Nurturing Community and Student Voice through Communicative Language Teaching and Storytelling

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Nurturing Community and Student Voice through Communicative Language Teaching and Storytelling

A Field Project Presented to The Faculty of the School of Education International and Multicultural Education Department

In Partial Fulfillment Of the Requirements for the Degree Master of Arts in Teaching English to Speakers of Other Languages

By Dana Behr December 2018
Nurturing Community and Student Voice 
through 
Communicative Language Teaching and Storytelling 

In Partial Fulfilment of the Requirements for the Degree 

MASTER OF ARTS 
in 
TEACHING ENGLISH TO SPEAKERS OF OTHER 
LANGUAGES 

by 
Dana Behr 
December 2018 

UNIVERSITY OF SAN FRANCISCO 

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree. 

Approved: 

Instructor/Chairperson Date
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Statement of the Problem

“Norton (2000) used Bourdieu’s concept of the right to speak to explain how for many immigrants the nature of participation in particular interactions is marked by their marginalized position in society, which conditions the way they are perceived as both interlocutor and speaker. She viewed the nature of adult learner affect as interrelated to a group’s sociopolitical status and oftentimes leading to feelings of inadequacy, inhibition, and low self-esteem when acquiring the target language” (Ciriza-Lope, Shappeck, and Arxer, 2016).

This disposition, as described by Norton, can be an impediment to the learning process if amelioration does not exist in the context of the learning environment: “Learner affect (i.e., the learners motivation, anxiety, self-esteem, and confidence) is considered to be one of the most important determinants in language learning” (e.g., Gardner, 1985; Gunthner, 2010, 2011; Selting, 2010; Skehan, 1989; Spolsky, 1989, Watson-Gegeo, 2004). “Gunthner (2011), following the pioneering work of Stern (1983) and others, even placed affect and cognition on the same plane when identifying major variables to language learning” (cf. Atkinson, 2011). Therefore, it follows that incorporating pedagogical practices that positively impact the second language learners affect should positively effect learning outcomes.

How can this outcome be achieved by in the ESL classroom when there are multiple variables suppressing the students voice and sense of identity? According to Marshall (2010), students who become ESL learners during secondary school and university need to “overcome a change of country, learning culture, and language and have to struggle through ESL classes at
school as part of the transition. As well as overcoming ESL, many also have to deal with troubling stereotypes about ethnic background and cultural competence from teachers and students.” She then focuses in on “the pervasive deficit remedial ESL identity” as being “an identity that many students first encountered painfully during secondary education, and reencounter again during their first year of university” (Marshall, 2010).

“During 2nd language acquisition, a learners’ identity is consigned, juxtaposed, co-constructed, and reified through various affective positions and mitigating linguistic behaviors” (Ciriza-Lope, Shappeck, and Arxer, 2016). Thus, providing a curriculum that empowers ESL students to articulate their own experiences, by telling their own stories, not only gives them an arena in which they can self-define their identity, but also improves learners’ motivation, self-esteem and confidence. The benefit of these activities can be augmented by having their own stories provide authentic materials from which students can engage in learning the target language.

Young adult and adult ESL learners come to the learning environment already armed with a plethora of life experience that has been formed in the context of another culture. Bilingual or multilingual students bring a diverse and rich range of experiences and cultural perspectives to their academic environments. This being the case, the curriculum can help redefine what is sometimes viewed as a deficit ‘remedial ESL’ identity as an enriching asset to be welcomed.

“Identities are also linked to specific social factors; broader political, economic, and historical context (Gal 1988); access to resources, power, and privilege in a society” (Norton, 1997); “and social opportunity, political arrangements, relations of power, and language ideologies” (Pavlenko and Blackledge, 2004). Through storytelling, students can give voice to
their experiences, from their perspectives, in relation to their own ‘political, economic, and historical contexts’. They can express their own views on ‘social opportunities and on relations of power’. Even a short story accompanied by a few photographs, in the form of a digital story, can elucidate the perspective of the student(s) and give rise to authentic material that can drive a desire to learn or refine the target language: Being given a space and techniques for self-expression could serve as a catalyst for the student to empower and define her or his own identity through the medium of the target language.

With a focus on identity formation and academic writing, Ivanić (1998) has used the term ‘discoursal identities’ with reference to the different processes of identity formation that relate to learners and university writing: an autobiographical self built from life histories; a discoursal self, purposely constructed for a particular piece of writing; and an identity as an author’ (Marshall, 2010). In her article, Storytelling and Academic Discourse: Including More Voices in the Conversation, Mlynarczyk states that “as concerned teachers and scholars, the challenge is to help students learn to use storytelling appropriately as a way to strengthen their thinking and their writing inside-and outside-the academy” (Mlynarczyk, 2014).
Purpose of the Project

The purpose of this project is to provide an ESL curriculum design, for intermediate to advanced learners, that will facilitate the development of the students’ voice and encourage a sense of community through the medium of storytelling. The pedagogical objective of teaching reading, writing, listening, and speaking skills is imbedded in the process of creating and telling stories. The acquisition of these skills is augmented through utilizing student-centered communicative activities, using authentic material that is created by the students themselves, and empowering the students with tools that will enable them to create their own digital stories.

According to Mokhtar, Kamarulzaman & Syed (2011) “storytelling is one of the best ways to help students learn the four skills in their first and second language because of the numerous benefits embedded in stories. It also enhances learners’ communication skills.” Also, Mallan (1992) stated that “studies suggest that there are positive effects in intellectual, social, and emotional development of students who are encouraged to use storytelling. As students engage in storytelling they learn to listen, to participate in and understand narrative discourse and create a path to more sophisticated use of language, reading, and writing in their everyday lives” (Mokhtar et. al, 2010). Academic and social development are an integral part of effectively developing and eliciting voice: Research supports that integrating storytelling into language teaching can achieve this end.
According to Ohler (2013) Digital Storytelling (DST):

- Is based on writing. While writing may not be the final product of a digital story, it is the most important part of the process;

- Contains authentic writing, through which the writing skills of students can be developed in a unique and satisfying manner;

- Forms bridges to traditional writing. Students handle many different curricular or extra-curricular issues in a creative and explanatory manner and then synthesize them before effectively performing the first stage in developing digital stories.

- Requires deep thinking, which is an important aspect of the writing process, as stories embody one’s own reflections in the intermutual relationship between the writing process and thinking.

“Digital Storytelling (DST) emerged from the integration of multi-media and storytelling in order to meet the various needs of individuals, such as communication and self-expression, and to facilitate teaching and improve skills” (Sarica & Usluel, 2016) “DST provides opportunities for the improvement of students’ skills including problem solving, cooperative learning, motivation, achievement and critical thinking, within the context of formal education” (Belet & Dal, 2010; Frazel, 2010; Hung, Hwang & Huang, 2012; Malita & Martin, 2010; Ohler, 2013; Yang & Wu, 2012). Through integrating digital storytelling into the curriculum, the
students’ voice is given central focus through a process-oriented project, which empowers the student by improving multiple skill sets.

Throughout the course, students engage in activities that require self-expression: During the first three weeks, the students will participate in communicative activities and writing tasks that allow them to explore their perspectives on images, cultural events, and personal experiences. In the fourth week, they will select a topic from the short writings that they generate; then, expound upon that topic in the form of a composition. In the fifth week, they will convert their composition into the form of a story board and receive instruction in the tools necessary to create their own digital representation. They will be given the sixth week and seventh week to refine their digital stories. The eighth week will be spent sharing their work with the class. This design allows students to be stimulated by their peers, receive scaffolding from the teacher, and independently develop topics that are of interest to them.

Nicholas, Rossiter, & Abbot (2011) found that “using authentic texts can lead to enhanced motivation and positive affect for ESL learners.” The same authors also reported that “participants perceived that story promoted language learning, an understanding of genre, and community building, while also enhancing authenticity, affect, and motivation” (Nicholas, Rossiter, & Abbot, 2011). Guariento and Morley’s (2001) observations echo what learners reported in the article The Power of Story in the ESL Classroom: “Learners’ own stories are a rich source of authentic material, which provides genuine purpose, emphasizes real-world goals, fosters classroom interaction, and promotes engagement.”
Theoretical Framework

The field project is rooted in three second-language acquisition theories: Maslow’s Theory of Hierarchical Needs, as it pertains to motivation; The Communicative Language Teaching Approach; and, Long’s Interaction Hypothesis.

Maslow’s Theory of Hierarchical Needs:

According to Maslow, intrinsic motivation is superior to extrinsic motivation. His theory espouses that motivation is based both on having basic needs met and then on the individual experiencing a sense of community, security, identity, and self-esteem. The pinnacle of the individual’s evolution, according to this paradigm, leads to self-actualization. Edward Deci (1975, p. 23) defined intrinsic motivated activities as those for which “there is no apparent reward except the activity itself.” People are motivated to engage in activities for what they personally derive from the engagement, rather than an extrinsic reward.

The curriculum is designed to elicit intrinsic motivation in the classroom through activities that engage the students in developing communicative competence. The design encourages the students to develop their own voice and represent their own perspective in the context of creating stories that are relevant to their lives. This being the case, the students ultimately choose their own topics and determine how they will go about fulfilling the goal of creating their workshop stories and ultimately their digital story. The strategies utilized to
develop and create their work necessitate learning to hone their communication skills, both through cooperative learning and through independent activities. In the process of engaging in communicative activities and independent development, the students receive feedback on their performance from their peers and from the teacher. All these facets of the curriculum design lead to inculcating a sense of community, identity, self-esteem and intrinsic motivation.

**The Communicative Language Teaching Approach:**

Communicative competence enables us to convey, interpret, and negotiate meanings when engaging in interpersonal communication. It also allows us to discern appropriate dynamics based on the context in which an interaction occurs. Michael Canale and Merrill Swain developed a seminal work defining communicative competence. This work is “still the reference point for virtually all discussions of communicative competence in relation to second language teaching” (Brown, p. 219).

Grammatical competence, discourse competence, sociolinguistic competence, and strategic competence are all facets of communicative competence that students will develop in the process of exploring topics and participating in the process that leads to the creation of their own digital story.

**Long’s Interaction Hypothesis:**

Long’s Interaction Hypothesis is a social constructivist model that states that “comprehensible input is the result of modified interaction” (Brown, 305). Modified interaction is the result of native speakers and others being intentional in rendering their input comprehensible to the listener. According to Long, linguistic rules develop in the context of
interactive communication. Therefore, designing maximal opportunities for modified interaction is essential for developing fluency in the second language learning environment.

The activities in the curriculum create an environment where input and modified interaction stimulate the students to create his or her own learner language. This will be achieved in the context of student-centered interactive activities and dialogue, writing exercises, and scaffolding from the teacher.

**Significance of the Project**

The project has potential to have significance for intermediate and advanced ESL students by serving as a catalyst for the development of voice and expression of identity. This medium of expression can develop self-esteem and community, contributing to a positive affect of students in the context of the ESL learning environment; thus, creating a positive association with the acquisition of the target language.

Additionally, this approach calls upon communicative language development through verbal interchanges and the written word. Expression of nuances, that might otherwise be initially limited through language expression alone, can be augmented through the use of images, that the student selects, and integrates into a short (three to five minute) digital story. Another benefit of employing students to generate their own materials, is that the teacher is informed and provided with authentic materials from which to glean insight into culturally relevant topics and mine valuable insights into language learning needs.
Limitations

There are also limitations with the structure of this field project. The curriculum assumes an understanding of some English vocabulary and basic sentence structure; Therefore, this project design would be most suitable for intermediate and more advanced ESL learners.

Another limitation, imbedded in the project design, is the need for access to a computer or smartphone that can run the software necessary to create the digital stories. Additionally, the students’ language skills must be at a level of proficiency where they can understand and apply the directions to utilize the software to create the digital stories.

Definition of Terms

Authentic: In education, the term **authentic learning** refers to a wide variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications. (The Glossary of Education Reform, 2013)

“Communicative Competence: That aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.” (Dell Hymes, 1972, 1967)

Discourse Competence is the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Discourse means everything from simple spoken conversation to lengthy written texts. (Canale & Swain, 1980, p. 29).

DST: **Digital storytelling** now combines tradition with technology and allows students to tell stories through voice, text, images, audio, and video. (Edtechteacher, 2017)
**ESL**: the teaching of English to people who speak a different language and who live in a country where English is the main language spoken. *ESL* is an abbreviation of “English as a second language.” (Merriam-Webster Learners Dictionary, 2018)

“**Extrinsic motivation** is fueled by the anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback” (Brown, p.172).

**Grammatical Competence** is that aspect of Communicative Competence that encompasses “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar, semantics, and phonology” (Canale & Swain, 1980, p. 29).

“**Intrinsically motivated activities** are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward… Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination” (Brown, p.172).

**Modified interaction** is defined as the various modifications that native speakers and other interlocuters create in order to render their input comprehensible to others. (Brown, 305)

**Process-oriented**: A process-oriented syllabus focuses on the skills and processes involved in learning language. A process-writing syllabus would focus on the process’s writers use to complete their tasks, such as collecting information, organizing ideas, drafting and revising, rather than just the features of the products of writing, such as letters, compositions, notes, reports etc. (BBC Teaching English, 2008)
**Sociolinguistic competence** is the knowledge of sociocultural rules of language and of discourse. This type of competence “requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. (Canale & Swain, 1980, p. 29).

**Strategic competence** is “the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence.” (Canale and Swain, 1980, p.30) It is the competence underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication through “paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style” (Savignon, 1983, pp. 40-41).

Story-board: A **storyboard** is a graphic organizer in the form of illustrations or images displayed in sequence for the purpose of pre-visualizing a motion picture, animation, motion graphic or interactive media sequence. (Wikipedia, 2018)

**Student-centered learning:** The term student-centered learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. (The Glossary of Education Reform, 2014)
CHAPTER II
REVIEW OF THE LITERATURE

Overview

Review of the Literature

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CHAPTER II
REVIEW OF THE LITERATURE

Introduction

As was mentioned in the introduction, both the affective filter and cognition are major variables when learning a language (Gunther, 2011). Therefore, the design of a communicative ESL class needs to give significant priority to the expression of student’s identity and the development of a sense of community; since, these factors strongly influence student perception. Many language learning classes are large and give an emphasis to teacher talk time: “In such a learning environment, students’ passivity is typical” (Sami Al-wossabi, 2016). Sami Al-wossabi (2016) recommends engaging learners and promoting self-expression that enables students to use language in meaningful and appropriate ways to help achieve oral proficiency. Storytelling is an excellent medium through which students can be empowered in these ways. Research has found that in addition to augmenting oral skills, storytelling and digital storytelling enhances other communicative skills as well; these include, listening comprehension, visual memory, and writing skills (Hemmati et al., 2015; Mokhtar et al., 2011; Sami Al-wossabi, 2016; Sarica and Usluel, 2016). In the context of a storytelling classroom, ESL students can express identity, develop discourse competence, develop community, and improve on other communicative language skills.

Three theories that pertain to second-language acquisition that were applied during the design of this ESL communicative language learning course are: Maslow’s Theory of Hierarchical Needs, The Communicative Language Teaching Approach, and Long’s Interaction Hypothesis. The following literature will provide insight into the relationship between these language theories and storytelling in the context of a communicative language setting.
Specifically, the review will look at seven empirical studies and three articles that concern the following underlying themes: The development of voice and identity and their impact on affective filter, storytelling and the development of communicative language skills, and, the value of authentic materials. Within the first theme two studies were examined: “Emergent Target Language Identities Among Latino English Language Learners” by Maria Ciriza-Lope, Marco Shappeck and Steven Arxer (2016) and “Re-becoming ESL: Multilingual University Students and a Deficit Identity” by Steve Marshall (2009). Additionally, one article was explored, “Storytelling and Academic Discourse: Including More Voices in the Conversation” by Rebecca Williams Mlynarczyk (2014). All three discussed the benefits of inculcating an environment where students can explore and express their identity in the context of an ESL classroom. Falling within the second theme are three studies: “The Effect of Teachers’ Storytelling and Reading Story Aloud on the Listening Comprehension of Iranian EFL Learners” by Fatemeh Hemmati, Zeinab Gholamrezapour, and Gholamreza Hessamy (2015); “The Effect of Digital Storytelling on Visual Memory and Writing Skills” by Hatice Cirali Sarica and Yasemin Kocak Usluel (2016); and, “The Effectiveness of Storytelling in Enhancing Communicative Skills” by Nor Hasni Mokhtar, Michi Farida Abdul Halim, and Sharifah Zurina Syed Kamarulzaman (2011). Also, there are two articles: “The Integration of Form-focused Instruction within Communicative Language Teaching: Instructional Options” by Dina Abdel Salam El-Dakhs (2015) and SLA Classroom Research and EFL Teaching Practices of Oral Skills” by Sami Al-wossabi (2016). All discussed the benefits of Storytelling and/or Communicative Language Teaching for ESL/EFL learners. Finally, to explore the benefits of integrating authentic materials into the ESL/EFL classroom, two studies were reviewed: “They Made it! Enhancing University-Level L2 Learners’ Listening Comprehension of Authentic

**The Development of Voice and Identity and their Impact on Affective Filter**

In the study, “Emergent Target Language Identities Among Latino English Language Learners”, Ciriza-Lope et al. (2016) describes the findings of an analysis performed at Dallas Public Library in Dallas, Texas. The study describes “how language socialization experiences are shaped by the learners’ affective stances toward the project of learning and using the English language” (Ciriza-Lope et al., 2016).

The sample analyzed consisted of 40 adult Latino ESL students: 26 women and 14 men, who were “employed in a range of low-wage occupations” (Ciriza-Lope et al., 2016). The methodology included an analysis of audiotaped interviews and 36 weeks of participant observations. The findings revealed the following: (1) Learners investment was cultivated by a sense of fraternity with other Latino ESL adult students. (2) Similar frustrations were aired and considered among the peer group. (3) Anxiety in relationship to socializing in American English was articulated and created fraternity among the group that was eager to learn the target language. (4) Solidarity, through empathic discourse, was developed on the topic of linguistic insecurity when interacting with the younger generation (Ciriza-Lope et al., 2016). The research concluded that when students identify and use empathy to “negotiate the type of emotions deemed permissible in the emergent context of the ESL classroom” (Ciriza-Lope et al., 2016), the platform can be used as a bridge between themselves and other English language interlocuters.
In the study, “Re-becoming ESL:  Multilingual University Students and a Deficit Identity”, Marshall (2010) analyzes a group of multilingual students at a university in British Columbia, Canada. In this article, the author illustrates “how students use languages, how students describe their identities, and how students perceive re-becoming ESL” (Marshall, 2011).

The data for this research was selected from a “two-year, mixed method study of foundational academic literacy development” (Marshall, 2011). For this study, 977 students completed optional online pre and post-course surveys. The questions in the surveys pertained to the languages that the students used, their identities, and academic literacy development. After the completion of the course, 18 participants were interviewed.

In the pre-course survey, students were asked to describe their linguistic background. The results showed the following data: 88.9% speak another language in addition to English; 11.1% did not. 50% of the students use a language other than English at school; 49% did not. 86.5% of the students use a language other than English when they are living at home; 13.5% did not. 66.7% write in a language other than English; 33.3% did not.

The “participants also described diverse and complex identities, making the process of re-becoming ESL, with what many see as a narrow deficit identity, all the more difficult” (Marshall, 2010). The students defined their own identities according to the following categories: 91.6% according to national identity; 15.9% according to a linguistic identity; 37.3% according to the number of years they lived in Canada (temporal); 3.3% self-identified with a declaration of ESL; 13.4% identified with their legal status in Canada; 11.7% identified with their family ties; 3.9% based their identities on their physical appearance; 0.8% identified with their religion; 4.2% identified with their first nation of residence; and 1.9% identified with their previous educational experiences.
Regarding pre-course questions that were designed to measure student’s feelings toward ESL, only 3.3 responded with a positive sentiment; 15.3% responded with a negative sentiment; and, 34.4% responded with a neutral sentiment. The remainder provided either their own definition or a description of an ESL course. Reflecting upon why students may have had negative feelings associated with being labeled with an ESL identity, Toohey (1992, 88) is quoted as stating:

“Students requiring ESL instruction are not defined in terms of potential or talents. Students’ previous educational achievements are not considered, their previous cultural and/or creative endeavors are not explored, and their first languages, those in which they have already developed fluency and possible literacy, are ignored.”

Marshall (2010) concludes that central to achieving an “opening up of spaces for the multiple voices of students through multiple forms of literacy,” students must be given an environment that nurtures an experience that “when they speak, their voice tells other people information about them; who they are, where they are from, what they feel, etc.” (and that) “Their voices in writing can tell the readers similar information” (Marshall, 2011).

Mlynarczyk’s (2014) article, “Storytelling and Academic Discourse: More Voices in the Conversation”, describes various perspectives on the relationship between narrative writing and academic discourse. She concludes that “both are important for college students, particularly students placed in basic writing or ESL composition” (Mlynarczyk, 2014). She sees both modes as a rich and necessary part of the ESL student evolving and expressing him or herself, with clarity, in the context of the academy. Rather than viewing narrative and traditional rhetorical structures that are used in academic settings as ‘separate modes’ she ultimately espouses that ‘rhetorical dexterity’ is cultivated when students views and opinions are inculcated in the context
of narrative writing and/or journaling: Only after this process has been explored and the student has a sense of their own views, Mlynarczyk supports having the students expound upon their perspectives in the context of less subjective and more objective rhetorical structures.

**Storytelling and the Development of Communicative Language Skills**

The study, “The Effect of Teachers’ Storytelling and Reading Story Aloud on the Listening Comprehension of Iranian EFL Learners” was conducted by Hemmati et al. (2015). This quasi-experimental work compared the effect of reading a story aloud with storytelling on Iranian EFL learners. The researchers observed 99 students for 6 sessions. The students were divided into two experimental groups and one control group. One group listened to stories *told* by their teacher; another reading group listened to stories *read* aloud by their teacher; and, the third group listened to the listening parts of their textbooks, rather than a story.

Three instruments were used for data collection: An English placement test for selecting intermediate learners was used. An Objective Placement Test by Lesley et al. (2008) was utilized for pre-test and post-test measurements. And, The Turn of the Screw, by Henry James (2002) was the story presented.

The findings revealed that there was a statistically significant difference in listening comprehension between the control group and both the story telling group as well as the reading story aloud group. Additionally, a statistically significant difference was found between the storytelling and reading aloud group. The storytelling group outperformed the reading story aloud group. The findings of this study were that “as students listen to a story, they in fact learn how to listen; (therefore,) storytelling is a successful strategy to increase student’s oral skills” (Hemmati et al., 2015).
Sarica & Usluel (2016) focused their study, reported in “The Effect of Digital Storytelling on Visual Memory and Writing Skills”, on 59 students in Turkey who were enrolled in an education program with the Educational Volunteers Foundation of Turkey.

The research design included a randomized pre-test and post-test of both the control group and the experimental group. The experimental group consisted of 29 students and the control group included 30 students. The data collection tool that was used to measure the visual short-term memory capacity of the students was the Benton visual retention test (BVRT). The composition (written narrative) evaluation scale, developed by Sever (2004), was used to evaluate the students writing skills. Hypothesis were tested using the t-test.

The findings revealed that the student’s visual memory capacity and writing skills improved in both groups; however, the average gain scores were higher in the experimental group. The difference in writing skills of the students who engaged in a digital storytelling project as their activity improved significantly according to the statistical measurements.

Mokhtar et al. (2011) conducted a qualitative analysis for the study “The Effectiveness of Storytelling in Enhancing Communicative Skills”. This study was done in Malaysia, in which 30 students’ oral and written skills were evaluated: This was done after a semester of foundational English centered around storytelling. Data from teacher observations, student questionnaires, focus group interviews, and audio/video recordings were utilized to answer the following questions: (1) “What are the effects of storytelling on the language aspects of students’ communication skills?” (2) “What aspects of communication are improved/enhanced through storytelling?” (Mokhtar et al., 2011).
The students were assigned to read an average of 4-5 titles of easy Penguin Readers for pleasure. Then groups of three were given an assignment to tell a 15-minute story based on one of the stories from the Penguin Reader collection. Each student in the group would present for 5 minutes. Each student group gave a total of 3 presentations in a 14-week semester.

The findings showed that storytelling has beneficial effects on reading skills, vocabulary development, comprehension, sequencing, and story recall. The research concluded that students need “to have extensive opportunities to hear and produce target language” (Mokhtar et al., 2011). The research also concludes that teachers need “to include more guided practice activities with clear instruction” (Mokhtar et al., 2011).

El-Dakhs (2015) wrote the article, “The Integration of Form-focused Instruction within Communicative Language Teaching: Instructional Options”. The work describes the viewpoints of theorists who support Communicative Language Teaching (CLT) as well as theorists who are proponents of Form-focused Instruction (FFI) in Communicative Language teaching. CLT promised successful language learning if language was taught and utilized as an instrument of social interaction. Krashen (1981) believed that “language acquisition happens through natural use of the language in meaningful interactions and communicative situations” (El-Dakhs, 2015). In 1983, Long supported and added to Krashen’s hypothesis with his own interaction hypothesis. According to Long’s hypothesis: “Interaction with competent speakers of second language largely contributes to language acquisition. Facilitation to language learning is derived from the naturally occurring modifications in discourse, including questions, comprehension checks, clarification requests, etc.” (El-Dakhs, 2015); however, El-Dakhs notes that when Long revisited his hypothesis in 1996, he allowed room for formal instruction as well.
El-Dakhs supports her argument of integrating Form-focused instruction into Communicative Language Teaching by bringing the readers attention to the work of Schmidt (1990), Van Patten (2002), and Ellis (1990). Schmidt “noted that learners often miss important formal language features that arise in the input” (El-Dakhs, 2015). Schmidt draws a distinction between input and intake. Van Patten’s (2002) input-processing model advocates for formal instruction that will serve the L2 learner by helping him or her notice important form-meaning connections in the language. Ellis (1990) introduced Form-focused instruction to help learners notice the formal features of the target language. El-Dakhs (2014) “emphasizes relating forms to their communicative functions, noticing forms during communicative interaction and retrieving forms in communicative contexts” (p.6).

Sami Al-wossabi’s (2016) article, “SLA Classroom Research and EFL Teaching Practices of Oral Skills”, is very informative. In the article he surveys the research of other academics in the field and concludes with practical recommendations and activities based on both his experience as an EFL teacher in Saudi Arabia and the findings of others who have performed research on the topic of developing oral skills in an ESL/EFL context.

In brief, Al-wossabi (2016) recommends that when planning activities, teachers should be concerned with the following, to mitigate teacher talk time:

- Engage the learners in the classroom
- Encourage interactional adjustment between teachers and learners
- Promote opportunities for student’s self-expression
- Facilitate and encourage clarification by learners.

In the area of ‘interactional practices and strategies’, Al-wossabi (2016), recommends that teachers need to employ strategies that encourage students to engage in asking for clarification, seeking for more information, (and) supporting each other’s output. He also reminds teachers that students should understand that they can be comfortable to express thoughts and ideas before being expected to produce “meaningful stretched discourse” (Al-wossabi, 2016)

To facilitate student’s negotiation of meaning, he refers to the research of Pica, et al. (1996). The research she conducted tested “student-student negotiation of meaning and how they help each other to aid their L2 learning while being engaged in negotiated interaction” (Al-wossabi, 2016). Al-wossabi expounds upon Pica’s recommendation by stating that “EFL learners should not only be taught strategies for negotiating meaning through introducing them to some phrases of asking for clarification but also with activities that train them to employ their lexical repertoire, exchange information, express their thoughts and ideas and only through activities that are of interest to them” (Al-wossabi, 2016).

Al-wossabi (2016) also suggests the use of recordings and transcriptions when engaging with authentic materials for the purpose of developing speaking skills. Recommendations were also made for integrating intonational prominence into ESL/EFL speaking instruction. In the area of
CLT practices, he strongly advises that teachers should “raise learners’ awareness of structural regularities” (Al-wossabi, 2016). Regarding feedback, he warns that “feedback should be explicit and very selective as not to inhibit the learners attempt to communicate” (Al-wossabi, 2016).

In the third section of his survey, ‘SLA speaking activities’, Al-wossabi (2016) refers to the work of Riggenbach (1999), who suggested that conversational activities that help learners include: “turn taking, discussions, speech events, storytelling, informative talk, attitudes and assumptions, (and) listener responses.” Al-wossabi (2016) concludes the article with a summary of pedagogical considerations derived from the research. He adds the advice that “incorporating collaborative communicative tasks is a good start for enabling learners to modify their speech by asking for clarification and negotiate meaning with their peers and teachers” (Al-wossabi, 2016).

The Value of Authentic Materials

Chen-Hong Li (2013) conducted a study in Taiwan entitled, “They Made it! Enhancing University-Level L2 Learners’ Listening Comprehension of Authentic Multimedia Materials with Advanced Organizers”. As the title states, the study examined the effect of advanced organizers, in combination with authentic multimedia materials, on the listening skills of L2 learners. A total of 136 sophomores from a national university of education, who were enrolled in a required English course, were sampled.

The study involved testing three conditions: In the first scenario, the students used an advanced organizer which had them preview a given film with target-language captions. Afterward, small groups brainstormed their predictions and reported them to the whole class. The second scenario also had the students use an advanced organizer; however, the second
group was given a set of 20 cards: 10 printed with episodic photos and 10 with corresponding captions. Then, the students were given the task of rearranging the 10 pairs in chronological order of the film plots, without the teacher providing any assistance. This was followed by the instructor using a PowerPoint slide presentation of the ten pair of cards in a chronologically correct order, so the students could self-correct. The third control group watched the target DVD episode without utilizing any advanced organizers.

The tools of measurement that were used to ensure that all the students sampled were at a similar learning level initially, were 50 questions taken from the paper-based Test of English as a Foreign Language. Two dependent measures were used to assess the students’ DVD video comprehension: A written summery in their L1 and a 10-item multiple-choice listening comprehension test. A post-test questionnaire to assess the participants attitudes toward the role of advanced organizers, in their listening comprehension process, was also used to assist in the interpretation of statistical findings. “A single-factor multivariate analysis of variance (MANOVA) was conducted to determine how the combination of the two dependent measures distinguished the three groups in the analysis” (Chen-Hong Li, 2013). “The significant results indicated that both advance organizer treatment groups performed at a considerably higher level than the control groups on the multiple listening measures” (Chen-Hong Li, 2013).

Nicholas et. al. (2011) did a study entitled “The Power of Story in the ESL Classroom” that explored the ways in which learners’ stories are used in the ESL classroom. The study was conducted at a settlement agency in Edmonton, Canada. The author described interviews compiled from five ESL instructors and nine adult ESL learners, across a variety of proficiency levels. Wajnryb’s (2003) categorizations of story as language, learning, and the
creation of a ‘storied classroom’ (Nicholas et al., 2011), as it applies to ESL learning, served as a framework for the research.

The authors found that one of the benefits of Wajnryb’s (2003) storied classroom is the creation of a community in a language learning class. This is achieved by using personal stories as authentic material. The authors also observed that stories resulted in the learners finding their own voice in the new language.

For instruments of measurement the authors used 2 semi-structured interview guides: One was developed to elicit information from instructors and the other from students. The “interview questions were based on the uses of story identified by Weinstein (1999) and Wajnryb (2003)” (Nicholas et al., 2011).

The literature reviewed, and the data collected from this study, revealed the following guidelines for the use of story. It is recommended that instructors:

- Respect learners and their right to non-participation (suggest journaling as an alternative)
- Develop a sense of community in their classes so that students feel comfortable sharing their personal stories in a non-judgmental, trusting atmosphere;
- Value the wealth of learners’ personal stories and experiences;
- Be willing to share some of their own stories with their students;
- Start with low-risk activities (e.g., and image bank to generate stories);
- Focus initially on meaning rather than form;
• Identify elements of the stories that support curriculum objectives and outcomes, and use these elements as foci for language instruction;

• Use planning and repetition to enhance story development and language learning;

• Be prepared to deal with controversial and difficult issues as they arise. (Nicholas et al., 2011)

The authors concluded that personal stories provide opportunities for “enhanced language learning, an understanding of genre, and the creation of a new English-speaking community” (Nicholas et al., 2011). Additionally, this medium also enhances “authenticity, affect, and motivation in the classroom” (Nicholas et al., 2011).

**Summary**

The three themes presented in the literature speak to the value of inculcating students’ voice and validating their own definition of identity, through the medium of storytelling, in order to augment the quality of learning that can happen in a Communicative Language Learning context.

The review began with two studies and one article that accentuated the benefits of providing a space in the ESL classroom in which students can define, explore, and express their own identities. Ciriza-Lope, Marko Shappeck, and Steven Arxer (2016), concluded that the development of comradery and community can serve as both an impetus to continued dedication to learning an L2 and serve as a bridge to student’s interactions with L2 interlocuters. Marshall (2009) exposed the fact that students define their own identities in a multitude of ways beyond the confining label of being an ESL student: This author revealed that students are motivated by the opportunity to tell others about themselves, in speaking and writing, when they are
empowered to do so. Mlynarczyk (2014), expounds upon the value of students learning how to explore and articulate their own perspectives in the context of narrations and prior to engaging in rhetorical structures, where objective expression is more prevalent.

The review continued with three studies and two articles that justify the use of storytelling as a medium to augment “reading skills, vocabulary development, comprehension, sequencing, story recall (Mokhtar et al., 2001), listening skills (Hemmati et al. (2015), visual memory, writing (Sarica & Usuel, 2016) and oral skills (Al-wossabi, 2016). In other words, the multiple facets of communicative language development are supported by engaging the students in the process of storytelling. El-Dakhs work added that integrating form-focused instruction into the process of communicative language teaching results in scaffolding the student’s development.

The review concluded with two studies that validate that there is benefit to the ESL learner when the use of authentic materials are integrated into the learning process. Chen-Hong Li (2013) found that the use of advanced organizers significantly contributed to student’s comprehension when interacting with authentic media. Nicholas, Rossiter, and Abbot (2011) found that using personal stories as authentic material enhances language learning, the development of community, and motivation in the classroom.

In conclusion, utilizing storytelling as a medium through which to develop language skills positively impacts both cognitive and intuitive development. A combination of attention to the development of voice and identity, communicative skills, and the use of authentic materials can all be integrated into the teaching of English as a second language, when storytelling is used as a method in student development. This project model is constructed with the objective of creating a safe space where community and pedagogy support the process of students developing
comfort with their own voice in the context of the target language. Each of the studies in the literature review focuses on various independent factors that the design of this project addresses collectively.
CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

Development of the Project

The Project
Description of the Project

This field project consists of three units, each containing three lessons. The collection of communicative activities and process-oriented writing projects culminate in the composition of a short descriptive personal story. The intent of the curriculum is two-fold: The communicative activities are designed to support the development of community and the expression of student voice. The writing tasks are designed to empower the students with skills and tools that assist in engaging in process-oriented writing. Both communicative language learning and the teaching of form work together to achieve the goals of the curriculum. Included in the project are three units: These units contain nine lesson plans and the corresponding handouts.

Unit 1: “Images and Descriptions” is the first unit. This unit contains the following three lessons: “Sharing Observations of Art”, “Brainstorming” and “Descriptive Paragraph Writing”. In lesson A, “Sharing Observations of Art”, the students have the opportunity to introduce themselves to each other and express their opinions related to artwork selected by the teacher. In lesson B, “Brainstorming: Personal Expression through Color, Symbols, and Images” the students utilize graphic organizers to brainstorm their response to images. In lesson C, “Descriptive Paragraph Writing: Using an Outline” the students move forward in the writing process by writing an outline for a descriptive paragraph about a piece of artwork they have chosen.

Unit 2: “Writing about Famous People and Using Connective Adverbs” is the second unit. This unit contains three lessons as well: “Lesson A: Ordering, Adding, and Summing”, “Lesson B: Contrasting, Transitioning, and Concluding”, and “Lesson C: Paragraph Writing: A
Short Biography. In this unit, students learn to identify and use connective adverbs to organize ideas in their writing. The unit culminates in having the students compose a short biography on a famous person they have researched and chosen to write about.

Unit 3: “Expressing Personal Story using Graphic Organizers” integrates the concepts learned in unit one and two by applying ideas related to organization and description to writing a short essay about the students’ personal goal. Lesson A, “Brainstorming and using Adjectives”, encourages the students to use possessive and descriptive adjectives, as well as relating their writing to the idea of corresponding images. Lesson B, “Short Essay Writing: Short Personal Story using Guiding Question Prompts” scaffolds the organization of the student’s ideas with ordered questions while additionally requiring them to integrate the use of connective adverbs into their original writing. Lesson C, “Short Personal Story using a Storyboard” provides a criteria and time for peer review, as well as feedback from the teacher.

**Development of the Project**

I chose this field project because research shows that nurturing the development of community and voice in the context of second language learning is as important on focusing on the cognitive aspects of language learning. This project integrates student centered communicative activates with from focused learning.

Several years ago, I served as a language facilitator to Korean born English teachers who wanted to improve their communicative language skills: They were sent by the Koran government to participate in a two-month language immersion program in the United States. This teaching experience informed me of the importance of providing interesting and fun
communicative activates for the students that would stimulate them to have conversation among themselves; and, would give me the opportunity to scaffold their development by interjecting error correction to individuals and the class, in a way that was culturally sensitive and beneficial to the language development of the students.

Afterward, I studied story-telling and recognized that this would be an excellent medium through which communicative activities and forms related to process writing could be introduced to students in an ESL class. Upon doing research on this topic, I realized that the research stressed the importance of the development of community and student voice as a component to integrate into the language learning classroom. Keeping all these factors in mind, I developed three units to inculcate the basic skills necessary for the students to express their own cultural perspective of self in the context of learning how to tell a personal story or a story about a famous person that a student selects.

The course is also designed to create an awareness of the importance of utilizing images in self-expression. This choice was made in order to lay the foundation of moving forward to the next step of integrating student writing with student selected imagery in the context of a student generated short digital story.

The Project

Please see subsequent pages for the contents of the project.
Unit 1: Images and Descriptions

Lesson A: Sharing Observations of Art

Teachers Lesson Plan

Content Objective: By the end of this lesson, students will be able to:

- Introduce themselves
- Become familiarized with the names of other students in the class
- Express their general opinions on a piece of art

Language Objective: By the end of this lesson, students will be able to:

- Talk about themselves
- Ask questions about a piece of art
- Express their preference for a specific piece of art
- Describe and Compare different pieces of art

Description of activities:

1. **Warmer:** When the students arrive, have them form a circle standing. Begin this exercise at the beginning of the class time. (This will communicate to the students that warmers begin when the class time begins).

2. **Provide a tennis ball**

3. The students will begin the first round of the game by saying the following sentence:
   “My name is ________________________ and my favorite food is ________________________.

4. The teacher should model the first turn and then pass the ball to a student to continue the game.

5. After each student has had a turn, do a second round. This time the teacher should model a different sentence: “My name is _________________________. I’m throwing the ball to _________________________. His/ Her favorite food is _________________________.

6. After everyone has participated in the second round the students should sit down at a desk.

7. The teacher should introduce themselves again, hand out syllabus and explain classroom rules.

8. Repeat that it is essential that every student have a three-ring binder to keep all their handouts in and that this binder needs to be brought to every class.

9. **Activity 1:** Teacher should post artwork around the classroom before class begins, making sure to number each piece. At least 6-8 samples from Google Images or any other source should be posted.
10. **Note:** Try to choose some artwork that pertains to the student’s home culture. For example: If the students are from China have a mix of Chinese and European and/or American art. If the students are from Mexico have a mix of Mexican and European and/or American art.

11. Invite the students to walk around the classroom to view the art and to decide which piece they like the best.

12. Invite each student to take **handout 1A: A** from the teacher’s desk and to answer the questions on **part A** independently.

13. Then invite the students to walk around the room and interview their classmates to fill out **part B**.

14. **Activity 2:** Give the students 3 blank **post-it note-sheets**.

15. Ask them to write one adjective on each post it to describe any piece of art that they have viewed.

16. When they have completed writing down adjectives, invite them to post them on the blank **poster boards** close to the pieces of art that the adjectives describe.

17. **Activity 3:** Lesson 1 on adjectives: Definition and Three Different Degrees of Adjectives **(Handout 1A: B)**

18. Have the students fill out **Handout 1A: B** independently

19. Have the students pair up and check their answers with a partner

20. Give each student an answer sheet **(Handout 1A: C)** and allow them to check their answers and make corrections.

21. **Activity 4:** Keeping the same pairs students should be invited to look at the artwork again. This is an open forum for them to discuss their opinions, describe what they see and to make comparisons between different pieces.

22. Note: They should be encouraged to use the answer sheet to **Handout 1A: B** as a reference page, when comparing and describing different pieces.

**Homework:** **(Handout 1A: D)**

23. Find a picture of a painting or photograph in Google Images (or another source) that you would like to describe and share with the class.

24. Pick an image that has color, images, and symbols. (See Sample - Handout 1A: D)

25. Print this image and bring two copies into the next class.

**Assessment:** in-class observations and homework
My Favorite Piece of Art (Handout 1A: A)

Part A:

1. Picture number ________ is my favorite piece of art.
2. I like this piece because

________________________________________________________________________

3. I think the artist is trying to communicate the following idea in through the image:

________________________________________________________________________

4. Choose some colors that you think best represent that idea.

________________________________________________________________________

5. Describe a symbol or symbols that you think communicate that idea.

________________________________________________________________________

Part B:

Directions: Select a partner, take turns asking and answering the questions. Afterward, change partners.

In order to get the name of your classmate, introduce yourself first: Say, “Hi, my name is __________. Can you tell me your name again?”

Then, ask your classmate to show you their favorite piece of artwork. Write down the number in the second column.

Afterward, ask your classmate, “Why was that your favorite piece of art?” Just listen and discuss. (You do not need to write anything down in response to this question.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of their Favorite Piece of Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classmate #1</td>
<td></td>
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<tr>
<td>Classmate #2</td>
<td></td>
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<tr>
<td>Classmate #3</td>
<td></td>
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<tr>
<td>Classmate #4</td>
<td></td>
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<tr>
<td>Classmate #5</td>
<td></td>
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<tr>
<td>Classmate #6</td>
<td></td>
</tr>
<tr>
<td>Classmate #7</td>
<td></td>
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<tr>
<td>Classmate #8</td>
<td></td>
</tr>
<tr>
<td>Classmate #9</td>
<td></td>
</tr>
<tr>
<td>Classmate #10</td>
<td></td>
</tr>
</tbody>
</table>
The 3 Different Degrees of Adjectives (Handout 1A: B)

Adjectives are words that modify (change) nouns, pronouns, and other adjectives.

The 3 Different Degrees of Adjectives are positive, comparative, and superlative.

A positive adjective is a normal adjective that is used to describe, not compare. For example: “This is a good painting” and “It is beautiful.”

A comparative adjective is an adjective that’s used to compare two things (and is often followed by the word than). For example: “Painting number 2 is better than painting number 1” or “It is nicer than the others.”

A superlative adjective is an adjective that’s used to compare three or more things, or to state that something is the most. For example: “This is the best artist in the show” or “He is the greatest of all the European painters.”

Directions: Look at the adjectives in the word bank. Then, place them in the correct column to indicate if it is a positive adjective, a comparative adjective, or a superlative adjective.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>oldest</td>
</tr>
<tr>
<td>simplest</td>
</tr>
<tr>
<td>thin</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Positive</td>
</tr>
<tr>
<td>less famous</td>
</tr>
<tr>
<td>Old</td>
</tr>
<tr>
<td>Nice</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Answer Sheet (Handout 1A: C)

#### Word Bank

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Famous</td>
<td>less famous</td>
<td>least famous</td>
</tr>
<tr>
<td>Old</td>
<td>Older</td>
<td>Oldest</td>
</tr>
<tr>
<td>Thin</td>
<td>Thinner</td>
<td>Thinnest</td>
</tr>
<tr>
<td>Nice</td>
<td>Nicer</td>
<td>Nicest</td>
</tr>
<tr>
<td>Simple</td>
<td>Simpler</td>
<td>Simplest</td>
</tr>
<tr>
<td>Powerful</td>
<td>more powerful</td>
<td>most powerful</td>
</tr>
</tbody>
</table>
Homework (Handout 1A: D)

Directions: (1) Find a piece of artwork that you like from Google Images (or another source) that has symbols, images, and color. (2) Write down the name of the artist, the name of the painting or photograph, and the country that the artist is from. (3) Bring two copies into class the next time we meet. (3a) Keep one copy for yourself. (3b) Give one copy to the teacher.

Sample image from Google Images

This painting by Diego Rivera (1886-1957) has symbols, images, and color: The flowers, the basket, and the purple tie serve as symbols. There is an image of people who are laboring to carry the weight. The bright color of the flowers against the dark color of the basket and the background also communicate a message. This painting is from a collection titled “The Epic of the Mexican People”. The original work is in The Palacio Nacional in Mexico City.
Unit 1: Images and Descriptions

Lesson B: Brainstorming: Personal Expression through Color, Symbols, and Images

Teachers Lesson Plan

Content Objective: By the end of this lesson, students will be able to:
- Use graphic organizers
- Describe and image

Language Objective: By the end of this lesson, students will be able to:
- Brainstorm
- Organize ideas
- Use adjectives to describe color, symbols, and images in writing and speech

Description of activities:

1. Warmer: Students should go around the room and look at the artwork again. This time, they should answer the following question and write it on a piece of paper: Name a small detail, from any of the pictures hanging, that you found interesting. Describe that detail in sentence or two.

2. Note to teacher: Remind the students that using adjectives will help them to describe their observations more clearly.

3. After about 5 minutes, invite all the students to sit in groups of four and share with their partners the detail they found interesting.

4. Activity 1: Ask the students to take out their HW. Each student should have brought in an image from Google Images (or another source).

5. Note: Teacher must collect one copy. These pictures will be the materials that will be used for the warmer in the next class.

6. Note to the teacher: In case students do not have their homework, be prepared with some extra colored copies of the existing artwork, to enable students to participate in the class exercises for lesson 1B.

7. Note to teacher: Ask the students to fill in the brainstorm sheet (Handout 1B: A): Make it clear that there are no rules except to express their observations and describe them. They should not be concerned with grammar or spelling at this point. They can use single words, phrases, or sentences.

8. Note to teacher: Give the students ample time to participate in this step independently.

9. Activity 2: Give students Handout 1B: B, have them read the instructions and see if they have any questions before beginning activity 2.

10. Activity 3: The students will sit in groups of 4. The students will take turns sharing and describing the picture they have chosen to bring in.

Homework: Handout 1B: D   Assessment: in-class observations and homework
Brainstorming: (Handout 1B: A)

Look deeply at your picture for a long time. What colors, symbols (for example: shapes or objects), and images (for example: people) do you see. Write down what you see in the brainstorm map below.

Supporting Idea 1: Color

Supporting Idea 2: Images

Supporting Idea 3: Symbols

Brainstorm Main Ideas: What do you think the artist is trying to say or what do you think the piece means?

Details for Idea 1

Details for Idea 2

Details for Idea 3
## Organizing Ideas (Handout 1B: B)

**Main Idea:** What do you think the artist is trying to say or what do you think the piece means?

Select one answer from your brainstorm and write it here:

---

1. Write down all your observations, from the brainstorm, in the chart below.
2. Then, cross out the ideas that DO NOT support the main idea you have chosen.
3. Check to see you have kept all the ideas that support your main idea.

<table>
<thead>
<tr>
<th>Colors</th>
<th>Images</th>
<th>Symbols</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Use the colors in the color-wheel to help you describe the piece of art that you chose.

(Handout 1B: C)
**Descriptions of Details (HW: Handout 1B:D)**

**Directions:** A. Pick the two strongest examples from each column and provide a description for each in detail, in the form of a sentence.

<table>
<thead>
<tr>
<th>Details about Colors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Detail One:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Description of Detail Two:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details about Images</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Detail One:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Description of Detail Two:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details about Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Detail One:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Description of Detail Two:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Directions: B.** Be prepared to introduce your piece to the class tomorrow by filling in this sentence:

My name is (your name) ___________. I brought in the piece (name of piece) ____________, by (name of artist) ______________. What I find most interesting in the image is ________________________________.
Unit 1: Images and Descriptions
Lesson C: Descriptive Paragraph Writing: Using an Outline

Teachers Lesson Plan

Content Objective: By the end of this lesson, students will be able to:
- Introduce a piece of artwork that they selected
- Write a first draft of an outline for a descriptive paragraph
- Offer peer support to revise an outline for a descriptive paragraph

Language Objective: By the end of this lesson, students will be able to:
- Discuss a variety of art pieces
- Write an outline for a descriptive paragraph
- Discuss peer feedback about an outline for a descriptive paragraph, with a partner
- Ask the teacher clarification questions to make improvements on their own writing

Description of activities:

1. Warmer: The students will have a gallery walk of the images they brought in. They can look at the pieces alone, in pairs, or in a group. It is the choice of each student. They can discuss the artwork or just look at it.

2. Note to teacher: The teacher will hang the pieces that were selected by the students around the classroom before class.

3. Note to the teacher: After the students have had enough time to view the art and socialize, the students will be invited to sit. If it is possible to form a semicircle facing the students chosen pieces, that would be ideal.

4. Each student should be invited to introduce the piece they brought in by completing the following sentence:
5. My name is ______ (students name) _______. I brought in the piece _____ (name of piece) _____, by ____ (name of artist) ________. What I find most interesting in the image is _______________________________________________________.

6. Activity 1: Students will independently make a first draft of their outline (handout 1C: A) by referring to their homework sheet (Handout 1B: D) and the piece of art that they selected.

7. Activity 2: Students will pair up and have a peer workshop, using the handout (handout 1C: B) as a guide.

8. Activity 3: The students will begin their homework (handout 1C: C) and be given the opportunity to ask the teacher questions related to the assignment, for clarification.

Homework: Students will revise outline (Handout 1C: C) and type up a corrected draft.

Assessment: in-class observations and homework
Outline for Descriptive Paragraph  
(Handout 1C: A)

Directions: Look at your homework (Homework Handout 1B: D) to help you fill out the paragraph outline. Also, make sure all the supporting sentences that you select give information about the topic sentences.

I. Main Idea/ Topic sentence ________________________________________________________________  
   ________________________________________________________________  
   a. Supporting Idea: _________________________________________________________  
   ________________________________________________________________  
   i. Detail/ Description: __________________________________________  
       ____________________________________________________________  
       ____________________________________________________________  
   b. Supporting Idea: _________________________________________________________  
   ________________________________________________________________  
   i. Detail/ Description: __________________________________________  
       ____________________________________________________________  
       ____________________________________________________________  
   c. Supporting Idea: _________________________________________________________  
   ________________________________________________________________  
   i. Detail/ Description: __________________________________________  
       ____________________________________________________________  
       ____________________________________________________________  
   d. Concluding Sentence: ________________________________________________  
       ________________________________________________________________
Peer Review Questions for Descriptive Paragraph on an Art Piece
(Handout 1C: B)

1. Is there a topic sentence about the main idea? Write the topic sentence or if there is no topic sentence write “no topic sentence”
   ______________________________________________________________
   ______________________________________________________________

2. Do all the supporting sentences give information about the main idea?
   ______________________________________________________________

3. Is there anything you do not understand?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

4. If there are any sentences that do not communicate descriptions or details related to the main idea, point them out to your partner.
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

5. What do you like about your partner’s paper?
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
Homework (Handout 1C: C)

Directions: Re-write your paragraph outline. Be sure to correct all the points that you have discussed with your partner.

1. Be sure that you have a clear main point and topic sentence.
2. Be sure that all the supporting points give information about the main idea.
3. If there was a point that your partner did not understand, write that sentence more clearly.
4. If there are any points or details that do not support the main idea, please remove them from your descriptive paragraph.
5. Try to keep the supporting sentences and details that you and your partner liked.

II. Main Idea/ Topic sentence

________________________________________________________________________

a. Supporting Idea: __________________________________________________________________________

i. Detail/ Description: _______________________________________________________________________

b. Supporting Idea: __________________________________________________________________________

i. Detail/ Description: _______________________________________________________________________

c. Supporting Idea: __________________________________________________________________________

i. Detail/ Description: _______________________________________________________________________

d. Concluding Sentence: ______________________________________________________________________

________________________________________________________________________
Unit 2: Writing about Famous People and Using Connective Adverbs (transition words)

Lesson A: Ordering, Adding, and Summing

Teachers Lesson Plan

Content Objective: By the end of this lesson, students will be able to:
- Discuss what they have done over the weekend
- Organize Ideas by identifying connective adverbs

Language Objective: By the end of this lesson, students will be able to:
- Talk about events that happened during the weekend
- Listen to, write about, and share events experienced by their partner
- Identify Connective Adverbs
- Organize events in chronological order using connective adverbs

Description of activities:

1. Begin the class by having the students sit in groups of two and discuss their weekend.
   - One student should speak and the other should ask questions listen and take notes on a few details of what their partner did over the weekend.
   - After the first group has had the chance to share for four or five minutes, have the partners change roles.
   - The class will come together as a group and students will be asked to volunteer to share a few events from their partners weekend. (If no students volunteer, call on students and ask if they would like to share).
2. Give students handout 2A on connective adverbs.
3. Think-Pair-Share
   - Have the students work independently and write their answers
   - Have students check answers with a partner and make corrections
   - As a class review the answers: Have the students volunteer or call on them
4. Give students handout 2B
   - Have students discover the answers independently
5. Place students in groups of four
   - Separate the story-strips, with the answers, before class.
6. Give each team one set of story-strips in a random order. (provided in handout 2C)
7. Give students the following directions: -
   - Your team has been given 11 story-strips.
   - First, turn your answers over to the last exercise so that you cannot see your answers.
- Second, organize your story-strips with your team.
- Third, after your team has organized your story-strips in order, turn your answer sheet face up.
- Finally, compare your answers with the Connective Adverbs that are underlined on the story-strips.

8. Have the students pair up with the same partner they had at the beginning of the class. The students should discuss their weekend again, but this time they should describe the events in order using connective adverbs wherever possible.

- Think-Pair-Share
- The teacher will give the following directions to the students:
  - Think: Write down five to six activities that you did over the weekend
  - Think: Place them in order using some of the Connective Adverbs (Give the students enough time for this part of the activity)
  - Pair: Share your answers with your partner (Give the students 3-6 minutes)
  - Pair: Switch roles
  - Share: The class will gather, and students will share their own answers

**Homework:** Handout 2A: D

**Assessment:** in-class observations
**Connective Adverbs**

A *connective adverb* expresses a relationship between two clauses, and it transitions the reader or listener from the main idea in one clause to the idea in the next clause. (Also called conjunctive adverbs, linking adverbs, or transition words.)

<table>
<thead>
<tr>
<th>Ordering</th>
<th>Adding</th>
<th>Summing</th>
</tr>
</thead>
<tbody>
<tr>
<td>First/ Firstly</td>
<td>Additionally</td>
<td>All in All</td>
</tr>
<tr>
<td>Second/ Secondly</td>
<td>Also</td>
<td>Overall</td>
</tr>
<tr>
<td>Third/ Thirdly</td>
<td>Besides</td>
<td>To conclude</td>
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<tr>
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<td>Furthermore</td>
<td>To summarize</td>
</tr>
<tr>
<td>Last/ Lastly</td>
<td>Moreover</td>
<td></td>
</tr>
<tr>
<td>Finally</td>
<td>Another thing</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Using the chart above, discover if the connective adverb listed in the right-hand column is used for ordering, adding, or summing. Place the letter O for Ordering, A for Adding or S for Summing in the left-hand column to indicate how the connective adverb would be used.

**Use of Connective Adverb: Ordering, Adding, or Summing**

<table>
<thead>
<tr>
<th>Connective Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>All in all</td>
</tr>
<tr>
<td>Additionally</td>
</tr>
<tr>
<td>First</td>
</tr>
<tr>
<td>Second</td>
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<tr>
<td>Third</td>
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<tr>
<td>Also</td>
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<tr>
<td>Moreover</td>
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<tr>
<td>To summarize</td>
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<tr>
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</tr>
<tr>
<td>Another thing</td>
</tr>
<tr>
<td>Finally</td>
</tr>
<tr>
<td>Besides</td>
</tr>
<tr>
<td>Overall</td>
</tr>
</tbody>
</table>

**Handout: 2A: A**
Ordering | Adding | Summing
--- | --- | ---
First/ Firstly | Additionally | All in All
Second/ Secondly | Also | Overall
Third/ Thirdly | Besides | To conclude
Next/ Then | Furthermore | To summarize
Last/ Lastly | Moreover | 
Finally | Another thing | 

Directions: Read the following passage about Luis Fonsi. Refer to the chart and underline all of the Connective Adverbs in the passage. Hint: There are 4 Connective Adverbs that are used for **Ordering**, 5 Connective Adverbs that are used for **Adding** and only 1 Connective Adverb is used for **Summing**.

The Music Career of Luis Fonsi

Luis Fonsi, the popular Latin singer-songwriter and actor, was born in Puerto Rico in 1978. He is known for his 2017 song “Despacito.” As a young person, he invested many years developing his musical ability. First, he imitated the stars of the popular group Menudo, and joined the San Juan Children’s Choir. Second, he got an education at Dr. Phillips High School in Orlando, Florida, and sang in a group called “Big Guys.” Third, when it was time to go to college, Fonsi attended Florida State University to study music. There he majored in Vocal Performance. Finally, he was offered a recording contract by Universal Music Latin and in 1998 recorded his debut album, *Comenzare*. Additionally, he recorded a follow-up album in 2000, *Eterno*. This album was even more successful. Also, on May 1, 2000, Fonsi performed at the Great Jubilee Concert for a Debt-Free World, attended by Pope John Paul II. Furthermore, in 2000, Ednita Nazario won a Latin Grammy Award for a song composed by Fonsi. Another thing, he went on to record his fifth album, *Abrazar la Vida* and his sixth, Paso a Paso. This sixth CD sent him into international markets. Besides, he recorded his seventh CD, Palabras del Silencio, and in 2011, Fonsi released *Tierra Firme*. On July 9, 2011, Billboard named Fonsi “Leader of Latin Music’s New Generation.” In 2014, Fonsi released his album 8, a reference to his eighth career album. In January 2017, “Despacito” became the number one song in nearly every Latin *Billboard* chart, and the most viewed video in the world. All in all, Fonsi has had an extremely successful career.
**Handout: 2A: B Directions to the teacher:** Separate the story-strips, with the answers, before class. Give each team one set of story-strips in a random order.

**Directions:** Your team has been given 11 story-strips. First, turn your answers over so that you can not see your answers. Second, organize your story-strips with your team. Third, turn your answer sheet face up. Finally, compare your answers with the Connective Adverbs that are underlined on the story-strips.

<table>
<thead>
<tr>
<th>Story-strips and Answers to Handout for The Music Career of Luis Fonsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luis Fonsi, the popular Latin singer-songwriter and actor, was born in Puerto Rico in 1978. He is known for his 2017 song “Despacito.” As a young person, he invested many years developing his musical ability.</td>
</tr>
<tr>
<td><strong>First,</strong> he imitated the stars of the popular group Menudo, and joined the San Juan Children’s Choir.</td>
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</tr>
<tr>
<td><strong>All in all,</strong> Fonsi has had an extremely successful career.</td>
</tr>
</tbody>
</table>
Directions: Please answer as many questions as you can. There are two links listed at the bottom of the page: You will be able to find many biographies to choose from at these sites. You are welcome to use other sources if you would like to.

Note: You will need to do this assignment to be able to do the next in class activity.

Questions to Create a Short Biography

HW: Unit 2 Day 1

1. Choose the name of a famous person who you want to write a biography about:
   Answer: _________________________________________________________________

2. Where was that person born?
   Answer: __________________________________________________________________

3. When was that person born?
   Answer: __________________________________________________________________

4. If they received a formal education, what schools did they attend?
   Answer: __________________________________________________________________
   a. _______________________________________________________________________
   b. _______________________________________________________________________
   c. _______________________________________________________________________
   d. _______________________________________________________________________

   OR

4b. If they did not receive a formal education, what did they do to prepare for their profession?
   Answer: __________________________________________________________________
   a. _______________________________________________________________________
   b. _______________________________________________________________________
   c. _______________________________________________________________________
   d. _______________________________________________________________________

5. Where did they begin their professional career?
   Answer: __________________________________________________________________
   __________________________________________________________________________
6. When did they begin their professional career?

Answer: ________________________________________________________________

7a. Name two outstanding things they did or said and describe each achievement:

Answer: ________________________________________________________________

Describe: ______________________________________________________________

Answer: ________________________________________________________________

Describe: ______________________________________________________________

OR

7b. List three or four remarkable achievements and give a brief description:

a. List: ________________________________________________________________
   a. Describe: __________________________________________________________
   a. ________________________________________________________________
   b. List: ______________________________________________________________
   b. Describe: __________________________________________________________
   b. ________________________________________________________________
   c. List: ______________________________________________________________
   c. Describe: __________________________________________________________
   c. ________________________________________________________________
   d. List: ______________________________________________________________
   d. Describe: __________________________________________________________
   d. ________________________________________________________________

8. What was the thing that this person was most known for?

a. ________________________________________________________________

9. Write a sentence that summarizes the life or career of this famous person:

a. ________________________________________________________________

Recommended sites when searching for biographies:

https://www.factmonster.com/people/biographies-presidents-athletes-artists-more

http://www.s9.com/
Unit 2: Famous People and Connective Adverbs (transition words)

Lesson B: Contrasting, Transitioning, and Concluding

Teachers Lesson Plan

Content Objective: By the end of this lesson, students will be able to:

- Identify and define connective adverbs
- Ask questions about famous people
- Answer questions about famous people using connective adverbs

Language Objective: By the end of this lesson, students will be able to:

- Discuss famous people
- Identify Connective Adverbs
- Define some connective adverbs used for contrasting, transitioning, and concluding
- Use connective adverbs for ordering, adding, summing, contrasting, transitioning, or concluding.

Description of activities:

1. Warmer: Teacher should place a poster in the front of the room with the picture of a stick figure person on it.
2. Invite the students to write the name of their chosen famous person on the poster.
3. Begin handing out the worksheet for the “famous people” interview game as the students write on the poster.
4. Activity 1: Think, Pair, Share: Handout 2B: B
   - Students should first try to answer the questions independently
   - Students should pair up with a partner to compare answers and make corrections
   - The class should gather and volunteer the answers and the teacher should insure that the answers are correct. Students should make final corrections.
5. Activity 2: Think, Pair: Handout 2B: C
   - Teacher distributes Handout 2B: C
   - Students work on crossword independently
   - Students pair up and compare answers
   - Teacher distributes answer sheets to crossword
   - Students make corrections based on answer sheet
6. Activity 3: The teacher should separate the class into two teams (of eight each).
   - The members of team one should sit separately, so that when they are being interviewed, they cannot be overheard.
   - They should be told to have their HW sheet, with answers, to refer to.
- Students should try to use as many connective adverbs as possible when answering their partners.

- They should remain in the same seat until team two has interviewed every member from team one.

7. The members of team B should interview a member of team A, using the question sheet provided, to try to discover the name of “the famous person” they are interviewing.

- After three minutes, if the student from team B has not discovered the name of the famous person that their partner is describing, their partner should tell them.

- Then, the students from team B should change seats, so that they are sitting with a new classmate. This pattern should continue until (eight) classmates have been interviewed.

8. Afterward, team A should interview the members of team B.

- People being interviewed in team B should remain in one seat throughout the remainder of the exercise.

- The members of team one should rotate seats every three minutes, after they have received a cue from the teacher to do so.

9. Once the students understand the seating arrangement for the activity, give the following directions to the students to begin the activity:

10. Using your question sheet, try to discover the name of the famous person that your partner has chosen.

- First, ask what this person is most known for.
- Write that answer down on your handout.
- Then, ask any other questions that are on the question sheet.
- Listen to your partner answer the questions.
- The people to choose from are written on the poster
- If you have not guessed the name by the end of the interview, your partner should tell you the answer and you should write it down.

11. Activity 3: Handout 2B: C

- Pair: The students should interview their partner to find out the name of the famous person they are interested in. They should also use the questions listed on handout 2B: A to help them discover the answers.

Assessment: in-class observations
## Connective Adverbs

Contrasting, Transitioning, and Concluding

<table>
<thead>
<tr>
<th>Contrasting</th>
<th>Transitioning</th>
<th>Concluding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternatively</td>
<td>Incidentally</td>
<td>Consequently</td>
</tr>
<tr>
<td>However</td>
<td>Now</td>
<td>Therefore</td>
</tr>
<tr>
<td>Nevertheless</td>
<td></td>
<td>Thus</td>
</tr>
<tr>
<td>Yet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Incidentally, is a connective adverb used for
2. Alternatively, is a connective adverb used for
3. Consequently, is a connective adverb used for
4. However, is a connective adverb used for
5. Therefore, is a connective adverb used for
6. Nevertheless, is a connective adverb used for
7. Thus, is a connective adverb used for
8. Yet, is a connective adverb used for
9. Now, is a connective adverb used for

Handout 2B: A
Connective Adverbs

<table>
<thead>
<tr>
<th>Connective Adverbs</th>
<th>Contrasting</th>
<th>Transitioning</th>
<th>Concluding</th>
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<td>Yet</td>
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</tbody>
</table>

**Connective Adverbs: Contrasting, Transitioning, and Concluding**

Refer to the chart to complete the crossword below.

Created with TheTeachersCorner.net Crossword Puzzle Generator

**Across**

2. a connective adverb used when transitioning to a topic that is not directly related to the one mentioned immediately before  
4. a connective adverb used when contrasting that is also a synonym for “but”  
5. a connective adverb used when contrasting that is also a synonym for “still”  
6. a connective adverb used to transition into something that is taking place in the present  
8. a connective adverb that can be used to conclude in the same way as “so” or “in this manner”  
9. a connective adverb used when contrasting the choice of two or more things or actions

**Down**

1. a connective adverb used to conclude with the outcome of what had been listed earlier on in the writing  
3. a connective adverb used when contrasting that is also a synonym for “though”  
7. a type of adverb that is used to express a relationship between two causes  
10. a connective adverb used to conclude, and show that what follows is the result of what has been stated before

Handout 2B: B
## Answers to Crossword Puzzle

### Across

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>incidentally</td>
<td>a connective adverb used when transitioning to a topic that is not directly related to the one mentioned immediately before</td>
</tr>
<tr>
<td>4</td>
<td>however</td>
<td>a connective adverb used when contrasting, which is also a synonym for “but”</td>
</tr>
<tr>
<td>5</td>
<td>yet</td>
<td>a connective adverb used when contrasting, which is also a synonym for “still”</td>
</tr>
<tr>
<td>6</td>
<td>Now</td>
<td>a connective adverb used to transition into something that is taking place in the present</td>
</tr>
<tr>
<td>8</td>
<td>thus</td>
<td>a connective adverb that can be used to conclude in the same way as “so” or “in this manner”</td>
</tr>
<tr>
<td>9</td>
<td>alternatively</td>
<td>a connective adverb used when contrasting the choice of two or more things or actions</td>
</tr>
</tbody>
</table>

### Down

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>consequently</td>
<td>a connective adverb used to conclude with the outcome of what had been listed earlier on in the writing</td>
</tr>
<tr>
<td>3</td>
<td>nevertheless</td>
<td>a connective adverb used when contrasting, which is also a synonym for “though”</td>
</tr>
<tr>
<td>7</td>
<td>connective</td>
<td>a type of adverb that is used to express a relationship between two clauses</td>
</tr>
<tr>
<td>10</td>
<td>therefore</td>
<td>a connective adverb used to conclude, and show that what follows is the result of what has been stated before</td>
</tr>
</tbody>
</table>

**Answers to Handout 2B: B**
Famous People: Interview Game

Directions: Interview your partner to find out the name of the famous person they are interested in. You can use the following questions to help you discover the answer:

1. What was the thing that this person was most known for?
2. Where was that person born?
3. When was that person born?
4. If they received a formal education, what schools did they attend?
5. If they did not receive a formal education, what did they do to prepare for their profession?
6. Where did they begin their professional career?
7. When did they begin their professional career?
8. Name two outstanding things they did or said.

<table>
<thead>
<tr>
<th>Classmate #1</th>
<th>Name of the Famous Person</th>
<th>What was this person most known for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classmate #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classmate #3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classmate #4</td>
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<td>Classmate #5</td>
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<td></td>
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<tr>
<td>Classmate #6</td>
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<td></td>
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<tr>
<td>Classmate #7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classmate #8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Handout 2B: C
Unit 2: Famous People and Connective Adverbs (transition words)

Lesson C: Paragraph Writing: A Short Biography

Teachers Lesson Plan

Content Objective: By the end of this lesson, students will be able to:

- Discuss various famous people
- Ask expansion questions
- Write a short biography about a famous person that is of interest to them
- Utilize connective adverbs in context
- Apply their own research to writing a short biography
- Organize their research in the form of a short biography

Language Objective: By the end of this lesson, students will be able to:

- Recall what they had discussed about famous people in the last lesson
- Talk about famous people that were of interest to them
- Synthesize what they have learned about connective adverbs, in a writing sample
- Read their own research on a famous person they chose to write about

Description of activities:

1. Warmer: Students will sit groups of four and share a conversation about the eight famous people they discussed the day before.

2. To start the conversation: Other than the famous person that you chose, who did you find to be the most interesting person?

3. Expansion questions can include: Why? and/or What accomplishment did you find to be the most interesting?

4. Activity 1: Teacher should give students handout 2C: A, Directions and 2C: B, the biography worksheet.

5. Students will work alone; however, the teacher should be available to scaffold students if they have questions. This is an exercise not a test.

Homework: Type up short biography using spell check.

Assessment: in-class observations and homework
Directions: Write a biography by filling in the spaces on the biography worksheet (handout 2C: A). You can look at your homework answers from “Questions to Create a Short Biography” (handout 2A: D) and the charts below, and your other handouts to help you.

<table>
<thead>
<tr>
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<tr>
<td>Yet</td>
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</tr>
</tbody>
</table>
Biography Worksheet (Handout 2C: B)

_________________________________ was born in ______________________________ on _____________________________.  ____________________________, they received a formal education at ______________________________.   ________________________, they attended _______________________________________________________. _________________, they continued their education at ______________________________.  

__________________________, they began their professional career in __________________ at _______________________________________________________. During their professional career, they achieved (list achievements and use connective adverbs to transition from one clause to the next ) ______________________________. _______________________________________________________________.

___________________,.  _______________________________________________________________. _____________________,_______________________ ___________________________________________.

__________________, _________ was most known for______________________________________.  

(Summarize passage) _________________________________________________________________. 
Unit 3: Expressing Personal Story using Graphic Organizers

Lesson A: Brainstorming and Using Adjectives

Teachers Lesson Plan

Content Objective: By the end of this lesson, students will be able to:

- Use possessive adjectives in the context of a game with picture cards
- Use descriptive adjectives in relationship to themselves, their culture of origin, and America
- Brainstorm answers in relationship to their own sense of identity

Language Objective: By the end of this lesson, students will be able to:

- Describe nouns in discussion using possessive adjectives
- Write opinions by using descriptive adjectives in a sentence
- Brainstorm by answering questions and drawing pictures that relate to their own sense of identity

Description of activities:

1. Warmer: Have the students sit in groups of four. Each student should have the handout on possessive adjectives (handout 3A: A). Each group should have a six picture cards.

2. Directions: Each team member should take turns drawing a card. (1) When it is a student’s turn, they should complete a sentence using any possessive adjective and the word on the card they selected. (2) Then, they should follow the sentence with a description of at least two or three sentences.

3. Play the game until each student has had at least two turns.

4. Activity 1: Students should use the 25 most commonly used adjectives, listed on handout 3A: B, to independently write 4 different sentences: (1) The first sentence should be about the country they are from. (2) The second sentence should describe their culture. (3) The third sentence should describe themselves. (4) The fourth sentence should describe America.

5. The students will gather as a class.

6. The teacher will invite the students to volunteer their descriptions.

7. Activity 2: The students should each have handout 3A: C.

8. The students should work independently. This should be viewed as structured journal writing.

9. The students will brainstorm answers and draw pictures in response to the questions on handout 3A: C.

Assessment: in-class observations
Possessive Adjectives
(Handout 3A: A)

Directions: Each team member should take turns drawing a card. (1) When it is your turn, complete a sentence using any possessive adjective and the word on the card you selected. (2) Then, follow your sentence with a description of at least two or three sentences.

**Possessive adjectives** show possession. They describe to whom a thing belongs. Some of the most common possessive adjectives include:

- **My** – Belonging to me
- **His** – Belonging to him
- **Her** – Belonging to her
- **Their** – Belonging to them
- **Your** – Belonging to you
- **Our** – Belonging to us

When you want to leave off the noun or pronoun being modified, use these possessive adjectives instead:

- Mine
- His
- Hers
- Theirs
- Yours
- Ours
25 Most Common Adjectives
from the Oxford English Dictionary
(Handout 3A: B)

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<tr>
<th>Good</th>
<th>great</th>
<th>Right</th>
<th>large</th>
<th>few</th>
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<tbody>
<tr>
<td>New</td>
<td>Little</td>
<td>Big</td>
<td>Next</td>
<td>public</td>
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<td>First</td>
<td>Own</td>
<td>High</td>
<td>early</td>
<td>bad</td>
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<td>Last</td>
<td>other</td>
<td>different</td>
<td>young</td>
<td>same</td>
</tr>
<tr>
<td>Long</td>
<td>Old</td>
<td>Small</td>
<td>important</td>
<td>able</td>
</tr>
</tbody>
</table>

1. Look at the chart of the 25 most common adjectives.
2. Write one sentence about each of the following topics. (Be sure to use at least one adjective listed above in the sentence.)
   a. Your country:
      _________________________________________________________
      _________________________________________________________
      _________________________________________________________
   b. Your culture:
      _________________________________________________________
      _________________________________________________________
      _________________________________________________________
   c. You:
      _________________________________________________________
      _________________________________________________________
      _________________________________________________________
   d. America:
      _________________________________________________________
      _________________________________________________________
      _________________________________________________________

3. Share your sentence in the class discussion.
This is for you to brainstorm about your personal identity. You do not need to share this with anyone.

<table>
<thead>
<tr>
<th>Draw or describe a picture that you think of when you answer the question.</th>
<th>Answer the question on this sheet or write on a piece of notebook paper, if you need more space to answer the question.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your role in your family? (e.g., daughter, sister, mother, son, brother, father)</td>
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<tr>
<td>What are your hobbies or interests? (e.g., guitar playing, football, cooking)</td>
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</tr>
<tr>
<td>Draw or describe a picture that you think of when you answer the question.</td>
<td>Answer the question on this sheet or write on a piece of notebook paper, if you need more space to answer the question.</td>
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<td>---</td>
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</tr>
<tr>
<td>Describe your background (e.g., religion, race, nationality, hometown, place of birth).</td>
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</tr>
<tr>
<td>What do you think other people see in you that you do not see in yourself or agree with?</td>
<td></td>
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</tbody>
</table>
Unit 3: Expressing Personal Story using Graphic Organizers

Lesson B: Short Essay Writing: Short Personal Story Using Guiding Question Prompts

Teachers Lesson Plan

Content Objective: By the end of this lesson, students will be able to:
- Answer questions for the framework of a short personal story
- Integrate connective adverbs into their personal story
- Integrate adjectives into their personal story
- Apply a criterion to writing their personal story

Language Objective: By the end of this lesson, students will be able to:
- Write a list of goals they had
- Discuss a goal they have attempted to achieve
- Listen and write about a goal that their partner has shared with them
- Write answers and create descriptions in response to question prompts
- Read, review and apply grammar points in writing that have been presented in past lessons

Description of activities:

1. Warmer: Students will complete handout 3B: A. For part A of the handout, the students will sit independently and write a list of goals they have had. For part B of the handout, the students will sit in pairs and share one goal that they want to discuss with their partner. Then, the partner will ask questions in order record the answers on part B of handout 3B: A. The class will then gather, and the students will share the answers they have taken notes on.
2. Activity 1: The students will sit independently and take time to answer the questions on handout 3B: B.
3. Activity 2: The students will be given the following handouts and begin a first draft of a short personal story about a goal they had: **Handout 3B: C1, Handout 3B: C2, Handout 3B: C3** and **Handout 3B: D1**.

4. The teacher should explain that **handout 3B: C1** is the checklist for writing the paragraphs in **handout 3B:D1**. The answers they have already generated in **handout 3B: B** should be viewed as a general outline for their writing. They should be sure to connect their ideas by referring to their handouts on connective adverbs or for an overview **handout 3B: C3**. Additionally, they should refer to their handouts on adjectives or for an overview **handout 3B: C2**.

5. The class time should be used for the students to write independently; but they should be invited to ask the teacher any questions they have related to writing the paragraphs for their personal story.

**Homework:** The students should be given time to complete the first draft of their short essay.

**Assessment:** in-class observations and homework
Warmer: What goals have you had in your life that you achieved or learned something from while trying to reach them.

Think: **Part A.** List some goals you have had in your life.

1. 
2. 
3. 
4. 
5. 

Pair: **Part B.** Talk about one with your partner

Share: Partner should write down the answers to the following questions and be ready to share them with the class:

1. What was your partner's goal?
   
2. What was the result?
   
3. What did they learn from trying to reach the goal?
   
Share: **Part C.** Share answers with the class that you have written down.
A Personal Story about a Goal (Handout 3B: B)

1. Describe a character: You at the time the story begins.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

2. Describe the setting or the scene where your story begins.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

3. Tell the reader/listener about a goal that you had.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

4. Write what you did to try to achieve this goal.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

5. What did you learn by trying to achieve your goal?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

6. What obstacles did you meet?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

7. What questions did you have as a result of experiencing this obstacle?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

8. What did you have to change or what changed to allow you to keep reaching for your goal?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

9. What was the final conflict you had before you thought you would achieve your goal?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

10. What did you learn from trying to reach your goal?
    _______________________________________________________
Check List for a Personal Story about a Goal
(Handout 3B: C1)

6. __________ Be sure there is a topic sentence. Clearly state the goal you wanted to reach?
7. __________ Use connective adverbs to organize your ideas. (Handout
8. __________ Use adjectives to describe your nouns. (Handout
9. __________ Describe your details clearly.
10. __________ Check that your descriptions or details answer the questions for this personal story.
11. __________ Answer all the questions?
12. __________ Answer all the questions in order.
### Adjectives
(Handout 3B: C2)

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
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<tbody>
<tr>
<td>Famous</td>
<td>less famous</td>
<td>least famous</td>
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<tr>
<td>Old</td>
<td>Older</td>
<td>Oldest</td>
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<tr>
<td>Thin</td>
<td>Thinner</td>
<td>Thinnest</td>
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<tr>
<td>Nice</td>
<td>Nicer</td>
<td>Nicest</td>
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<tr>
<td>Simple</td>
<td>Simpler</td>
<td>Simplest</td>
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<tr>
<td>Powerful</td>
<td>more powerful</td>
<td>most powerful</td>
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</tbody>
</table>

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<th>Good</th>
<th>Great</th>
<th>Right</th>
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<th>Few</th>
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<tbody>
<tr>
<td>New</td>
<td>Little</td>
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<td>Next</td>
<td>Public</td>
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<td>First</td>
<td>Own</td>
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<td>Last</td>
<td>Other</td>
<td>Different</td>
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<tr>
<td>Long</td>
<td>Old</td>
<td>Small</td>
<td>Important</td>
<td>Able</td>
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</tbody>
</table>

### Possessive adjectives

- **My** (noun) – Belonging to me - Mine
- **His** (noun) – Belonging to him - His
- **Her** (noun) – Belonging to her - Hers
- **Their** (noun) – Belonging to them - Theirs
- **Your** (noun) – Belonging to you - Yours
- **Our** (noun) – Belonging to us - Ours
Also See Colors (Handout 1B: C)

**Connective Adverbs**

(Handout 3B: C3)

<table>
<thead>
<tr>
<th>Ordering</th>
<th>Adding</th>
<th>Summing</th>
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<tbody>
<tr>
<td>First/ Firstly</td>
<td>Additionally</td>
<td>All in All</td>
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<tr>
<td>Second/ Secondly</td>
<td>Also</td>
<td>Overall</td>
</tr>
<tr>
<td>Third/ Thirdly</td>
<td>Besides</td>
<td>To conclude</td>
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<tr>
<td>Next/ Then</td>
<td>Furthermore</td>
<td>To summarize</td>
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<tr>
<td>Last/ Lastly</td>
<td>Moreover</td>
<td></td>
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<tr>
<td>Finally</td>
<td>Another thing</td>
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<thead>
<tr>
<th>Contrasting</th>
<th>Transitioning</th>
<th>Concluding</th>
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<tbody>
<tr>
<td>Alternatively</td>
<td>Incidentally</td>
<td>Consequently</td>
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<tr>
<td>However</td>
<td>Now</td>
<td>Therefore</td>
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<tr>
<td>Nevertheless</td>
<td></td>
<td>Thus</td>
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<tr>
<td>Yet</td>
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A Personal Story about a Goal

Homework (Handout 3B: D1)
Directions: Look at your checklist (Handout 3B: C1). Then look at the answers you wrote on handout 3B: B to create your paragraphs on this worksheet (handout 3B: D1). Be sure to look at your notes and/or handouts 3B: C2 and 3B: C3, to help you get ideas on how to create order with connective adverbs and clear descriptions with adjectives.

Note: You are also welcome to use any adjectives that you know that are not listed.

Paragraph One:
1. Describe a character: You at the time the story begins.
2. Describe the setting or the scene where your story begins.
3. Tell the reader/listener about a goal that you had.

Paragraph Two:
1. Write what you did to try to achieve this goal.
2. What did you learn by trying to achieve your goal?
Paragraph three:

1. What obstacles did you meet or what challenges did you have?
2. What questions did you have as a result of experiencing this obstacle or challenge?
3. What did you have to change or what changed to allow you to keep reaching for your goal?

Fourth Paragraph/Conclusion:

1. What was the final conflict you had before you thought you would achieve your goal?
2. What did you learn from trying to reach your goal?
Unit 3: Expressing Personal Story using Graphic Organizers
Lesson C: Short Personal Story Using a Storyboard

Teachers Lesson Plan

Content Objective: By the end of this lesson, students will be able to:
- Offer a peer review of their classmates writing by applying questions contained in a peer review worksheet.
- Connect descriptions of images (or images) to existing written words

Language Objective: By the end of this lesson, students will be able to:
- Review grammar points related to connective adverbs and adjectives in the context of student generated authentic writing
- Read peer writing and discuss feedback
- Describe images in writing or through visual images that correspond with the students own writing.

Description of activities:
1. Warmer: The students will sit in groups of four and be invited to describe and share something they observed during the week that they liked.
2. Activity 1: The students will remain in a group of four. Each student will be given three peer review worksheets (one for each paper they will view). The students will take turns reading the short personal story of each peer and then write a response on handout 3C: A.
3. Activity 2: The students will read the responses on their peer review sheets and re-write handout 3B: D1 and handout 3B: D2 in the form of a four-paragraph essay.
4. Activity 3: The students should be invited to ask for the teachers support during the writing of the draft in the form of an essay.

Homework:
5. The students should type up their essay
6. The students should select images for handouts 3C: B1- 3C: B5

Assessment: in-class observations and homework
Peer Review Questions for a Personal Story about a Goal
(Handout 3C: A)

1. Is there a topic sentence about the main idea? Have your classmate clearly stated the goal he or she wanted to reach? Write the topic sentence or if there is no topic sentence write “no topic sentence”

________________________________________________________________________
________________________________________________________________________

2. Where else could your classmate have used connective adverbs to organize his or her ideas?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Where could they have used adjectives to describe the nouns?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Is there anything they could explain more clearly?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. If there are any descriptions or details that do not have to do with this personal story, point them out to your partner.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Have they answered all the questions?

________________________________________________________________________

7. What do you like about your partners paper?

________________________________________________________________________
________________________________________________________________________
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<table>
<thead>
<tr>
<th>Describe a photograph that you have that you would like to place next to the description on the right. You can also search on google images for a photograph that would be a good visual image to go with your description.</th>
<th>Describe a character: You at the time the story begins.</th>
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<td>Describe a photograph that you have or can find in google images that you would like to place here.</td>
<td>Describe the setting or the scene where your story begins.</td>
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</table>
Describe a photograph that you have or can find in google images that you would like to place here. | Tell the reader/listener about a goal that you had.
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Describe a photograph that you have or can find in google images that you would like to place here. | Write what you did to try to achieve this goal.
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(Handout 3C: B3)

<table>
<thead>
<tr>
<th>Describe a photograph that you have or can find in google images that you would like to place here.</th>
<th>What did you learn by trying to achieve your goal?</th>
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<thead>
<tr>
<th>Describe a photograph that you have or can find in google images that you would like to place here.</th>
<th>What obstacles did you meet?</th>
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</table>
### (Handout 3C: B4)

<table>
<thead>
<tr>
<th>Describe a photograph that you have or can find in google images that you would like to place here.</th>
<th>What questions did you have as a result of experiencing this obstacle?</th>
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<tr>
<th>Describe a photograph that you have or can find in google images that you would like to place here.</th>
<th>What did you have to change or what changed to allow you to keep reaching for your goal?</th>
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Describe a photograph that you have or can find in google images that you would like to place here. | What was the final conflict you had before you thought you would achieve your goal?
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Describe a photograph that you have or can find in google images that you would like to place here. | What did you learn from trying to reach your goal?
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CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Recommendations
Conclusions

Immigrants are often marginalized in society, which conditions their communication (Ciriza-Lope, Shappeck, and Arxer, 2016). Motivation, self-esteem, and confidence are all important determinants in learning a language (Watson – Gegeo, 2004). Gunther (2011), placed the importance of nurturing these emotional attributes on the same plane as supporting the development of cognitive abilities when learning a language.

The purpose of this project is to provide and ESL curriculum design, for intermediate to advanced intermediate learners, that will foster motivation, self-esteem, and confidence in the context of communicative activities that offer the students opportunities for self-expression. The author of this project has chosen to use the ultimate objective of storytelling as a medium through which to achieve this goal. The reasoning is that “as students engage in storytelling they learn to listen, to participate in and understand narrative discourse, and create a path to more sophisticated use of language, reading, and writing in their everyday lives” (Mokhtar et al., 2010).

The significance of this project design is that the lessons are created with student centered communicative activities, supported by tasks that teach forms, with the primary focus being both the development of student voice and a sense of community. The project accomplishes this purpose by structuring the lessons, and the overall curriculum, to give each student opportunities to interact with other students, work independently, and contribute their own authentic materials into the learning environment. Thus, the atmosphere of the class is filled with views informed by the student’s experience.
Recommendations

This project was created with the intention of inculcating the development of community and student voice in the context of teaching intermediate level ESL students how to present their own stories through writing; but also, potentially in the context of digital storytelling. The project has provided nine lesson plans that can stand on their own, for the purpose of learning how to write a personal story; however, they can also be used to scaffold ESL students in an expanded course in which second language learners could have access to creating a digital representation of their own compositions. Recommendations for concepts pertaining to additional units, four through eight, have therefore been included in these final comments.

This course would be most effective if it were taught in conjunction with a class in intermediate or advanced intermediate grammar. Additionally, this course assumes that students understand how to use a computer for skills such as typing in Microsoft Word and doing a search in Google for images. Skills related to constructing a digital video will be taught in the context of an expanded course.

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<th>A Basic Framework to Expand the Project into a Course on Digital Storytelling</th>
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<td><strong>Unit Four</strong></td>
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<td>First, the class following Unit 3: Lesson C, could have an activity where the students sit in groups of four and organize pictures to a narration. Ideally, it is suggested that the author of each personal story have the opportunity to read their composition to the small group while the other members try to guess at the order in which the student selected visual images should be placed. Then, the author of the personal story should show the group his or her intended order</td>
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of the images with the narration. After the students have had the experience of combining a short essay with visual images, they are prepared to work with a storyboard. Knowing how to organize a storyboard is a pre-requisite for composing a digital story. By sharing or participating in this activity through observation of another students’ process, the students are likely to learn this skill.

Then, allow the students to select a famous person or themselves, upon which they can base their digital story. (It is important to allow for options to the personal story, as it is counter-cultural in some peoples to bring attention to themselves). Utilizing the composition methods provided in this project, dedicate most of the time in unit four to a writing workshop that allows the students to refine their writing and select corresponding images that are to their liking.

### Unit Five

Dedicate this unit to imparting the necessary basic technology skills to enable the students to build their own digital story. Conducting this unit in a computer lab or a class equipped with multiple computers would be ideal. Jason B. Ohler has authored a book entitled Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity (Ohler, 2013): This book can provide the teacher with all the necessary resources to achieve this objective.

### Unit Six and Seven

Allocate these units to time composing digital stories in iMovie on computers in a learning environment: This will enable students to have access to all the necessary hardware and software that will be necessary for them to transform their compositions and personally
selected images into a digital story. The basic tools necessary are a computer, a microphone, digital images, digital music files are optional, and iMovie software.

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<td>Celebrate the achievements of the students during this time by viewing their digital story creations in a receptive and sensitive environment.</td>
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References


