

Module Optional Lesson Plan, Focusing on Efficient Classrooms ——The First Volume of English Grade 8 "Where did you go on vacation?" Module Integrated Teaching Design and Reflection

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ABSTRACT

Module teaching design has changed the traditional mode, that is, one lesson with one teaching plan. The teacher can choose the module combination form independently according to students' learning situation, and the choice of teaching content reflects the idea of "student-oriented". This choice is conducive to the efficient docking with the classroom teaching. The following is the teaching design of the first volume of English grade 8 "Where did you go on vacation?" , which reflects the characteristics of module integrated teaching design.

KEYWORDS

Module teaching design; First volume of English grade 8; Efficient classrooms

Analysis on teaching materials: The title of this unit is "Where did you go on vacation?". It mainly talks about how to use "where did you go..." "What did you do ..." "Did you..." "How were / was..." to describe things you did on vacation. If students can learn it well, it will be helpful for the students to express what happened in the past, especially, something about holidays and write down what happened in the past.

Every structured learning experience has four elements with the learner at the center, the third element is the knowledge, the content, or the problem, that is, the focus of the instructional experience. In instructional design terms, the knowledge component is the answer to the question, "what is the knowledge, what is the skill, what is the attitude that the instructional event is intended to facilitate in the student?"^[1]

Analysis on learners: The students in Grade 8 are very shy and they are afraid of speaking in front of the class but they are eager to express something in English and then write it down. So when I design my class, a lot of activities that can activate students to speak and write should be considered and reasonably designed.

Learners bring their own personalized knowledge, skills, and attitudes to the learning experience, which means the learner is individual whose brains is as unique as an individual's fingerprints and DNA and their knowledge bases inevitably become more individualized over time^[1].

Teaching content: Compulsory education textbook, English: Go for it, unit1 "Where did you go on vacation?" (Section B : 3a-3c).

Lesson type: Writing

Time: 1 period

Teaching objectives: At the end of the class, students are able to:

1. Knowledge aims

(1) Students can master the key words and phrases of this lesson: vacation, delicious, expensive, exciting.

(2) Students can master the key structures:

--Where did you...? How were/ was...?

--What did you...? Did you...?

(3) Know about some adjectives.

2. Ability aims

(1) They can express their feeling about their vacation and write it down.

(2) To cultivate their ability of cooperating with others.

3. Emotional aims

(1) They can express their feeling about what happened in the past.

(2) To raise their interest in learning English.

Listening, speaking, reading, and writing constitute the categories of language objectives. Try to include each category in the lesson plan. For example, a writing objective might include keeping a learning log or writing a letter to an expert source requesting information^[2].

Key points: How to let the students master the key words and key sentence structures to talk about something they did on vacation.

Difficult points: How to use the key words and key structures to write an essay about their vacation in the real situation.

It may not be possible to cover all of your district's or state's content objectives, so choose the most important ones. Also include process objectives for each content area^[2].

Teaching Method & Model: Task-based Teaching Method; Communicative Language Approach; A communicative approach to write; A process approach to write.

A knowledge of methods is equated with a set of options, which empowers teachers to respond meaningfully to particular classroom contexts. In this way, knowledge of methods is seen as crucial to teacher growth. Bell remarked: 'I think that teachers should be exposed to all methods and they themselves would "build" their own methods or decide what principles they use in their teaching.'^[3]

Teaching aid: PPT, some pictures, blackboard, exercise paper.

We shape our tools and our tools shape us. Learning occurs only within a context---that is, through an interaction between a person and a learning environment^[1]. AI may enable achieving educational priorities in better ways, at scale, and with lower costs. Addressing varied unfinished learning of students due to the pandemic is a policy priority, and AI may improve the captivity of learning resources to students' strengths and needs. Improving teaching jobs is a priority, and via automated assistants or other tools^[4].

Teaching procedures

1. Pre-learning module: In this module, the main purpose is to active students and arouse their interest by predicting. Asking some relevant problems and showing some related pictures would be a top choice. Predicting is foundational to comprehension. They do this by predicting what they think is going to happen in the selection and by revising their predictions as they read. As with all comprehension strategies, predicting is based on the thoughtful use of prior knowledge. Readers make predictions based on purpose for reading, topic clues to make predictions. That is, readers mouse their prior knowledge about the topic as the basis for making the prediction^[5].

Lead-in (3 mins)

(1) Ask students to answer a question "Where did you go on vacation?"

(2) Show some pictures of places they can go during their vacation.

Purpose

Students are familiar with the topic "vacation". So their interest would be aroused and also the pictures can activate what they have learned before.

2. Introduction module: In this module, the tasks can be the introduction of the topic by providing relevant situations and deepen it by playing games. Situational introduction is an essential way to arouse the students' learned knowledge, which can be a bridge to connect the old and new knowledge. Besides, playing games is a good way to raise students' interest, enjoying the happiness of English learning. Comprehensible input is defined as L2 input just beyond the learner's current L2 competence. If a learner's current competence is i , then the comprehensible input is $i+1$, that is, input still understandable by the learner, but containing linguistic evidence relevant for the next step in the developmental sequence^[6]. The process of supportive dialogue which directs the attention of the learner to key features of the environment, and which prompts them through successive steps of a problem, came to be known as scaffolding in some interpretations of sociocultural theory. The domain where learning can most productively take place was christened by Vygotsky the Zone of Proximal Development, that is, the domain of knowledge or skills where the learner is not yet capable of independent functioning, but can achieve a desired outcome given relevant assistance^[6]. Being able to communicate required more than linguistic competence; it required communicative competence—knowing when and how to say what to who. Communicative Language Teaching aims broadly to make communicative competence the goal of language teaching^[3].

Brainstorming (10 mins)

- (1) Show a dialogue about this topic.
- (2) Play a game. Ask students to role-play the dialogue.
- (3) Draw the sentence patterns from the dialogue.
- (4) Let students to use these patterns to make relevant sentences.
- (5) Show more pictures and related words to let them know how to lengthen their topic.

Purpose

- (1) Use dialogue to acquaint students with related expression about this topic.
- (2) Consolidate what they have learned before and let them enjoy the happiness of learning English.

(3) Playing games can arouse students' interest, and also repetition can make them familiar with related expression. On the other hand, playing games can cultivate close relationship among students, creating a great class atmosphere.

(4) The pictures shown in this stage aim to teach students how to talk the topic longer, making longer sentences by pictures and then forming an essay.

3. Learning module: In this module, the main task is to let our students write things on their own after observation and reading. Just as listening is the key to speaking, reading is the key to writing. The same principle applies: understandable, compelling input is the foundation for effective output. In other words, listening is the foundation for speaking and reading is the foundation for writing. You will read stories and authentic books to master English writing. You'll need a lot of reading in order to write effortlessly^[7].

Mapping and free writing (15 mins)

- (1) Show students an essay about the description of things done during vacation.
- (2) Ask the students to read the essay in silence and remind them to pay attention to the passage structure to let them know how to write.
- (3) Analyze and draw out the structure of the passage.

Purpose

By giving an example, let students know how to construct an essay by imitation and then try to write a better essay.

4. A study module: In this module, the main tasks are about concluding the steps in terms of writing an essay by study. Feedback, when used as part of a formative assessment system, is

powerful way to improve student achievement. Hattie and Timperley propose a formative assessment system that has three components: Where am I going? (feed-up) How am I doing? (feedback) Where am I going next? (feed-forward)^[8]

Outlining (8 mins)

(1) Use a chart to teach students how to write in terms of writing process, say, there are five steps.

(2) Show the layout of an essay, say, the three-para. structure

Purpose

(1) To acquaint students with the writing steps.

(2) To know how to write on their own.

5. Exhibition learning module: In this module, students need to show their works, and edit it in pairs. Pair-editing is not only consolidate what they have learned, but also can cultivate students' cooperation ability. Explicit correction: a move that indicates an utterance is problematic and at the same time provides the solution to the problem^[9].

Drafting and editing (8 mins)

(1) According to what have learned before, let students write an essay based on the free writing.

(2) Let students to edit it with each other.

Purpose

(1) To write in the class can consolidate what they have learned in the class in time, thoroughly understanding it.

(2) Revise the writing steps to know how to write and how to edit an essay.

6. Extension module: In this module, the homework is quite important to extend what they have learned. By doing homework, students can have a continuous learning. Writing models posit a pivotal role for working memory in the process and product aspects of written composition. The rationale for the importance of working memory in writing is that writing is an effortful process that requires cognitive resources for conscious information processing and that such resources are afforded by working memory, a cognitive space for simultaneous information storage and manipulation. The importance of working memory is supposedly more evident in second language writing than first language writing due to the extra cognitive burden caused by L2 writers' incomplete and non-automatic linguistic system. Thus, working memory is critical to an accurate understanding of the mechanism and underlying process of L2 writing^[10].

Homework (1 min)

Ask students to write an essay about their vacation according to the after-editing version.

Purpose

Review the knowledge they have learned and have an extended learning.

Blackboard design

The title: Unit 5 Where did you go? (place it in the middle of the blackboard)

New words: vacation, delicious, expensive, exciting... (place it in the left part of the blackboard).

New sentences: --Where did you...? How were/ was...? --What did you ...? Did you...? (place it in the right part of the blackboard)

A whole review on my class

The goal of the teacher is to facilitate students' language learning by engaging them in a variety of tasks that have a clear outcome. The teacher's role is to choose tasks, based on an analysis of students' needs, that are appropriate to the level of the students and to create pre-task and task follow-up phases that are in line with the abilities and needs of the students. A pre-task phase typically begins a task sequence. During this phase, a teacher can introduce the students to the language they will need to complete the task. The tasks are meaningful and relevant so that the students see the reason for doing the task and can see how the task relates to possible situations in

their lives outside the classroom. A post-task phase takes place to reinforce students' learning or to address any problems that may have arisen^[9].

Reflection and solutions

In this lesson, students can learn how to talk about where they went on their vacation. But I may not pay attention to every student, so I should handle the whole class better next time. Using homework is a good way to check whether they have mastered the knowledge. There are allusive problems in my class. First, The time I consumed is more than 45 mins, making the whole class not that perfect. Second, the teacher - student interaction in my class is not enough, about which I think I should design more activities. Third, the homework is not scientific, too simple, I think I should give more details or requirements. Fourth, My apt should be much more simple, giving it less words with main points. The last one is that I think I should write something on the blackboard. The problems above are what exist in my class.

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