige and identity. *World Englishes*, *33*(3), 378-397.

This paper stresses the important role of colloquialism in teaching English as a foreign

language. Although researchers focused on prestige and identity of SCE (Singapore

Colloquial English), their findings apply to broader geographical scope. Compared to formal

written English, colloquial English is much more widely used by speakers in daily life.

Meanwhile, colloquial is a language of identity and solidarity for most native speakers. If

foreign students learn some useful colloquial in English classes, it will be easier for them to

get adapt into American society and conduct more effective communication with native

speakers. In all, colloquial can be a useful teaching content in foreign language class.

Stringer, J. L. (1998). Teaching language as oral communication: Everyday life performance in

foreign language instruction. *Communication Education*, *47*(3), pp. 221-233.

This paper investigates the importance of performance-based oral communication instruction

in foreign language class and recommends ELP (Everyday Life Performance) as a useful tool

in English teaching. ELP is a teaching tool for conducting naturally existing conversation

where students and teachers recreate scenes from daily life. Research shows that one single

communication course cannot support undergraduate education enough. However, based on

the goal of empirical adequacy, ELP effectively helps students of all levels to cut down on

errors in pronunciation, fluency, and grammar, as well as comprehensively trains sensory

organs of students, including their ears, tongues, and eyes.

Tai, Y. (2014). The Application of Body Language in English Teaching. *Journal of Language
Teaching and Research*, *5*(5), 1205-1209.

This study reveals that body language as a type of non-verbal language has huge impacts on

interaction and communication between students and teachers in foreign language classes.

For teachers, body language helps express their intention in a more accurate and effective

way, triggers interest of students, simplifies instruction, and improves overall effectiveness of

foreign language teaching. For students, their teachers' body language in class also

strengthens their capacity of speaking, reading, listening etc. As a result, teachers should

actively use proper body language to assist their teaching and optimize functions of body

language, so as to achieve better teaching effects.

Yip, F. W., & Kwan, A. C. (2006). Online vocabulary games as a tool for teaching and learning
English vocabulary. *Educational media international*, *43*(3), 233-249.

This paper proposes the significance of vocabulary teaching in foreign language class and

suggests online vocabulary games as an effective tool to teach English vocabulary to

intermediate undergraduate students. A group of students were asked to learn some new

words from two designated websites with interesting gams, and the control group studied the same works in activity-based classes. Research findings show that students who received computer assisted instruction performed better than the control group in vocabulary tests. These students generally preferred online vocabulary games to traditional activity-based vocabulary tasks. Meanwhile, teachers also spoke highly of these online games, and were willing to adopt them when it comes to vocabulary memorizing.

Assessment

Arlington County Public Schools, VA. REEP, Arlington Education and Employment Program. (1997). Project Based Learning and Assessment – A Resource Manual for Teachers. Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.

In this study, the researchers conducted a two-year research on examining the effectiveness of applying alternative assessments in project based second language learning to observe students' learning in the linguistic, cognitive and affective domains. These three domains cover students' language skills, learner goals and learning strategies, and their perceptions and attitudes of learning which could all be reflected in carefully designed projects. Using a case study as example, the researchers developed a framework for developing a class project and illustrated in detail how to prepare, conduct, and evaluate a project. The researchers divided the assessing of learning outcomes into teacher assessment, peer assessment and self assessment. They also mentioned the importance of designing rubric to aid the assessment.

Samples of creative projects and alternative assessments were provided at the end of the article.

Although this article is not specifically focused on communicative skills assessment, it really useful because it provided a general idea on how to conduct a project based teaching, which is a main strategy our group would implement in our curriculum. The projects mentioned in the article all required strong communicative interactions with people, so they could be referred to in oral English classes. It is also inspiring how they include teacher, peer and self assessments in assessing learning. Since quite a few previous articles proved the effectiveness of peer and self assessment, it is encouraging to see a practical instruction on their implementations. However, though it proved that project based learning and assessment is useful for teachers to sees what skills and knowledge learners have and what they can do with language, it didn't provide sufficient evidence on how they improve students' learning. With some statistics comparing students' language competence between learning traditionally and in projects included, the article would be more comprehensive and persuasive.

Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, 56, 57-64.

This article questioned the validity of the pedagogic model based on the native speaker-based notion of communicative competence. The author saw native speakership as utopian because it is not only a linguistic myth, but also a kind of "enculturation". Considering that English is

an international language, the author pointed out that a lot of communication in English involves nonnative speaker–nonnative speaker interactions and doesn't expect native-like performances. Also, the standardized native speaker norms would circumscribe learner and teacher autonomy. By the end, the author brought up suggestions in improving the conventional model of communicative competence, such as recognizing the bilingual characteristics of language learners, involving contents relevant to language learners' lives in teaching materials, and equipping learners the ability to be aware of and cope with cultural differences.

This article discusses the communicative competence in English from a novel perspective. Supported by theories and statistics, the author argued that it is unrealistic and unnecessary to expect or instruct English language learners to become native like, which is inspiring but not quite persuasive. The idea that native speakership should not be the focus in communication classes and would like to involve it into a curriculum aim is valuable. Besides, it's true that pedagogies in improving English communicative competence should take into consideration students' cultural backgrounds and is not expected to devalue their own cultures when introducing the new culture. But given that the aim of our curriculum is to help students feel more at home living in the US and speaking English, instructor still need to familiarize them with the society and help them become more "native-like" just to reduce the potential trouble they may meet without losing their original cultural characteristics.

Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings. *International Journal of Applied Linguistics, 19*: 221–246. doi: 10.1111/j.1473-4192. 2009.00231.x

This paper begins by offering a definition of 'task', then evaluates a number of criticisms of Task Based Teaching (TBT) such as complaints on the impoverished interactions, inadequate coverage of grammar, limited input of 'new language' including vocabulary and pronunciation, and the role of teacher only as a manager or facilitator. The author responds to these critiques by pointing out their lack of recognition on the fundamentals and varies versions of TBT. He points out that tasks could either be 'in-put providing' or 'out-put providing', ensuring that learners could get enough exposure to 'new language' so as to get improvement in the correct 'form' of English. Also, a task based lesson can involve three stages (the pre-task phase, the main task phase, and the post- task phase), which requires teachers to not only facilitate the tasks, but also plan, direct and assess the tasks.

Through clarifying the misunderstandings of task-based teaching, this paper proves the feasibility of TBT in language teaching. It focuses on assessments and could be seen as an overall assessment on the methodology in this curriculum, and it solves many questions regarding to combine TBT with content teaching. Two things are extremely useful, that is, 'input providing' and 'output providing' versions of TBT, and its three phases. Therefore, there is space where content and explicit teaching could be integrated into the tasks to guarantee adequate inputs. Similar to the previous articles, this paper is also mainly based on theories and arguments, and is insufficient in real life evidence, which I find weakens its persuasiveness.

Pillar, Granville W. (2011). A Framework for Testing Communicative Competence. ELLE

International Conference, Partium Christian University, Romania, 16-17. *The Round Table:*

Partium Journal of English Studies, Volume II Fall Issue, pp.24-37.

This article proposes a framework and observation instruments for testing communicative

competence in a second/foreign language. The author defines communication competency as

the ability of learners to interact meaningfully and provides its four areas of knowledge and

skill as linguistic competence, sociolinguistic competence, strategic competence, and

discourse competence. Based on this, the article aims to provide an integrated assessment of

a learner's ability to communicate in spoken, interpersonal interactions. In order to assess

both verbal and non-verbal aspects of communication, the researcher used video to record

students' performances. Role-plays and interviews incorporated description, monologue and

dialogue are employed as testing strategies. The author also presents a detailed rating

schedule to conclude.

Theoretically grounded and detailed, the definition and constituent components of

communication competence illustrated by the author are persuasive and enlightening. His

definition of communication competence could be integrated into the big idea of our

curriculum design. The four components of communication competence are also instructional

in considering the way we organize our curriculum. The concern of mine is that the author

didn't show us the result of his research, so that we have no way to check the effectiveness of

the integrated assessment in improving the accuracy of assessing students' communicative

competence. Neither did the author tell us how this method could provide guidance in teachers' instructions. Therefore, although I am really attracted to the idea of integrated assessment, I would like to do more research on it before I apply it in our own curriculum.

Patri, M. (2002). The influence of peer feedback on self- and peer assessment of oral skills. *Language Testing, 19*(2), 109–13.

This article investigates the effectiveness of self- and peer-assessment of oral skills in the presence of peer feedback. The validity of self- and peer-assessment was discussed in the article, showing that more guidance on the marking criteria should be given to students to ensure the objectivity and consistency of the assessment, although self- and peer-assessment themselves do promote students' learner independence and autonomy. Considering the greater degree of subjectivity in evaluating oral skills, the author raised the method of introducing peer feedback in understanding assessment criteria to increase objectivity. A well organized experiment was then conducted to examine its effectiveness. The result of the experiment shows that peer feedback enhances learners' ability to make judgments on their peers' oral presentation skills comparable to those of the teacher.

The author examined the effectiveness of peer feed back in self- and peer-assessment in such a detailed and scientific way that the result of it is persuasive and reliable. The problem the author brought out about the subjectivity in assessing oral skills is insightful. Since our group is also considering applying peer-assessment as a part of the assessment in our curriculum, this article reminds us to spend adequate amount of time in training students in advance.

Using peer feedback as the way to minimize the inconsistency of assessment may be

effective according the research in this article. But I noticed that the marking criteria was

already set by the teacher previously, the peer feedback was mainly focused on reaching

agreement on the criteria by discussion. What I was thinking about was to give students more

freedom to negotiate the criteria with the teacher. In this way, students would gain more

autonomy and may have a clearer goal of what they want to achieve.

Appendix C: Annotated Resources and Materials

Resources for Grammar

Swan, M., & Walter, C. (1997). *How English Works*. Oxford, UK: Oxford University Press.

   This book presents grammar in a comprehensive and easy-to-read format. There are a lot

   of clear explanations, making even the most complex concepts comprehensible. There are

   many visual aids like comics. Activities include interactive speaking tasks and solo

   grammar activities. It can be used in the classroom and at home because there is an answer

   key.

Larsen-Freeman, D., & Celce-Murcia, M. (2016). *The Grammar Book* (third ed.). Boston, MA:

   National Geographic Learning.

   This book is geared towards teachers, containing many detailed grammatical descriptions

   and teaching suggestions organized into sections dealing with Form, Meaning, and Use. It

   helps teachers and future teachers grasp the linguistic system and details of English

   grammar, providing information on how structures are used at the discourse level. There

   are many helpful teaching suggestions including communicative activities.

Resources for Discourse and Integrative Tasks

Keller, E., & Warner, S. T. (1988). *Conversation Gambits*. Language Teaching Publications.

The Internet Tesl Journal. Retrieved from iteslj.org

Websites

These websites offer a variety of interactive activities for ESL learners in a classroom. Many activities here require students have knowledge of specific vocabulary, grammar structures, and discourse strategies to implement while communicating with other students. These are for teachers to use while lesson planning.

Boggle's World: http://www.bogglesworldesl.com

ESL Discussions: http://www.esldiscussions.com

Cambridge: http://www.cambridge.org/

ESL Library: http://www.esllibrary.com

One Stop English: http://www.onestopenglish.com

Isl Collective: http://www.en.islcollective.com

ESL Lounge: http://www.esl-lounge.com/

Busy Teacher: http://www.busyteacher.org

Resources for Pronunciation

Hancock, M. (2003). *English Pronunciation in Use: Intermediate*. Cambridge: Cambridge

University Press.

This book is easily comprehensible and contains listening and speaking activities to improve pronunciation. It contains information about the International Phonetics Alphabet (IPA), listening activities to decipher certain phonemes through minimal pair activities, intonation explanations. It can be used in the classroom or as homework. Please note that the

pronunciation taught is British. This can be advantageous while keeping in mind that English is a global language.

Websites:

These websites offer pronunciation activities such as imitation through sound files or YouTube videos, information about the International Phonetics Alphabet (IPA), listening activities to decipher certain phonemes, explanations of different accents, intonation explanations, and analyses of common mispronounced words.

http://www.manythings.org

http://www.agendaweb.org/phonetic-resources.html

Approaches to Lesson Planning and Classroom Methodologies

Andrade, M. S., (2009). *Language Games: Innovative Activities for Teaching English.* TESOL International Association

Preparing for teachers who want to create motivating and authentic learning environment, this book provides a wide range of innovative games that could be applied in your language classrooms. The book covers all the four main skills in English learning: listening, speaking, reading and writing. So teachers teaching any skills would be inspired by it.

Brown, D. (2007). *Teaching by Principles, An Interactive Approach to Language Pedagogy* (third ed.). White Plains, NY: Pearson Education.

This book gives an outline of the essential principles of teaching EFL and ESL: various approaches, motivational factors, teaching across proficiency and age levels, contexts of learning and teaching, designing and implementing classroom lessons, and how to teach and

assess the four major skills. Teachers will benefit from new classroom ideas, various

methodologies, and information on current pedagogical research on teaching practices. Each

chapter contains ideas for tasks to implement in the classroom; chapter 19, "Teaching

Speaking", has various activities to use when focusing speaking skills such as intonation,

stress, transactional conversation, direct and indirect conversation.

Valle, J. W. and Connor, D.J. (2011). *Rethinking disability: A disability studies approach to*

inclusive practices. New York, NY: McGraw Hill

A very comprehensible book providing a great insight into disabled students and their role in

the classroom. The book offers resources to improve understandings of inclusive education

and ways to approach your classroom, lesson planning, and learners with this in mind.

Websites

These websites are either established by second language teaching organization or

professional English teachers where latest information of ESL and free lesson samples could be

found. Teachers could use them to keep updated or exchange ideas with other teachers in the

field.

Tesol International Organization

http://www.tesol.org

Free English Lesson Plans

http://freeenglishlessonplans.com/2013/11/15/desert-island-problem-solving-speaking-activity/

Appendix D: References

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