

Lesson Plan About Teaching the Function of Giving Opinion/Agreeing and Disagreeing for Mongolian Lower English Level Students

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Abstract

Function words act an important role in English teaching classes. Teachers provide their opinions by using agreeing or disagreeing. In this essay, the writer will design a teaching plan for Mongolian Lower English Level Students class to complete an assumption by using agreeing and disagreeing.

Key words: Function words; Opinions agreeing/disagreeing; Elementary students

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INTRODUCTION

A lesson plan is a teacher's detailed description of the course of instruction for one class. Major function is to write down what the teacher expects the learners to be able to achieve by the end of the lesson, and help the teacher to think logically through the stages in relation to the time which the teacher has available (Gower, Phillips, & Walters, 2005). When deciding a lesson plan, the teacher needs to consider the aims, assumptions, anticipated problems, teaching points, procedure including stages, activities, timings and interaction students (Harmer, 2007). A lesson plan is available for the class design to help the teacher to ensure the success of the class and well connect the target language items for learners.

My proposed lesson plan is designed for teaching students how to give opinions, agreeing and disagreeing. The plan is lasts for 50 minutes with the target language learners consisting of 20 monolingual Mongolian Lower English Level Students. They have learned general English for three years and the English lessons are compulsory for these students. The aim of this lesson commentary is to specifically describe and explain the speaking lesson plan details for elementary students, by including each stage and procedures; teaching methods and techniques; activities and drills. This commentary starts in the description of the class by three main parts: background elements; procedure, stages and activities; and classroom management.

1. BACKGROUND INFORMATION

It is important to analyze lesson plans before the class (Harmer, 2007). When considering lesson plan, there are the issues which will be related: such as aims; assumptions; target language analysis; anticipated problems and solutions.

1.1 Aims

The aim is set up for precise descriptions of what a learner will be able to perform as expected outcomes of the course (Hedge, 2000). A successful aim will establish a clear and realistic balance in the amount of preparations before the lesson (Scrivener, 1994). The elements, whether designed activities and procedures are possible to lead to the expected outcomes of learners; whether the aim is adaptable to the levels of the students, should be considered.

There are two major objectives for this lesson to be achieved. Firstly, by the end of the lesson, learners will be able to use the function of giving opinions, agreeing and disagreeing sentences to express and state their opinions, agreement and disagreement. Secondly, students will be

able to proficiently use speaking language items about function of giving opinions, agreeing and disagreeing in an authentic situation.

The main aim of a lesson is usually concerned that what students intended achievements: language items that learners will have learned, skills students will have enhanced, points they will have reached after the lesson (Gower, Phillips, & Walters, 2005).

1.2 Assumptions

Assumption is usually described that what teachers suspect that learners have already learned and what they will able to be taught (Harmer, 2007). Assumption is the essential parts of the lesson plan, because it provides the assumed conditions and basic abilities for developing a lesson.

For this lesson, it assumes that the classes have already understood some speaking expressions about giving opinions, agreeing and disagreeing, and some other function English have been introduced to them before. However, they may not systematical understand clearly what types of English is function English and how can they use appropriately about function English of giving opinions, agreeing and disagreeing in certain conversations.

1.3 Target Languages Analysis

Before teaching the lesson, it is necessary that teacher should understand the target language well to ensure demonstrated correct language forms for learners. It usually concludes that some research and careful thinking (Scrivener, 1994). The modal patterns of this plan form or adapted form:

Giving opinions: I think Elizabeth is beautiful/ pretty. /
In my opinion, Elizabeth is beautiful/
pretty. /As far as I'm concerned,
Elizabeth is beautiful.

Agreeing: Yes, of course. /I agree with your opinion. /
That's what I was thinking.

Disagreeing: No, I don't think so. / I disagree with
your opinion. / I'm afraid; I cannot accept
your opinions. I think...

1.3.1 Form

In above examples, *giving opinions sentences are: I think Elizabeth is beautiful/ pretty. /In my opinion, Elizabeth is beautiful/ pretty.* They are simple present sentences.

Giving opinions: I think /In my opinion, / As far as I'm concerned, Subjective +Be/Verb +Complement/Objective.

Agreeing: Yes, Subjective+ agree+.....

Disagreeing: No, Subjective+ disagree +....

1.3.2 Meaning

The meaning of sentences "*I think Elizabeth is beautiful/ pretty. /In my opinion, Elizabeth is beautiful/ pretty. /As far as I'm concerned, Elizabeth is beautiful.*" are state the

ideas and opinions about thinking Elizabeth is beautiful girl.

Agreeing: Yes, of course. /I agree with your opinion. / That's what I was thinking. Those sentences refer to the ideas about support or agreement the speaker's opinions.

Disagreeing: No, I don't think so. / I disagree with your opinion. / I'm afraid, I cannot accept....

Those sentences refer to the ideas about negative or disagreement the speaker's opinions

1.3.3 Pronunciation

In the target language items, there is no complicated pronunciation vocabulary. The intonation and stress should emphasize the key contents. For instance, giving opinions sentences should stress what' your attitudes toward the specific contents. During the drills, teachers will demonstrate stress for learners.

Giving opinions: I think Elizabeth is beautiful/ pretty. / In my opinion, Elizabeth is beautiful/ pretty. /As far as I'm concerned, Elizabeth is beautiful.

1.4 Anticipated Problems and Solutions

Although lesson plan are flexible and realistic designed to the class or the lesson plan is able to adapt well according to the expected circumstances, it is possible to make mistake also when some things will happen during the class teaching (Gower, Phillips, & Walters, 2005). It is an effective way to make a note on the lesson plan for any anticipated problems according to language or classroom management that could happen or have happened during any of activities and any stages of lesson (Harmer, 2007).

The anticipated problems of this lesson plan are mainly classified three points: Firstly, the Mongolian students will have more confusion about what is the functional English. The reason is that there are not the same systematical language items in Chinese speaking and writing. For this problem, the teacher should give the information or explain the background about the function English for the learners. In addition, the teacher can provide further examples to better demonstrate the different types of function language. Secondly, students may use much mother tongue than language items during activities. This problem is the common issue for the learners whose first language is not English (Nunan, 2004). In terms of elementary students are lower level learners, moderate quantity of mother tongue can be accepted to communicate during the activities. Thirdly, it is difficult to understand whether or not all of pupils can engage the activities. For this problem, the activities should be designed more attractive for pupils. For instance, teachers can imagine themselves as specific individual students in the class (Scrivener, 1985). In addition, teacher can be

an observer for the whole class or involve the games for specific groups.

2. PROCEDURE, STAGES AND ACTIVITIES

Procedure is the essential part of the lesson plan which consists of the different steps or stages in the lesson to guarantee that the aims are achieved (Gower, Phillips, & Walters, 2005). All of procedure elements should be introduced in of this plan including: Engage, Study, and Activity.

The procedure applied for this lesson is ESA, which concludes the *engage, study and activity*. The applied teaching approach is Presentation-Practice-Production. Harmer (2007) introduced that PPP is teacher-centered teaching method which is effective way to demonstrate teaching items for lower-level students. *Engage* is the stage involving learners to the lesson topic and to draw their attentions to the class. *Study* is the Presentation stages in PPP; it is the essential part for students to learn the language items or knowledge. *Activity* is the way to activate learners' knowledge and ability to use the knowledge and it is the Practice and Production stages in PPP. The procedure of this plan is five stages: warming up; focus on language; practice; feedback and review.

2.1 Engage

It is an effective way to draw students' attention by engaging in the game or conversations. In the warning up stage, teacher asks general questions to students by using "Do you think..." sentences. Students free answer. The aim is to review the simple question sentences and warning up the function language of lesson topic.

2.2 Study

Study is the process for students to learn and practice the language items or knowledge (Harmer, 2007).

2.2.1 Giving the General Information About the Topic

The teacher concludes the function language appearing in students free answers, and then gives the background knowledge about what is function of giving opinions, agreeing and disagreeing. Meanwhile, the teacher should have to introduce what situation context to use the function language.

2.2.2 Language Focus: Demonstrate the Language Items and Provide Examples

The teacher explains the approach and function of giving opinions, agreeing and disagreeing. The meaning of sentences "*I think Elizabeth is beautiful/ pretty. /In my opinion, Elizabeth is beautiful/ pretty. /As far as I'm concerned, Elizabeth is beautiful.*" are state the ideas and opinions about thinking Elizabeth is beautiful girl. *Agreeing: Yes, of course. /I agree with your opinion. / That's what I was thinking.* Those sentences refer to the ideas about support or agreement the speaker's opinions. *Disagreeing: No, I don't think so. / I disagree with your*

opinion. /I'm afraid, I cannot accept.... I think.... Those sentences refer to the ideas about negative or disagreement the speaker's opinions. Teachers present the speaking items that are valuable to tell students how to use function language in an authentic situation

2.2.3 Controlled Practice: Students Repeat Sentence and Do Role Play

Students have to repeat and recap the sentences as the PPT shown by the teacher. Then, students and teachers repeat the sentences by role play and change the role. Later, students do role play by repeating the sentences and pair checks. It is effective way to confirm elicit the ability to use of language items.

2.3 Activity

The basic building block of a class is the active (Scrivener, 1994). The aim of the activities is to involve students using or working with the language items to achieve some special outcomes.

The activities of this plan are that learners do the conversation exercise/games in pair works and then compare the answers with partner in order to better use the language items. Another game is information gap by using giving opinion language, agreeing or disagreeing language. The learners substitution of the subjective and adjective to find someone whose opinions are exactly the same as theirs. To play this game, students move around the class asking for and giving opinions the subjects listed on their card until they find someone who agrees with them about everything. During the asking question, the students can give the disagreeing opinions when their cards are not exactly the same as asking.

3. CLASSROOM MANAGEMENT

The abilities of managing and arranging a successful class may be the crucial element to the whole success of a lesson (Scrivener, 1994). To ensure achieving the specific outcomes of learners, the managing and arranging activities should be considered in the lesson plan, such as grouping and seating; teacher role and student role (Gower, Phillips & Walters, 2005). The essential skill for the classroom management is to be able to observe and find classroom activities as learners do and think of possible options available for teachers and take appropriate decisions when something go beyond the plan. The effective way for teachers better managing the classroom is to increase the awareness of what options are available (Hedge, 2000). It is about teacher skillful select efficient options at each stage.

The classroom management of this plan is that there is no special order to the seat that students can choose the order by their students' number or by their tendency. The target language items will be displayed by PowerPoint. When playing the game, learners can take the back-fence students to be their partners or move around the

classroom. This part will be introduced by four parts: teacher role, Instructions, Students grouping, Managing resources and using materials.

3.1 Teacher Role

Harmer (2007) stated that teachers can possibly be identifying the different numbers of the roles in the classroom: as controller in eliciting the language analysis; as assessor of accuracy when learners using target language and pronounce the sentences; as organizer in giving instructions for the activities; as prompter and organizing feedback for pair work or work together and so on.

In this plan, it is the teacher-centered class that the teacher as the controller gives the concept of what is function of giving opinions, agreeing and disagreeing, and analysis the functions that how to use it in particular context. Due to problems about learners using more mother tongue and chat during the games, the teacher is as organizer that divide students in pair works to play the card game; and as the monitor during the games move around the classroom to observe the group of pair work to ensure whether students engage the game or involve the games for specific groups (Richards, 1986). The teacher performs as the prompter when students make mistakes and correct them. After activities, the teacher gives feedback to learners. Although learners are monolingual elementary pupils, the teacher can try to use English as possible as they can understand.

3.2 Instructions

Giving instructions are able to bring clear and information for learners that what to do (Thornbury, 1999). The better way to give clearer instructions is to consider those steps: Firstly, check the instructions by listening and watching the instructions by teacher selves in preplan; secondly, giving essential information by using simple and clear language; thirdly, separate instructions clearly from each different activity; fourthly, demonstrate rather than explain when it is possible; fifthly, using eye contact to check whether students have understand what to do (Scrivener, 1994).

In this plan, the teacher gives instruction for learners do the speaking exercise/games: Learners substitution of the subjective and adjective to find someone whose opinions are exactly the same as theirs. To do this game, students move around the class asking for and giving opinions the subjects listed on their card until they find somebody who agrees with them about everything. During the answers and questions conversations, the students can give the disagreeing opinions when their cards are not really the same as asking.

Base on the target learner is lower-level monolingual students, it is not possible to demonstrate the structure by using English. Scrivener (1994) stated that English instructions will make confusion to understand well for lower level non-native learners. For this problem, the

appropriate mother tongue will be accepted during the lesson.

3.3 Student Grouping

For each activity in the lesson, the teacher should consider what groupings, seating and standing arrangements are applicable (Scrivener, 1994). In grouping work or pair work, it is just an effective time to practice oral English for learners in TTT (Student Talking Time) (Thornbury, 1999). The reason is the case that students will use English to communicate for each activity. Meanwhile, it is a motivation for learners to study and practice target language items (Harmer, 2007). Moreover, it gets a better way to check whether students have understood and applied the language as expected.

In this lesson plan, there is no special order to the seat that students can choose the order by their students' number or by their tendency. In the warming up and study stages, the class will be one group to do exercises with the teacher. During the game, the students will be divided to pair work or individual work.

The drawback for no special order seating is that students usually choose the seat near their friends and use more mother tongue and chat during the activities and lesson. For such this problem, the teacher role plays important functions to solve or decrease the problems by monitoring or involving game. However, no special seating and pair work can encourage learners comfortably work and more talkative than arrangement seating number. In addition, student will feel confident when play games with the pleasant partners (Scrivener, 1994).

3.4 Managing Resources and Teaching Materials

Different resources apply in the lesson to make lessons more interesting and effective (Gower, Phillips, & Walters, 2005). There are various resources using the lessons, such as the board; the overhead projector; visuals; worksheets and workcards; video and so on. In this plan, the teaching aids are on the board using the warming up; handouts and pictures using the activities and PowerPoint using the Presentation.

Course books are secure text for both teachers and learners. It provides the variety and balanced language work for different levels of learners. In this plan, the course book is *Elementary Communication Games*, but the language contents are not totally from the course book. The agreeing and disagreeing content are supplied by reference book-*Function in English*.

CONCLUSION

The aim of lesson commentary is described in the lesson plan for teaching speaking function English for 20 monolingual for Mongolian Lower English Level Students. It has been described by background elements; procedure, stages and activities; and classroom management.

This lesson plan lays out many stages and aspects for actual teaching classes. It demonstrates clearly about the lesson aim; explains and analyses the concepts and approach of the language items; gives anticipant problems and provides the solving methods. In the procedure, it applied ESA with five stages: warming up; focus on language; practice; feedback and review. Two activities consisting of role play and information gaps are applied in the class. Teaching aids such as the board; pictures; PPT help the teacher achieve analysis in the target language. Grouping work and pair work motivation and confirm whether students have understood content of the lesson.

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