2003

The role of motivation within an activity system for adults learning English as a second language

Priscilla Beth Jenison

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THE ROLE OF MOTIVATION WITHIN AN ACTIVITY SYSTEM
FOR ADULTS LEARNING ENGLISH AS A SECOND LANGUAGE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

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

by
Priscilla Beth Jenison

December 2003
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ABSTRACT

The purpose for this project is to allow theory to serve practice in educating English as second language (ESL) learners while applying some theories of Vygotsky, Welsh, Engeström, Selinker, and most recently, of one ethnographic researcher, Bonny Norton. An attempt is made in this project to conceptualize the relationship between the language learner and the social world, developing a comprehensive theory of identity that integrates the language learner and the language learning context, while trying to keep motivations high. Norton builds upon four elements of social processes: context, setting, situated activity, and self. This project incorporates her idea that the first three elements of social activity, setting, and context all affect the experiences of self and identity.

The framework for this curriculum unit features four key concepts as follows: the role of mediated action and how it shapes motivation; what comprises an activity system and its mediated tools; the identity of the second language learner and how it affects motivation; and the importance of sociocultural motivational conditions on identity. These concepts are all combined to create a hybrid model
supporting the role of motivation through the combination of the native language activity system and the target language activity system, creating the interlanguage activity system of an adult second language learner.

The curriculum includes the introduction of learning strategies, encouragement of autonomous learning, development of social interaction skills, application of those skills, and support for identity. The goal of instruction is to foster bicultural and responsive students who have made a secure connection with the target language society while strengthening their own identities.
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CHAPTER ONE
INTRODUCTION

Background of the Project

The study of second language acquisition (SLA) has drawn from many other content domains over the years, among these linguistics, psychology, sociology, discourse analysis, and education. Continual research has been carried out on the question of how second languages are learned. The methodologies of language learning have shifted over the years from emphasis on the study of language toward a focus on language behavior and the effect of culture on language.

This concept was taken even a step further by James Wertsch, whose goal has been to find the link between individuals and their culture within their sociocultural setting. In support of Vygotsky, who championed the idea of mediation in learning, Wertsch saw language as one of the tools used in mediating the motivations of the second language learner; but there is still the need to make a connection between the activity system of the native culture with the activity system of the target culture.
Engeström (2002b) developed a basic model of an activity system and a model of two interacting activity systems. This model could be applied to the processes that occur in the acquiring of a second language. Layder (1993) concluded that there are four research elements involved in the activity system of each individual which serve as social processes: the context, setting, situated activity and self. Norton (2000) has focused on the aspect of self and has provided evidence that all of the first three impinge upon self and its identity.

Crisis of Identity in Motivating the Adult Second Language Student

The influx of immigrants coming to the United States continues to serve as a powerful statement demonstrating the desire of many to become a part of this nation. Some people may come for a business visit, an educational visit, or simply to learn English. It is becoming more evident that the English language is becoming an international language that is required for individuals to progress in many cultures. As international society becomes more multicultural, the need continues to grow for the nurturing of each individual, according to each one's unique sociocultural setting.
The U.S. system of education has been dominated by an extrinsic perspective, as learning takes place within the reward system found in this culture. Rewards such as grades, eligibility, and money can in turn strengthen one's identity if they are familiar to the learner, but can diminish one's identity if extrinsic motivation is foreign to the individual.

The educational goal of creating an optimal environment for all is important in supporting identity and motivation. Crucial to educational equity is the understanding that favorable conditions for learning vary among individuals. Learning is the human act of making meaning from experience. Adults have their culture and its sociocultural values already ingrained. Motivating these learners requires the awareness of how they make sense of their world and how they interpret their learning environment.

Purpose of the Project

It is becoming more evident in the context of second language learning how much the identity of humans plays a part in their motivations and actions. Norton's work, and that of other researchers like Dornyei, has shown that
motivation goes beyond the social psychological studies into ethnolinguistic vitality, acculturation, and social identification (Norton, 2000). Until recently, motivation has been separate from any kind of social engagement. The main focus has been on the individual self while disregarding the influence of context and setting.

The purpose of this project is to provide an English-as-a-second language supplementary curriculum unit aligned with Norton’s (2000) conceptualization of the relationship between the language learner and the social world. Norton provided a comprehensive theory of identity that integrates the language learner and the language learning context. The goal is to have learners be successful in learning English through the efforts of continuing to sustain a relationship with their native language culture and the target language culture as they search for their new identity as second language (L2) learners.

This curriculum promotes methods and instruments of the native language culture as a part of the common tools used from the target culture in learning English. An attempt has been made to create activities that address and exemplify both sociocultural environments.
Content of the Project

This project provides a curriculum unit with twelve lesson plans for teaching English to speakers of other languages (TESOL). It was created to be a supplement to any other curriculum program designed for adults at the intermediate level of study. It is designed to supplement curricula that may be lacking in sociocultural awareness and promotion of bicultural identity.

There are six main parts to this project. Chapter One presents an introduction to the project and the theoretical framework underlying the curriculum. Chapter Two is a review of the literature which investigates the role of mediated action, how it helps shape motivation, the concept of an activity system in which the mediated action originates, the combining of two activity systems, and an explanation of the way the identity of each individual fits into the sociocultural conditions of his or her activity system. Chapter Three gives a complete description of how the theoretical framework applies to the field of TESOL. Chapter Four presents the rationale for the design of the lesson plans and the overall strategies used in the curriculum unit. This includes a brief synopsis of each
lesson plan along with its three main objectives. Chapter Five explains the assessment process as well as the evaluative goals for this unit. The appendices include the resources which support this project, an observation guide for culturally responsive teaching, assessment forms, figures, lesson plans, and additional activities.

Significance of the Project

This project offers a motivational framework for culturally responsive teaching. It attempts to show that culture is inseparable from motivation. Culture can be viewed as an activity system and is inseparable from identity, and identity is intimately connected to motivation. The curriculum unit includes the conditions for establishing inclusion, developing positive attitudes, enhancing meaning, and enhancing the competence of each individual learner. Overall, strategies are used to keep the activities related in a systematic way. Lesson events are sequenced to promote the continuous evoking of motivation. Furthermore, an environment is promoted that develops the identity of each student with reference to larger social structures through the reproduction of the day-to-day social interaction. It is hoped that the
students will recognize that they have been given access to powerful social networks through the influences of both their native language and the target language as they learn English.
CHAPTER TWO

REVIEW OF THE LITERATURE

Sociocultural Foundations of Mediated Action

Much more is involved in learning a language than just the usage and meaning of words. The culture of any language plays a significant role in language acquisition. The use of language is shaped and socialized through culture. The norms of interaction and interpretation are invisible aspects imposed by culture on language users (Kramsch, 1998). When one learns a language it is necessary to also learn the culture, history, and sociocultural institutions of that particular language. This is accomplished, according to Wertsch (1991), through mediated actions imposed on individuals within each culture. Mediated actions are tools used to assist in obtaining a desired result. It is through the imposition of these mediated actions that an individual’s motivation is shaped.

Wertsch felt Vygotsky’s psychological ideas were not sufficient with regard to the sociocultural foundations of mediated action. He made it his goal to examine “the socio-cultural situatedness of mediated action that
provides the essential link between the cultural, historical, and institutional setting on the one hand and the mental functioning of the individual on the other” (Wertsch, 1991, p. 48). He strongly supported the idea that the task of sociocultural analysis is mainly to understand how mental functioning and human action, which is brought about by shaped motivation through mediation, is related to these three settings. Each of these three settings (ie., cultural, historical, and institutional) has been analyzed as a separate entity, and Wertsch desired to see them interlinked into a more integrated unit.

Wertsch felt there had been a silence in the field of psychology with regard to sociology because psychology is typically limited to the science of mental processes or behavior of the individual. One of Wertsch’s main goals to formulate a vital link between individuals and their sociocultural setting. His approach involved the use of mediated action. Mediated action involves certain tools (ie., language, speech genre, signs, etc.) used by an agent or society which help shape the motivation of an individual and bring about an action (Wertsch, 1991). He emphasized
this concept because of the narrow ideas that theorists used in focusing on the agent in isolation. He felt that an important way to extend this is to recognize the role played by "mediational means" or "cultural tools" used in motivating human action. Vygotsky suggested that language was one of the most empowering tools of mediation and Wertsch supported this suggestion through the illustration of how speech is involved in human action.

Through Wertsch's research, one can expect to have a clearer picture of what should be the true task of a sociocultural approach. One will also have a better understanding of the agents and cultural tools found throughout society which serve as mediators of action. In light of these mediators, which many native language speakers may take for granted, there should be a deeper sympathy for the second language learner as one sees how motivations, originally shaped by the mediated actions formed in the native culture of the learner, become adjusted to the mediated actions of a new culture and language.
The Socialization of Mental Functions

Vygotsky pointed out that language is unique because it is the only sociocultural system present in every other system (Lee & Wertsch, 1984). Vygotsky also believed that the mediation of action by a language is what helps the mind develop, and stated that "the organizing principles of cognitive development are not biological or individual, but sociohistorical" (1981, p. 196). According to another theorist, J. P. Gee (1999), humans are sociocultural beings because of the minds they possess. He postulated that any talk about the mind leads one to social, cultural, and institutional practices which motivate and influence patterns of talk, action, and interaction.

Dissatisfaction grew with regard to psychology and its developmental theories in the last decades of the 20th century. A major issue for Wertsch in this area, as previously mentioned, was that research had historically been based more on the study of the individual, or the mental functioning of the individual in isolation, rather than on the individual within society (Wertsch, 1991). He strongly supported John Dewey's argument, first introduced in 1901, that "psychology would have to come to terms with
how individuals are culturally, historically, and institutionally situated before it could really begin to understand the many other aspects of mental functioning" (Wertsch, 1991, p. 3).

With the diversity found in America today and the steady increase of multiculturalism, there is an increasing emphasis on culture and sociocultural factors. Thus, theorists are faced with the question, “Are human beings mainly what nature determines them to be from birth or what culture enables them to become through socialization?” (Kramsch, 1998, p. 4).

As different social, cultural and institutional practices have been studied more thoroughly, the various influences for motivation are becoming more visible. Once the motivational resources of each culture are acquired, the tools for mediating action in the learning process become available. These tools of society help produce higher language learning success rates.

Cultural Mediation

“All cultures share some universal characteristics,” according to Diaz-Rico and Weed (1995, p. 194), but no two individuals in any culture look at the world with the same
perspective. Whatever mediated action is used, the culture provides individuals with a way to internalize, organize, and interpret personal experiences, shaping motivation and thus producing individualized lives that are "spent in the company of others" (Anderson & Meyer, 1988, p. 123).

Anderson and Meyer believed the way reality is perceived is through mediated communication in both language and behavior. This perspective is audible and visible through the mediated communication of individuals within distinct societies and cultures. Vygotsky's theories also support this concept, through his claims that all human psychological processes and perspectives are mediated by certain psychological tools such as language, signs, and symbols within a culture (1988). He supported the idea that linguistically mediated cognitive skills of individuals build upon more primitive skills, and are developed in a way which supports each socially mediated environment, influencing the perspective of how one views the rest of the world.

Individualism seems to be a characteristic of Americans. Whether in the various theories in psychology, or even through the lyrics of popular music in America,
individuality has been highly valued. Frank Sinatra glorified the idea in the hit song "My Way." The perspective of individuality in American culture may cause conflict for an individual from a collectivist culture.

Possibly, the pendulum is beginning to swing back as the necessity for more sociocultural sensitivity arises in American culture and its communities:

As we enter the twenty-first century, global demographic and technological changes are leading to unprecedented levels of intercultural contact in both domestic and international arenas. Immigration in Western Europe, Australia, and North America is creating new 'multicultural' societies where rapid linguistic, cultural, and political change is endemic. (Kern, 2000, p. 5)

As individuals spend their lives in the company of others the need to be sensitive to others increases. This sensitivity cannot be achieved without communication and the expression of these needs. The awareness of other perspectives helps reduce conflict and enhance motivation.
Sociocultural History

Wertsch used the term "sociocultural" because he wanted to come to a clear understanding of how mental action is situated in cultural, historical, and institutional settings (Wertsch, 1991). Much of his theory is taken from the three basic themes that run through Vygotsky's writings:

1. a dependence on genetic analysis; 
2. the belief that higher mental actions in the individual come from social life; and 
3. the claim that human action, on both the social and individual planes, is mediated by certain tools and signs. (Wertsch, 1991, p. 19)

Vygotsky's preoccupation with sociocultural history was motivated in part by the writings of many other theorists, especially Darwin and Marx (Wertsch, 1991). His desires were to translate Marx's ideas (which focused on political economy) into more concrete psychological theory. One of Vygotsky's most important arguments, supported by Wertsch, was that the natural development and cultural development of a child coincided.

Wertsch believed that because Vygotsky was influenced by Marxist theory, there should have been a more developed
study of historical and economic forces of society. According to Wertsch, “Vygotsky and his colleagues did relatively little to elaborate this claim in concrete ways” (Wertsch, 1991, p. 34). Because Vygotsky’s theories were somewhat limited, Wertsch’s goal has been to expand the thought of mediational means from individual psychological functioning to a more general claim that mediational means actually emerge in response to a wider range of social forces.

It has become quite clear how both economics and historical values shape the motivations of many, especially in second language learning. Wertsch has succeeded in developing this further, as well as continuing to promote Vygotsky’s initial argument that both natural and cultural developments coincide in helping to shape motivations. As both of these aspects have been studied and applied to second language learning a clearer understanding of mental actions has emerged.

The Communication of Meaning

Wertsch (1991) emphasized the view that meaning is central to the sociocultural approach of mediated action. One question asked by a Russian contemporary of Vygotsky,
Bakhtin, is “Who owns meaning?” (Holquist, 1981). The opposing positions relating to this question include the assertion that either no one owns meaning or the claim that certain individuals do actually own it. Wertsch felt that Bakhtin’s approach was moderate: users of language “rent” meaning. It has been said, “Meaning is our destination; the way to it, through rules, is a journey with its own rewards” (Croft, 1972, p. 22). Words have meaning, but only as they are used in dialogue within a society; therefore meaning is always based in group life (Wertsch, 1991).

Every community within a society imposes some sort of structure on its individuals. They live their social lives according to their community’s habits. Speech is one of these habits. Speech habits differ from language to language. Some habits found in one language are similar to those found in another language, but they are never quite the same. Learning another language also involves learning a new set of habits within that sociocultural setting. Learning appropriate habits produces a more efficient speaker—-one who can better understand the true meaning of the dialogues in which they may find themselves engaged.
A dialogue involves human communication, and human communication can be summarized in terms of the transmission of information. This dialogue involves two subjects: the transmission to a receiver, and the decoding of the transmission into a message by the receiver (Wertsch, 1991) (see Figure 2-1).

Figure 2-1. The Transmission Model of Communication: Conduit Metaphor


Reddy (1979) actually outlined the "conduit metaphor" which he felt shapes a significant part of current understanding of human communication. He did not claim that the conduit metaphor covers all communication methods. One of the biggest arguments against the conduit metaphor is that the arrows are unidirectional and the emphasis of communication is placed mainly on the speaker or writer.

The basic outlines of the conduit metaphor, according to Reddy (1979), are that language functions like a
conduit, transferring thought bodily from one person to another. In writing and speaking, people insert their thoughts and feelings in words. Words accomplish the transfer by containing the thoughts of feelings and conveying them to others. In listening and reading, people extract the thoughts and feelings once again from the words.

Another theorist, Bakhtin, admitted, for the purpose of developing a sociocultural approach to mediated action, that one needs to take into account the many social and individual processes involved in communication (Wertsch, 1991). In his support of Reddy's transmission model he covers some of the main ideas in teaching language: for example, writing, speaking, listening, and reading are the four main components to communication. Of course, none of these components can take place without the receiver's understanding the language.

When the desire to understand and be understood is present, the individual will evince a greater degree of motivation. A second language (L2) learner must gradually acquire enough understanding of the target language in
order to be able eventually to decode the transmission and extract accurate thoughts and feelings from the transmitted message.

Through the journey of learning a second language, one experiences the benefits of meaning within dialogue in a new way. New meaning sometimes replaces old because of the mediations of a new group or society. One's abilities to transmit and decode language as well as adapt new habits result in a better communicator.

**Diversity of Mediational Means**

Mediational means of communication consist of technical tools and psychological tools, according to Vygotsky (1988, p. 27). There is a large diversity of mediational means available to humans, so Wertsch (1991) explained that they should not be viewed as a single, undifferentiated whole, but as different items that make up a tool kit.

A "tool kit" approach allows group and contextual differences in mediated action and presents a clearer picture in layman's terms. This analogy helps clarify the connection between the nature of mediated action and mediated agency (Wertsch, 1991). It helps one understand
the difference between the shaped action and the actual tool doing the shaping. One clear illustration of how a tool kit approach can work is found in the concept of developmental psychology, where "different groups" means children at different levels of maturity. Piaget did many studies involving children at different levels of speech proficiency, stating that both egocentric speech and communicative speech appear at different ages. Just as a tool box contains many tools which look very similar but have different uses, both speech types are social but their functions differ. It helps to visualize an actual tool box:

...there is a hammer, pliers, a saw, a screwdriver, a rule, a glue pot, nails and screws.----The functions of words are as diverse as the functions of these objects, yet there are also some similarities.
(Wertsch, 1991, p. 105)

It is essential to be able to distinguish one tool from another in the tool kit. Vygotsky's list of psychological tools consists of the following: "language; various systems for counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes,
diagrams, maps, and mechanical drawings; conventional signs; etc...” (Vygotsky, 1981, p. 137). It is a bit more difficult to identify distinct psychological tools among those which are language based.

Clearly, there are numerous uses within human language. To help identify other problems involved in looking at social language tools in a tool kit, another figure whose ideas are helpful through analogy is Ludwig Wittgenstein. There are many theoretical, and even historical, links between Wittgenstein, Bakhtin, and Vygotsky. According to Wertsch, Wittgenstein presented the importance of being able to discern the differences of the "homogenous appearance of language" (1991, p. 106).

It is like looking into the cabin of a locomotive. There are numerous handles which all look alike. But one is the handle of a crank that can be moved continuously; another is the handle of a switch, which has only two working positions, it is either off or on; a third is the handle of a brake-lever, the harder one pulls on it, the
harder it brakes; a fourth, the handle of a pump works only as long as it is moved forward or backwards. (Wertsch, 1991, p. 106)

There are many functions performed by each language tool in the communication process. Accepting the diversity of each of them and appreciating their individual values as well as their chronological ordering, allows an unlimited access of opportunities for each language learner. The more knowledgeable learners become with each language tool the more successful they will be in their communication with others.

The Heterogeneity of Speech Genres

In support of Wittgenstein's analogy, it is often difficult to understand the differences between social languages and tools such as speech genres in a given language. They both perform different functions, but they have similar appearances in the living language.

In support of Piaget, Vygotsky theorized that the primary function of speech is communication or social contact. He believed speech can be divided into egocentric and communicative speech (Vygotsky, 1962). Egocentric speech happens when a child transfers social forms of
behavior (also referred to as communicative speech) to the inner-personal self, a process which is described as inner speech or self-reflection. Vygotsky supported this thought by adding, "The true direction of the development of thinking is not from the individual to the socialized, but from the social to the individual" (p. 20). Vygotsky also postulated that egocentric speech eventually disappears when one feels adequately understood, which Vygotsky stated is important for social speech.

In the social context, because language is a main tool of mediated action, there are many speech genres used. Wertsch focuses on a particular speech genre used in classroom instruction throughout American schools. He examines the difference between the voices of teachers and the voices of students. Teachers have developed a unified speech genre involving formal instruction, whereas students have not. The effect of this creates certain types of heterogeneity in the discourse of classroom interactions.

Wertsch chose the formal setting of instruction for his focus, because this setting is one that is mainly concerned with socialization. A characteristic of speech genres used in this setting is that there is a clear power
difference between the voice of the teacher and the voices of students. A reflection of this is constructed in a large portion of the teacher’s words, which are “directives.” Students are expected to follow them, yet students produce very few directives for the teacher in return. The main function of these directives is to regulate students’ mental processes “in ways that are appropriate for the socio-cultural setting of the classroom” (Wertsch, 1991). The goal is to use these directives as a mediated action, and for students to internalize these elements.

In presenting these descriptions, it was Wertsch’s desire to suggest that there is heterogeneity involved in the mediational means of human communication and mental functioning. With heterogeneity comes the problem of knowing how to formulate the relationship among the different mediational means or tools in the tool kit. Speech genres are just one of the many tools found in the heterogeneous mediational tool kit. There is still a need for further research in deciding which speech genres are suited for different real-life activity settings. By examining these different genres within a certain socio-
cultural setting, Wertsch (1991) believed it is possible to make specific distinctions among different activity settings.

Linking Mediated Action and Sociocultural Setting

In and of themselves, mediational means (like speech genres) are ineffective. Only by being part of an action do they come into being. The whole reason Wertsch concentrated on the terms cultural, historical, and institutional in speaking of sociocultural settings is to emphasize the importance of anthropology, history, and sociology. His desire was to link these three terms together in such a way that one could see how they can move from one to the other without losing sight of how they fit together into a more complex whole. By using speech genres as mediated action in his emphasis, once again Wertsch reminded us that mediated action is linked to historical, cultural, and institutional settings. He would be the first to agree with the belief that "the task of the sociocultural approach is to explicate the relationships between human action on the one hand, and the cultural, institutional, and historical contexts in which this action occurs on the other" (Wertsch, 1998, p. 24).
As previously stated, Wertsch believed that trying to understand mental functioning or mediational means solely through psychological terms results in an incomplete view. His desire was to see his example of speech genres create an important link between the insufficient research on psychological processes and their cultural, historical and institutional settings. He proposed that this combination is destined to only bring positive change. He was the first to say that speech genre is only one of the many tools in the mediated action tool kit, and it should never be viewed in isolation but always through sociocultural settings. The analytical tool of one mediated action through speech genre is just the beginning of the understanding of sociocultural settings and the psychological processes associated with them.

As the world becomes more unified and societies become more multicultural, the motivational tools used in the mediated action tool kit for various cultures may begin to become more similar with time. Teachers of L2 students need to become more aware of sociocultural settings that differ from those with which they are familiar. They also need to reconstruct and renegotiate the "tools" used for
the desired mediated actions, to allow for adjustments as one activity system interacts with another. The motivational tools used in the mediated action tool kit of an English-as-a-second-language (ESL) teacher should be eclectic, supporting students of any sociocultural background, thus adequately motivating all involved. Hopefully teachers can free themselves from undesirable patterns to create new patterns for the future (Wertsch, 1991).

The Activity System

Activity is not an additional experience conveniently added to human lifestyles. “It is a unit of life, mediated by psychic reflection, the real function of which is that it orients the subject in the objective world” (Leont’ev, 1978, p. 50). Activity is an inherent component of every culture. It is a system that has its own structure and development. Activity is continually being transformed. There are processes whereby mutual transfers between the subject and the object are continually being accomplished. Through these transfers one can find the initial shaping stages of motivation.
In any society humans find not only external conditions to which they must accommodate their activity, but also social conditions that carry the motives and goals of their activity. In short, society supports and shapes the activity of individuals (Leont‘ev, 1978).

For an outsider, adjusting to the activities of a new culture and blending them with the activities of one’s known culture is a sizeable task. This creates an individual challenge, which some see as an “appeal to action” and an incentive for personal resourcefulness to overcome the obstacle (Kramsch, 1994). It may affect others in a completely different way, causing them to lose motivation because of the immense size of the challenge. They may want to simply remove it from their lives. These factors show why the interaction of two activity systems is an evolving problem that needs to be further researched.

The original theories of activity treated solely the idea of mediation within a single society. As activity theories “...went international, questions of diversity and dialogue between different traditions or perspectives have become increasingly serious challenges” (Engeström, 2002a, p. 3).
This section traces the changes that have taken place in the evolution of activity theory through the descriptions of three theoretical generations, and addresses how one might implement aspects of these theories in order to enhance motivation in an ESL classroom. One may also gain an ability to create a less threatening atmosphere within the educational activity system (Croft, 1972).

Cultural-Historical Activity Theory

The cultural-historical theory of activity was initially begun in the 1920s and 1930s by a group of revolutionary Russian psychologists: Vygotsky, Luria, and Leont'ev. Their goal was to create a new approach to understanding and transforming human life (Engeström, 2002a). Those three formulated a new complex theoretical concept: the concept of "artifact-mediated and object-oriented action" (Vygotsky, 1978, p. 40). By means of this theory one becomes aware of the reality that a human never really reacts directly to the environment. The relationship between humans and objects of their environment is mediated by cultural means, tools and signs. According to Bayer (2002) a teacher can mediate joint or
collective activities within a classroom to motivate students to use the tool of language as a thinking device and form a connection between what they already know and new concepts they are learning. This level of collective activity is where actions are driven by object-related motives. In Vygotsky's model, actions involve three items: subject, object, and mediating artifact (see Figure 2-2).

![Figure 2-2. Vygotsky’s Model of Mediated Action](source: Adapted from Vygotsky, L. S. (1978). Mind in society. Cambridge: Harvard University Press.]

In both Vygotsky's sociocultural theory and activity theory, the unit of analysis is never an isolated entity (Worthen, 2002). As seen in the figure above, it involves a three-dimensional unit of study that connects a person
doing an action using some sort of mediating language tool. An example would be a student learning a subject while reading a book. This implies that the unit of analysis itself is always changing.

Most recently, Engeström (2002a) expanded these theories a step further and proposed his own version of activity theory. There are four basic principles that underlie Engeström’s version of activity theory:

First, the subject of the activity is a collective subject. This individual is socially molded as well as part of a collective activity system which is also socially molded. Motivation is shaped by these social molds. Second, this system is mediated by some kinds of rules, maybe cultural or legal. Third, the activities which are being investigated need to be viewed in the context of their history in order to differentiate problems from inner contradictions. Fourth, the inner contradictions are a source of change in the activity systems. (Worthen, 2002, p. 2)

One can note the similarities between his activity theory and that of the three Russian theorists.
Three Theoretical Generations

In the evolution of activity theory there are three discernable theoretical generations. The first generation centered around Vygotsky, who created the idea of mediation. After Leontev's breakthrough in the concept of activity by theorizing the link between collective activity and individual activity, the triangle was reexamined.

Although Leont'ev expanded Vygotsky's idea of human activity, he did not graphically model this concept. The Engeström (2002a) model (see Figure 2-3) shows the interrelatedness of the components within an activity system. (Lucero, 1999, p. 24) The new triangle included the "..division of labor as a fundamental historical process behind the evolution of mental functions" (Engeström, 2002a, p. 2). Leont'ev took his ideas for the concept of labor from Marx. Work is mediated by tools or instruments and is performed in conditions of joint, collective activity, according to Leont'ev.

The second generation of activity theory is credited to Leont'ev's work. He showed the difference between an individual's action and a collective activity. He formed
as his basis the distinction between activity, action and operation.

The highest level of collective activity is driven by an object-related motive; the middle level of individual (or group) action is driven by a conscious goal; and the bottom level of automatic operations is driven by the conditions and tools of the action at hand. (Engeström, 2002a, p. 3)

Figure 2-3. The Structure of a Human Activity System

To describe it in more detail, collective activity is connected to object and motive, which most individuals do not consciously realize. Individual action is connected to a less conscious goal. Leont’ev (1978) pointed out that the concept of object is already contained in the very concept of activity. Something becomes an object of activity when it meets a human need. This is also connected to motivation. The subject is the one who constructs the object, according to personal needs. In this created, need-related capacity, the motivating force of the object increases and gives shape and direction to activity.

The community plays an important part by using mediated action with instruments or tools to help motivate and influence the subject’s desires in constructing the objects. Everything occurring in the activity system is regulated in some way by predetermined rules. Activities are viewed differently according to the division of labor and the position an individual holds. When the necessary conditions for an operation are absent, the chain of operations becomes transformed back into a sequence of independent actions (Hickman, Kuuti & Koschmann, 2002).

Below the collective, community-based activity and
the individual action, there is the level of automatic operations. These operations depend on the goals and conditions in which the action is performed. This is the three level structure of activity introduced by Leont’ev.

Table 2-1. Leont’ev’s Three Level Structure of Activity

<table>
<thead>
<tr>
<th>Level</th>
<th>Oriented towards</th>
<th>Carried out by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Object/Motive</td>
<td>Community</td>
</tr>
<tr>
<td>Action</td>
<td>Goal</td>
<td>Individual or Group</td>
</tr>
<tr>
<td>Operation</td>
<td>Conditions</td>
<td>Routinized human or machine</td>
</tr>
</tbody>
</table>


Since the 70s many new ideas about the concept of activity have been discussed. Because of much research, the second generation of researchers, in retrospect, seemed insensitive toward the subject of cultural diversity. The third-generation activity theory addresses the questions of diversity and dialogue between different traditions or perspectives. According to Lucero (1999), more focus is already being given to the various aspects of cultural diversity, multiple perspectives, and multiple voices. The main emphasis of this third-generation perspective
concentrates on interacting activity systems. With this goal in mind, the basic model was expanded to include interacting activity systems.

Figure 2-4. Two Interacting Activity Systems as a Model for the Third Generation of Activity Theory


Activity System Triangular Structure

The three main concepts of human activity are production, distribution, and communication. They are represented in the system through outcome, community, and instruments. The outcome of one's activity involves the efforts used to produce activity; the make-up of a community is how this is distributed; and communication
involves the instruments or signs used to transmit or decode information. The diagram shows the possibility of analyzing a number of relations within the three-part structure of activity (Engeström, 2002b). This model of the activity system shows how the collective activity connects the psychological, cultural, historical and institutional perspectives. The activity of the individual does not take place in isolation, but is connected to a larger cultural context. Table 2-2 below presents the breakdown of the seven components represented in the triangular model (Figure 2-3), explaining the activities within an activity system.
Table 2-2. Seven Components of a Human Activity System

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Subject</td>
<td>The individual or sub-group whose agency is chosen as the point of view in the analysis.</td>
</tr>
<tr>
<td>2 Object</td>
<td>The raw material and motivator, where the activity is directed and is molded and transformed into the outcomes with the help of external and internal mediating instruments.</td>
</tr>
<tr>
<td>3 Instrument</td>
<td>Physical and symbolic, external and internal mediations used as tools and signs by the subjects within the activity directed toward the object.</td>
</tr>
<tr>
<td>4 Community</td>
<td>The make-up of many individuals and/or sub-groups who share the same general object and who consider themselves different from other communities.</td>
</tr>
<tr>
<td>5 The Division of Labor</td>
<td>The make up of both the horizontal division of tasks between the members of the community and the vertical division of power and status.</td>
</tr>
<tr>
<td>6 Rules</td>
<td>The explicit and implicit regulations, norms and conventions that constrain actions and interactions within the activity system.</td>
</tr>
<tr>
<td>7 Outcome</td>
<td>The desired goal of the activity.</td>
</tr>
</tbody>
</table>


The Heterogeneity of an Activity System

By using this system for analysis, actual human activity can be demonstrated through many examples.
Evaluating the work activity of a physician as subject, the object of work is illustrated through the patients with health problems. The outcomes include intended recoveries and improvements in health, as well as unintended outcomes. The instruments include powerful tools such as x-rays, laboratory tests, and medical records. The community consists of the staff of a particular clinic. The division of labor plays an important role in determining the tasks and decision-making powers of the physician, the nurse, the nurse's aide, and other types of employees. Finally, the rules are the regulations of the use of time, the measurement of outcomes, and the criteria for reward (Engeström, 2002b). A physician carries the responsibility of having always to be on call with no time restraints, the possible outcome of a patient not being cured by medical efforts, and the opportunity to enjoy the benefits of a wealthy lifestyle.

This activity would look entirely different if the subject were changed to another subject in the community; for example, a nurse. Both of these subjects share the overall object: the patients and their health problems. From another perspective it is evident an activity system
is heterogeneous and possesses many voices. Different subjects, because of their varied histories and positions in the community's division of labor, make up the object and the other components of the activity in contrasting, and somewhat conflicting ways. This demonstration helps to visualize the constant construction and renegotiation within the activity system of a certain society.

If the subject were changed to an ESL student, once again the components of the activity would differ. As the subject, the speaker of another language is living in an English-speaking society. These circumstances dictate that the need-related object is to learn English. This object is molded by the motivation of being able to communicate with others, as well as wanting to improve one's lifestyle.

The instruments would be the actual methods used in learning English. These could consist of texts, teaching techniques, and dialogue practice. The community could consist of the both Americans and their lifestyles as well as foreigners with influences from their own cultures. It is a blend of these cultures which forms the community and
uses mediated action to motivate people in the construction of their need-related objects.

The division of labor definitely plays a significant part in the motivation of the individual because it emphasizes the use of English. The division of labor in this country is presented in a way that uses mediated actions which offer higher socioeconomic levels and more options and opportunities to English speakers. The rules within this culture involve many activities. These rules range from the necessity of being familiar with traffic regulations, knowing how to fill out an application for employment, or knowing what is required to receive a passing grade in an adult ESL class. The outcome will be related to how strongly the object is desired and how it can be obtained by the subject. If adult ESL students want to pass the class because of an employment requirement, their motivation to get a good grade may be higher than that of students who may be taking the class just to improve their practice of English.

More examples provide proof that there is also movement between the nodes of activity. What could first
appear as an object may later be changed into an outcome, then turned into an instrument, and even later into a rule. Activity is a collective, systemic formation that has a complex mediational structure, according to Engeström (2002b).

An activity system produces actions and is brought into reality by means of actions. Yet, activity is not only reduced to actions--these can be short-lived and temporary, with a clear beginning and end. Activity systems evolve over long periods and can often take on the appearance of institutions and organizations. They do not exist in a vacuum. These activity systems are constantly interacting with a network of other activity systems. For example, they receive rules and instruments from certain activity systems (such as management) and then produce outcomes for certain other activity systems (such as clients). This demonstrates the external influences that enter into activity systems. These influences are slowly accommodated by the activity system and then converted and modified into the internal factors for the activity system.
Interlanguage Theory System

If one were to look at the activity systems involved with the second-language learner one could see how the activity system of the native language (NL) begins to interact with the activity system of the target language (TL). In SLA, language learners begin to create a third, hybrid activity system. Selinker (1972) referred to this system as interlanguage (IL), which contains elements of both the NL and the TL. The learners take the available linguistic data and formulate an internalized system. The interlanguage is far from the target language, but can be used as a tool to help further the second language learning process.

In a multicultural setting, outside influences from the culture affect an activity system; but influences from an entirely different culture with its own unique activity systems may affect it as well. This type of hybrid interlanguage activity system model could have a great deal of merit and applicability and prove to be an excellent source of motivation in helping the L2 learners reach their desired outcomes.
In summary, an activity system helps orient its subjects in an objective world. Through its continual transformations, people learn how to accommodate their activities to different societal conditions. The activity system is always working through contradictions within and between its elements. In this sense, an activity system is a virtual disturbance and innovation-producing machine (Engeström, 2002b). Through this overview of an activity system one can also gain a better understanding of how motivations are shaped and used in making and obtaining goals. Teachers can use mediating language tools to help assist in motivating students to perform desired actions, whether collective or individual.

Motivating the Individual Subject: Identity and Language Learning

Motivation plays an important role in language learning. As Dornyei said, "Motivation is related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has a very important role in determining success or failure in any
According to Gardner, "motivation might be illustrated as the fuel or energy that runs the engine of learning" (1985, p. 60).

Early second language acquisition (SLA) theory focused on linguistic concepts as well as systematic theories. Beginning in the 1980s, researchers began to focus on psychological variables of learning. Many elements influence the conduct and practices of learners. In the process of teaching, one is forced to look deeper at the various motivations of these learners.

According to Gardner (1985), integrative and instrumental motivation are the two main aspects of learner motivation. Integrative motivation involves wanting to relate with others in a deeper social manner. An ESL learner may want to communicate with his or her English-speaking in-laws, resulting in integrative motivation. Instrumental motivation is defined as seeing SLA as a tool or task to obtain a desired outcome. An ESL learner may want to speak better English at work in order to obtain a promotion resulting in instrumental motivation.
Table 2-3. Motivational Types

<table>
<thead>
<tr>
<th>Examples of Instrumental Motivation</th>
<th>Examples of Integrative Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To gain a passing grade</td>
<td>To socialize w/neighbors</td>
</tr>
<tr>
<td>To get a better salary</td>
<td>To interact w/in-laws</td>
</tr>
<tr>
<td>To pass the TOEFL</td>
<td>To make new friends</td>
</tr>
<tr>
<td>To get into a University</td>
<td>To be accepted with peers</td>
</tr>
</tbody>
</table>


Layder (1993) postulated that there are many other aspects that influence the conduct and practices of learners. According to Layder, "there are four research elements which serve as social processes: the context, setting, situated activity, and self" (p. 72). The relation between these is explored in the following section.

Importance of Identity

Norton argued that "SLA theorists have struggled to conceptualize the relationship between the language learner and the social world because they have not developed a comprehensive theory of identity that integrates the
language learner and the language learning context" (2000, p. 4). She used the term “identity” to refer to a person’s understanding of his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future.

According to Norton’s theory, especially her statement, “the socially constructed nature of second language learning focuses on the multiple identities of the learner” (p. xvii), the self is of the greatest significance in SLA. Norton provided evidence that Layder’s other three elements, social activity, setting, and context, all impinge upon the experiences of self and its identity.

Norton (2000) asserted it is the language learner’s identity which gives meaning to language. A person is able to negotiate a sense of self through language and is given or is denied access to the opportunity of the powerful social network of speaking.

In support of the importance of identity, anthropologist Dilts (1996) developed a model of the complexity of human thinking, communication and change (see Figure 2-5). This model exhibited how the mind interacts
with language and the body, and demonstrated that it takes much more than just techniques to facilitate a language learner’s growth. The model demonstrated the importance of a systemic alignment of all the different logical levels into which the human brain (and any biological or social system) is organized: environment, behavior, capabilities, belief systems, and identity.

![Logical Levels of the Human Brain](image)

Figure 2-5. Logical Levels of the Human Brain


In this model, one sees again the importance and influence of identity. It is at the top of this
hierarchical system and can affect everything below it. Changes at the lowest level may influence a higher one, but changes at the highest level will always have some effect on the levels below it. The level of environment in a language class may involve the furniture in the class, the seating arrangement, the temperature, and the lighting. The behavior consists of how the teacher and the students are interacting. If the environment is not conducive to this type of interaction it will affect the behavior of the students. Students’ behavior depends on their (mental) capabilities. The belief system of the student organizes the students’ capabilities, and ultimately, the identity of the student influences his or her beliefs, capabilities, behaviors and view of the environment.

According to an outstanding business leader, “Leadership means creating a world to which people want to belong; the same is true to teaching” (Arnold, 1999, p. 253). If one can create a supportive learning environment, a learning culture will emerge to which the student wants to belong. Every teacher’s goal should be to help foster positive beliefs about students and their capability to learn, as well as helping them identify with the foreign
language they are learning. Dilt's model helps illustrate how the many concepts of an activity system are involved in the singular task of language learning.

Connection of Self-Esteem to Self-Identity

Attitudes toward self, language, peers, the teacher, and the classroom environment play a critical role in learning English (Richard-Amato, 1996). One's attitude toward the self involves self-esteem and its related emotions, including what one believes about one's ability in general and one's ability to learn language (Diaz-Rico, 2001). People discover their identity when they feel comfortable with the sense of who they are.

According to Norton, "identity references desire--the desire for recognition, the desire for affiliation and the desire for security and safety" (2000, p. 8). When an individual is learning a second language there is some communication anxiety. Using a foreign language can threaten a person's sense of self because speakers know they can neither represent themselves fully in a new language nor understand others completely (Horwitz, Horwitz, & Cope, 1991). This depletes one's sense of safety and security and causes lower self-esteem.
When peoples' self-esteem is lowered, they value themselves less. Self-esteem and confidence in one's identity are like the foundation of a building: if it is not secure enough, even the best technology will be insufficient to build solid walls over it (Dornyei, 2001). When learners feel insecure they may view new or difficult tasks as personal threats, are more likely to lose faith in their capabilities, and give up more quickly. In contrast, the more confident they are in their identities, the stronger the sense of self-esteem and the more willing they are to approach threatening situations with confidence.

According to Price, "unsuccessful language learners often have lower self-esteem than successful language learners" (1991, p. 62). Self-esteem is the way people judge their own worth or value. It is connected with their identity and their sense of effective interaction effectively with their environment. The more freedom one has to make mistakes, the less threatened and inhibited one feels. "Language learning is therefore especially likely to provoke anxiety because it deprives learners of the means of behaving normally" (Bailey & Allwright, 1991, p. 174). One of the reasons for learning another language is
to provide a means for the learner to behave as closely to
the normal behavioral patterns of the new culture as
possible.

Anxiety From Loss of Identity

One's identity is shaped, to a degree, by society. This shaping begins as a young child. "Our identities evolve to a great extent from the feedback we receive" (Dornyei, 2001, p. 90). People struggle in many ways with self-esteem and identity according to their age.

One may find a sense of identity as a child, but as one grows and matures, that identity changes. With these changes comes anxiety in the search of finding one's new identity. In second language learning students experience a similar loss of identity as they experience change. These changes affect motivation in SLA.

Anxiety can bring with it facilitating or debilitating consequences. According to Norton (2000, p. 122) "There is a variety of ways in which anxiety and self-confidence influence the extent to which learners create and respond to opportunities in learning a new language." If the anxiety levels are kept at a minimum and learners have a strong sense of identity, they will rise to the challenge.
and face the risks involved. On the other hand, students who are highly anxious about the frequent ambiguities of language learning often suffer reduced risk-taking ability (Arnold, 1999).

People who are overly concerned about others’ evaluations of them usually are those suffering from a shaky self-esteem and do poorly in learning a second language. If students can identify in some way with the new language group, their anxiety level will be lower because their self-identities will be less threatened. Culture shock sometimes brings with it the fear of losing one’s identity and the confusion of not knowing into which culture he or she best fits. This can be termed as “anomie”—the feeling of being caught between two cultural groups, and not belonging to either of them (Schumann, 1975). However, if two activity systems are allowed to overlap during the second language learning process, culture shock can become a crosscultural learning opportunity involving increased cultural awareness, increased self-awareness, and reintegration of personality (Adler, 1978).
Learner Autonomy

Learner autonomy is the feeling that one is acting of one’s own accord, and can be defined as the learner’s feeling that studying is taking place due to one’s own volition (Diaz-Rico, 2001). Learners will operate best and be most successful when they have a strong sense of identity and feel in full control of their tools. When learners can continue to understand themselves and their capabilities, as well as affirm their own culture as they expand their cultural repertoire, they will be the most productive. It is at this point that learners develop the ability to take charge of their own learning.

Learner autonomy can be interchangeable with self-determination. According to Ryan & Deci (1985), it is more than a capacity; it is also a need. “Self-determination is the capacity and need to choose and to have choices rather than reinforcement contingencies, drives, or any other forces or pressures, be the determinants of one’s actions” (p. 38).

The concept of autonomy has evolved over time, according to Arnold (1999), but in the 1970s, this term was introduced to the field of second language pedagogy. It
was introduced as a conceptual tool to discuss alternatives to the established language teaching tradition in the field of adult language learning. The concept of autonomy now has its place in mainstream education.

Some think autonomy involves complete independence whereas others believe there is some interdependence involved. It has been assumed that a second language learner has some use for interdependence because language development requires interaction apart from oneself. Norton developed three concepts of learner autonomy. She wrote this means obtaining specific knowledge and skills necessary 1) to make choices concerning what, why and how to learn, 2) to implement the plan and 3) to evaluate the outcome of learning (2000, p. 144).

If learner autonomy is going to be successful, it is important for learners to know that the needed information will be accessible and will be transparent, or understandable to them, even if they do not have everything they need to know right at their fingertips. The more power a teacher shares with students, the more open the door will be to learner autonomy.
Teachers need to display trust in their students. The more the learners' voices can be heard, the less threatening the learning environment becomes. The less threatening the learning environment is, the lower the anxiety. The lower the anxiety, the higher the self identity and confidence level of the student. The higher the confidence level, the more successful the learning experience will be.

Motivational Activities to Enhance Self-Esteem and Identity

It has been said when the learning environment supports self-determination or learner autonomy the learner becomes more self-determining and remains highly motivated (Norton, 2000). It is important to reflect on one's teaching techniques or activities to be sure an environment is being maintained that supports this desire in the learner rather than hindering it. Many researchers have concluded that one way to encourage learner autonomy is not to deprive the second language learners of their mother tongue. Using one's mother tongue can be a helpful tool in learning a second language because it limits anxiety and
allows the learners to maintain some control in their language learning experience. This is also what helps in forming interlanguage.

It is important that teachers familiarize themselves with the various reasons students are attempting to learn a second language. They need to be continually asking, "What are the mediated activities involved in creating students' object-related motives?" This will allow the instructor to get in touch with the learner's instrumental as well as integrative motivation (see Table 2-3). Gardner (1985) has shown that learners with different types of motivation may display different patterns of interaction in the language classroom. They may have different study habits as well. If the instructor can create an atmosphere that promotes and encourages both types of motivation and provides the necessary information for each, there will be a higher response in classroom interaction.

Many times requiring a student to perform oral skits or presentations becomes a highly anxiety-producing demand. To mitigate this anxiety, these activities can alternate with, or even be replaced with, less threatening community language learning experiences. By building group
interdependence, cooperative activities promote greater learner confidence and self-esteem than does a competitive environment, where self-validation is dependent upon a continuing need to demonstrate success (Slavin, 1990). In cooperative groups, individual learners know they can get feedback and assistance from their peers rather than criticism from an instructor. With peer encouragement and support the language learner becomes better motivated and wants to continue to try.

An activity that can create this type of cooperativeness has been demonstrated through the activity “Special Day” (Arnold, 1999). This is an activity which is used to promote a sense of security, identity and belonging. It encourages the language learners at all ages to learn to listen to each other, to await their turn, and to develop better language skills. Most importantly, this activity encourages learners to praise others. An individual’s name is picked randomly and he or she is asked to leave the room. In that person’s absence the other students brainstorm positive comments about this classmate,
which are recorded on a Special Day certificate by the teacher. The student is then brought back into the room and each peer takes turns paying compliments.

This activity is successful because it is two-fold. It builds the identity and confidence of the designated student and allows the other learners to use language to express their feelings. Thus both linguistic abilities and emotional development are greatly enhanced. According to Dornyei, “our identities evolve to a great extent from the feedback we receive” (2001, p. 90).

Another type of activity is to allow learners to evaluate themselves. One thing that is particularly important to mention in the context of affective language learning is the fact that students often refer to the feelings and emotions that they have experienced while learning as elements of their positive self-evaluation: a sense of enhanced self-value arising out of the perception that one is an indispensable member of a group, increased confidence about future academic work, and satisfaction with and pride in one’s achievement (Arnold, 1999, p. 153).

The need to give emotions a legitimate place in education is becoming increasingly important. Self-
evaluation promotes learner autonomy. "A sense of self-efficacy (a belief in one's own competence) has become tied to achievement motivation, and to the intensity and persistence of effort" (Terry & Donato, 1995, p. 92).

When educators see people as active learners with a natural tendency toward autonomy, they encourage them to want to achieve their potential in life. This is found in the humanistic approach to learning. In this approach, positive feelings toward learning are manifested (See Figure B-1 in Appendix B).

In the SLA classroom it is crucial for the instructor to display a positive attitude about the importance of language. It is also encouraging to every learner when the facilitator respects each individual's identity. In order to do this successfully the instructor needs to be dedicated to allowing the expression of different identities and the willingness to adopt a multicultural repertoire. Because of increasing globalization, language teachers need to shed any misconceptions or stereotypes about young or old, female or male, rich or poor, English or Asian, showing a high value to all their language
learners. As students feel valued they become less threatened and more willing to partake in speech. As Bourdieu said, "Speech always owes a major part of its value to the value of the person who utters it" (1977, p. 652).

Successfully incorporating the components of motivational teaching practice into the L2 classroom will require teachers to extend themselves quite a bit further than merely mastering the chosen curriculum. Careful planning of creative activities inside as well as outside the classroom will be necessary. By doing this, a supportive classroom environment is created and respect for the value of every student is displayed. Successful instructors do everything in their power to encourage students to learn from their own successes and failures. This type of setting keeps students motivated to learn—to use their inner resources and build a sense of competence, self-esteem, and autonomy in the pursuit of knowledge and second-language acquisition.

Sociocultural Motivational Conditions

Vygotsky first introduced the idea of sociocultural theory that the human mind is mediated by society and
culture (Wertsch, 1985). The individuals within a society use tools and signs to mediate and regulate their relationship with themselves and others. These tools are artifacts created by human cultures over time and are continually made available to succeeding generations, which usually modify or alter them before passing them on to future generations.

These symbolic tools may include numbers, arithmetic systems, music, art, and most importantly, language. Humans use these symbolic artifacts to establish an indirect or mediated relationship between themselves and the world (Lantolf, 2000). This mediation within sociocultural conditions creates the motivations within individuals.

According to Arnold, "culture is a mental construct, a conceptual network that evolves within a group to provide a manageable organization of reality" (1999, p. 21). This reality usually involves concepts like ideas, beliefs, customs, skills, and much more. It fills the biological and psychological needs of the individuals within it. It
also creates a context of cognitive and affective behavior for each individual, connected to the language of that group.

One’s culture has been referred to as “the ‘software of the mind’ a sort of mental programming of the members of a social group which conditions their behavior” (Hofstede, 1991, p. 21). For successful second language learning to occur, learners must be motivated enough by the sociocultural conditions to be willing and able to adopt various aspects of behavior, “including verbal behavior, which characterizes members of the other linguistic-cultural group” (Lambert, 1967, p. 102).

A learner’s motivation to adopt the verbal behavior of the new culture is mediated by other investments or sociocultural conditions. These investments can be connected to the ongoing production of the learners’ identities and their desires for the future (Norton, 2000). “The concept of investment, signals the socially and historically constructed relationship of learners to the target language, and their ambivalent desire to learn and practice it” (2000, p. 10).
This idea is best understood by Bourdieu’s (1977) theory of “cultural capital.” This refers to the knowledge and modes of thought that characterize different socioeconomic classes and groups in relation to specific sets of social forms. If learners invest in a second language, they are doing it with the assumption that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital.

When one is learning a second language, so much more is involved than the mastering of a surface linguistic code. It involves developing an awareness and sensitivity toward the sociocultural aspects of the people whose language is being studied (Tucker & Lambert, 1973). Language and the psychological processes of language acquisition are connected with the head; communication and the social processes of language use are connected with the social context (Kramsch, 1998).

One does not learn language by simply memorizing arbitrary linguistic shapes and sounds and then using them in goal-oriented activities, but rather by engaging in social activities like schooling, shopping, having
conversations, and responding to teachers' questions (Kramsch, 2000). If interest in the sociocultural matters is absent, the success rate of second language acquisition is poor. This proves true with both activity systems represented. The need for a L2 learner to associate with the TL activity system is evident, but the need to allow the influences of the NL activity system to interact is just as important.

It is important that the target language instructor keep the sociocultural motivations of learners at the highest level possible. The instructor needs to construct and connect understandings and insights of the language being studied to the value of its sociocultural conditions. The goal should be to create an understanding among learners of the powerful relationship between social interaction, social context, and language (Donato, 2000).

It is also of vital importance, and should be one of an instructor's main goals, to keep in mind the nature of each of the various groups represented in the class. While presenting the sociocultural conditions of the target
Acceptance of Cultural Variation

Culture is possessed by everyone in the world. Because cultural patterns are so familiar, members of a culture have difficulty accepting ways of other cultures. Cultures are always changing over time, so everyone is continually learning about culture, whether or not one is a second language learner (Diaz-Rico, 2001). According to Wlodkowski, "Culture is the most enduring, powerful, and invisible shaper of our communication behavior" (1999, p. 92).

It is helpful in second language learning for a learner to accept the second culture and be able to acculturate or adapt to it without necessarily giving up his or her first culture (Diaz-Rico, 2001). Our modern world has thrown many cultures into close proximity with each other. "There has never been a time when civilization stood more in need of individuals who are genuinely
culture-conscious, who can see objectively the socially conditioned behavior of other peoples without fear and recrimination" (Benedict, 1959, p. 10).

Facilitators of a classroom with various cultures represented need to have as a goal the establishment of shared meanings through a form of intercultural communication and negotiation between the participants. They must display a tolerance of ambiguity in the process. "It is a question of respecting human dignity and otherness, in intercultural encounters, assuming the ethical responsibility for attempting to understand the other person" (Kaikkonen, 1997, p. 50).

Wlodkowski’s (1999) model, the Motivational Framework for Culturally Responsive Teaching, is the foundation for a pedagogy that crosses disciplines and cultures to respectfully engage all learners. It reflects the value of human motivation and the principle that motivation is inseparable from culture (p. 88). Figure 2-6 presents Wlodkowski’s framework.
This framework includes conditions which help students gain the needed respect for different cultures and the capability of creating a shared culture with the TL activity system and the NL activity systems represented. There are four intersecting motivational conditions that a facilitator or learner can create:

1. Establishing inclusion—Creating a learning atmosphere where learners and teachers feel respected and connected to each other.
2. Developing attitude--Creating a favorable disposition toward the learning experience through personal relevance and choice.

3. Enhancing meaning--Creating challenging, thoughtful learning experiences that include learners' perspectives and values, from their own cultural traits.

4. Engendering competence--Creating an understanding where learners are effective in learning something they value (Wlodkowski, 1999).

Wlodkowski (1999) believed these four motivational conditions work together and exert their influence on the learning process in the moment as well as over time, so it is wise for the facilitator to plan how to establish and coordinate these conditions whenever possible. Motivational planning is a big help in keeping the instructor's attention on the learning climate and on how he or she instructs. It helps take the focus away from the tendency to blame other things, and in the process creates a more conscientious teacher.

In taking a closer look at applying the Motivational Framework for Culturally Responsive Teaching, a basic way
to begin is to transform the four motivational conditions from it into questions to use as guidelines for choosing motivational strategies and related learning activities (see Appendix A). If the learning activities are sequenced, motivation will be continuously evoked.

Functions of Social Interaction

Every human being has a need for meaningful social interaction. It is a cognitive process, an act of the mind that combines the social with the individual according to Burgess (1993). Wertsch (1985) coined the term microgenesis to denote the cognitive development that happens moment by moment in social interaction. There is a definite need for negotiation of meaning if cognitive development will succeed in social interaction.

If second language learners are able to assign meaning to a piece of language that they do not understand so that it becomes comprehensible and is incorporated into the learner’s target language repertoire, it increases their ability to interact in the second language society. If this is accomplished there are three benefits to SLA: “improved comprehensibility of input, enhanced attention, and a stronger desire to produce output” (Van Lier, 2000,
People who do not function normally, in either their own society or the target culture, are not necessarily abnormal (Benedict, 1959), but may be those whose social interaction output in either society has not received any support in the institutions of that culture, because of those individuals' inability to comprehend the input.

Good language learners can choose under what conditions they will use social interaction with members of the target language community. This choosing is a reflection of the learner's motivation. In turn, the learners' motivations are reflections of their identities and how they understand their relationship to the world. Norton (2000) argued that SLA theory needs to develop a conception of identity that is understood with reference to larger, social structures which are reproduced in day-to-day social interaction.

According to Heller (1987) a person negotiates a sense of self through language, within and across different sites at different points in time. A person either gains or is denied access to powerful social networks through language, giving a learner the opportunity to speak. Thus language
is not just a neutral means of communication, but is understood with its reference to its meaning in social interaction.

Self in Society

Everything one does is affected by the social setting. Some social criteria will affect the individual motivations involved in L2 learning. A schematic has been attempted to present the motivations involved between society and the individual in L2 learning.
Motivation

Social

Voluntary

Economic

Necessary

Pedagogic

Cultural

Individual

Conscious

Cooperation

Unconscious

Competition

Identification

Identification

Gratification

Emulation

Figure 2-7. Motivations in Second Language Teaching and Learning


Through this causal structure one can see the connection between the various motivational sources of both society and the individual. If society deems the acquisition of a certain second language necessary because of economic, pedagogic, or cultural reasons, the individual succumbs to this pressure both consciously and unconsciously. Consciously the individual chooses to cooperate and is motivated by the competition. Unconsciously an individual finds a stronger identification...
and gratification through acquiring the second language which may be demonstrated with a stronger sense of self, and a greater acceptance of one’s position in society.

This also brings a better understanding of how society helps to create humans. Through all the types of education at its disposal, formal and informal, a society molds the personalities of its members (Doherty, 1973). Benedict (1959) believed that all individuals who are born into any society always assume the behavior dictated by that society. The reverse is also true: society in its full sense is never an entity separate from each individual who composes it.

Individuals constantly organize and reorganize a sense of who they are and how they relate to their social setting. Thus an investment in the target language is also an investment in a learner’s own identity. This identity is continually changing because society is always changing (Norton, 2000).

Individuals use the linguistic resources of the target language to construct the social interaction expected of them in their society. Through social interaction people actually create, express, and find their position in
society according to their own sociocultural histories, needs and expectations (Roebuck, 2000). Because of the need for proper communication, the activities in which individuals are involved while trying to find their place in society demonstrate the importance of the relationship between the individual and the social setting in regard to language acquisition theory. This also continues to reinforce the idea that L2 learners need to begin to adapt their NL activity systems to the TL activity system while they are creating their new interlanguage systems.

Because society is continually changing, self and identity also have to continually change. Participation in a new cultural setting magnifies the need to reconstruct a self, and brings additional expectations and stress. The necessary changes that may come with this reconstruction may be very disquieting to the individual, causing some loss of deeply ingrained traditional views.

It has been said, "Wisdom consists in a greatly increased tolerance toward change and its divergencies" (Benedict, 1959, p. 37). A possible key to gaining some of this tolerance for diversity may be the ability to learn how to grant to all individuals the same significance they
find in their own culture. The sooner individuals can find their own position in society, the sooner they can accept others, no matter what the differences are. The sooner they accept individuals of other societies and cultures, the more motivated they will become to want to interact with them.

People learn to use language as a mediational tool to shape the invisible characteristics of each culture and its sociocultural institutions. This and other mediated tools within societies sustain the motivations of their individuals.

In summary of understanding self in society, when individuals of different cultures interact, new societies slowly develop, bringing continual change. As these individuals learn to communicate with one another, they have to accept new linguistic resources available to them in constructing the social interaction desired. As they find their place in the new society they also need to learn how to reconstruct themselves, to strengthen their new identity. As they use some of their deeply ingrained
cultural attributes, they are more motivated to gain a greater level of tolerance for other cultural traits which may be used in reshaping themselves.

In evaluating the literature presented, the importance of culture is seen in the development of language. The mediations found within cultures that help motivate individuals may be similar or varied. It is crucial that L2 learners become comfortable enough in the target language culture to want to adopt new aspects of behavior. This can occur more easily when the L2 learner’s identity is not threatened but supported. When L2 learners feel the investment of the target language is an investment to their own identity, motivation for acquiring the L2 is at its optimum.
CHAPTER THREE
THEORETICAL FRAMEWORK

Interlanguage as a Hybrid Activity System

Engeström (2002b) demonstrated the need for the third generation of activity theory. When looking at the activity system of language and culture, this third-generation activity theory is needed to develop tools to understand dialogue, various perspectives, and voices, and to network of two interacting activity systems. As seen in his model (Figure 2-4) there continues to be a need for further understanding of how the shared outcome is created from these two activity systems.

From the viewpoint of a second language learner it could be postulated that one activity system represents the TL and the other represents the NL. The shared outcome of these two activity systems could then be placed into its own hybrid system of interlanguage. As mentioned earlier, Selinker (1972) coined the term interlanguage when describing the language system that is created in SLA by a second language learner, where elements are used from both the NL and the TL.
To help clarify this concept when viewing a TL as an activity system, we find the subject is designated as the individual who is chosen as the point of view in the analysis. The object could refer to the problem space at which the activity is directed. The instruments are the mediated tools used within the culture of the target language. These could be external or internal, physical or symbolic. The community comprises multiple individuals within the target language culture sharing the same general object. The division of labor is comprised of the tasks required of each member of the community. The rules regulate the use of each subject’s time, the constraints created, and the labeling of the norms within the TL culture. Finally, the outcome is the desired goal of the activity, whatever that may be.

In comparing this with an NL activity system, we find all of the same components. There are a subject, object, instruments, community, division of labor, rules, and outcome. One can find that the differences within the descriptions of the components of each of these activity
systems are due to the different histories and perspectives, causing some conflict, but also creating partial overlap as well.

As the NL activity system of an L2 learner interacts with the TL activity system, a new hybrid activity system of interlanguage is formed. This is a drastically evolving learning system. The subject becomes a complex one as the L2 learner forms new identity features from combining both activity systems. The object is to learn a second language, the target language. The instruments used in this process will hopefully be methods and psychological tools allowed from both the NL as well as the TL activity systems, to keep motivation high.

The community will usually be comprised of the majority of members from the target language, but could also consist of a representation of members from various other cultures. The division of labor will be the accepted tasks of the target language which give status to members of the community. It is usually this component that motivates the subject to learn the TL for adequate communication in gaining the skills needed to find their place in this division. The rules will be comprised mainly
from concepts in the TL culture; if the TL is English in the American culture, the rules may have a blend formed from many different cultural influences. The outcome if successful, will be the desired goal of learning the L2.

A Description of the Hybrid Model

The literature reviewed in Chapter Two was organized into four key concepts: 1) the role of mediated action and how it shapes motivations, 2) the composition of an activity system and its mediated tools, 3) the identities of the second language learners and the affects on their motivations, and 4) the importance of the sociocultural motivational conditions on the identity. These key concepts were all taken into consideration while contemplating the framework of the curriculum design (Table 4). This hybrid model (see Figure B-2 in Appendix B) is an altered version of Engeström’s model in Figure 2-4. The seven components have the same titles but have been altered to some degree representing different aspects found in the interaction of the two systems creating the hybrid activity system of interlanguage.
Subject-Learner Identity

The identities of humans affect their motivations and actions. In the context of SLA, individuals develop a sense of self through language because their identities do not stand alone. The activity of individuals does not take place in isolation but is found connected to a larger cultural context. These actions are bound to society and shaped through mediations of that society. All identities experience change with time and circumstances. SLA is one of the altering circumstances which occurs for some individuals.

Being creatures of habit, humans may experience that any alteration or change causes anxiety. The less threatening this change, the stronger sense of identity remains (Engeström, 2002). In SLA two different activity systems are connected. With variety comes conflict. If this conflict is addressed in appropriate ways, without one activity system overpowering another, differences can become valuable as they connect in the learner’s hybrid activity system.

As previously seen (Figure 2-3), Engeström’s model shows how an individual’s actions result from collective
mediations of community, which are the motivating force of the desired outcome. In Figure 2-4, one can observe how two interacting systems play a part in the cultural diversity which has been developing quite rapidly in the world today.

This project takes Engeström’s two interacting activity systems model (Figure 2-4) a step further to develop a hybrid model combining two interacting NL and TL and forming a third activity system of interlanguage. By sharing some of the same components of identity, object, instruments and rules, from two different activity systems, higher motivation might be obtained in the L2 learning process through the hybrid interlanguage activity system (see Figure B-2 in Appendix B).

If language learning experience helps nurture and improve identity rather than simply change it, and allows methods and instruments which were used in the native language as common tools in learning the target language, the affective filter will remain low. With a low affective filter, motivations will remain high because the L2
learner will be open to the new input, thus producing more successful language acquisition with the help of interlanguage.

Object

The goal to learning the second language is the object of the interlanguage hybrid activity system. It can be mediated by many instruments and tools. These may be psychological or physical, internal or external, instrumental or integrative tools. The mediations may come from both activity systems, NL and TL.

Instrument-Sociocultural

This model supports both Chomsky and Skinner. Chomsky felt there are innate predispositions to language competence, and Skinner focused on the specific behaviors involved in learning. When there is a healthy balance of allowing the innate predispositions to be used as well as different behaviors from both activity systems there is less anxiety to the learner. Also, in keeping with the idea of an innate specialized language module as argued by Chomsky in his Universal Grammar theory, this model
supports the concept that the identity of subjects is innate as familiar linguistic concepts are combined from both languages creating the interlanguage.

The model also supports Krashen's position in the 70s that innate mechanisms continue to operate during SLA and make key aspects of SLA possible in the same way they made first language learning possible. Mitchell and Myles (1998) support the contribution of Sharwood Smith, who argues not only for the continuing contribution of a Universal Grammar mode to L2 learners, but for a view of SLA which is itself modular, i.e. where a range of distinct learning mechanisms contribute to the learning of different aspects of language.

Community

While L2 learners are progressing from the NL enroute to the TL they are learning by means of interlocking systems, thus increasing their proficiency. In the interlanguage hybrid system the learner makes adjustments while adapting to the new community. This community may be made up of individuals who share the same objective of wanting to learn the target language but interact with different sets of sociocultural beliefs and values.
Division of Labor

In the interlanguage hybrid activity system the division of labor is based on the accepted positions and tasks of the target language which gives status to members. It can include the benefits which may also be acquired in the NL activity systems of the student by learning the L2.

Rules

It is important for L2 learners to be aware of the rules in the TL activity system. In order to survive one must be knowledgable of the regulations and constraints of more than just language. In regard to language, though, it is important for the learner to accept different syntax rules (e.g., subject-verb-object [SVO] versus subject-object-verb [SOV]). In the interlanguage hybrid the learners can use error analysis to help figure out the new system while combining it with the NL system (Gass & Selinker, 2001).

Outcome-Language Learning

ESL teachers who are sensitive to the differences in the rules of target culture and native culture, as well as differing sociocultural environments, will create
activities which exemplify both. In this way they show appreciation for sociocultural aspects of the native language and highlight sociocultural aspects of the target language. Through this attempt the teacher is allowing students to gain confidence through discussion and presentation of their own culture traits, and to gain cultural capital within the target culture.

This can also help lessen the role of the teacher as powerful gatekeeper, according to Fairclough (1989). It is important for the ESL instructor to establish cultural awareness in the target culture for students to help them stand against hidden power, agendas, and inequality which could be encountered in the labor division and prevent higher socio-economic levels for students.

In Table 2-4) the seven components represented in the interlanguage hybrid model of Figure B-2 (see Appendix B) are broken down and explained in more detail. These triangular models are postulated to represent different language activity systems.
<table>
<thead>
<tr>
<th>Subject-Learner Identity</th>
<th>Individuals and their identities (grounded in native-language activity system but continually changing by means of the target-language activity system).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object</td>
<td>The desired goal of learning English, the motivator where the activity is directed and transformed into outcomes with the help of external and internal mediating instruments from both activity systems.</td>
</tr>
<tr>
<td>Instrument-Socio-cultural</td>
<td>External and internal mediations used as motivational tools within both activity systems directed toward the object. Some of these tools are interlanguage, the innate language module, contrastive analysis, language input and language output. Through interlocking qualities from both systems the learner is more accepting and open to new input.</td>
</tr>
<tr>
<td>Community</td>
<td>The make-up of individuals who share the same general object from each activity system, coming together with different sets of sociocultural beliefs and values, but learning to share and accept them all.</td>
</tr>
<tr>
<td>Division of Labor</td>
<td>The make-up of both the horizontal division of tasks between members of the TL and NL communities and the vertical division of power and status in each activity system.</td>
</tr>
<tr>
<td>Rules</td>
<td>The regulations, norms and conventions that constrain actions and interactions regarding various cultural aspects as well as those of phonology, syntax and discourse within each different language activity system.</td>
</tr>
<tr>
<td>Outcome-Language Learning</td>
<td>The desired goal of the activity: through high motivation successful second language is acquired while strengthening the identity through interaction of both activity systems.</td>
</tr>
</tbody>
</table>

CHAPTER FOUR
CURRICULUM DESIGN

The Rationale for the Design

The purpose of this project is to present a plan for teaching English using sociocultural and language mediations from the activity systems of both the target and the native languages as they are combined into the interlanguage hybrid activity system. Incorporated into this curricular unit is the goal simultaneously to introduce information about the American cultures while affirming the native culture of each student through commonly mediated tools, motivating them to expand their cultural repertoires and strengthening their identities.

The pedagogy of these lessons includes metacognitive strategies as well as social-affective strategies. There is a motivational framework created for culturally responsive teaching which crosses disciplines and cultures with an attempt respectfully to engage all learners. There is also a combination of language and content teaching to produce comprehensible input that maximizes each student’s achievement and furthers motivational goals. The language skills of reading, writing, listening and speaking are
integrated into the lessons. This unit also encourages intercultural educators to motivate each learner to desire a bicultural identity, supporting the combined hybrid model and through this process strengthening each individual self-identity.

The unit is best used as a supplementary curricular unit with any other curriculum, especially one lacking in bicultural content. It is estimated to require two to three weeks of three-hour class sessions in total, even though it can be interspersed among other lessons. The unit is made up of twelve lessons applicable to the intermediate-level ESL student.

This curriculum unit is sequential, promoting continuous motivation for the student. The introduction involves presentation of learning strategies and encourages self-autonomy. The next phase moves into more social interaction and developmental activities, progressing toward application of these skills through contrastive and comparative debate. Following is reflection provoked by self assessment. The result of successful pedagogy using this unit would be a culturally responsive student who produces advanced, comprehensible output. The ultimate
goal is to teach to the whole person, involving beliefs, body, brain, emotions and culture within a positive social environment.

The Content of the Lesson Plans

Lesson One, "What is Identity" is the core lesson at clarifying the meaning of identity as well as helping L2 learners begin the process of finding their place in their new hybrid activity system. They are each encouraged to broaden their NL activity system as they encounter some aspects of the TL activity system through discussions, writing exercises, listening for comprehension and role-play.

Lesson Two, “Discovering Favored Learning Strategies,” begins the process of leading the students toward autonomy in their new activity system. The lesson uses a variety of learning strategies, including patterning, matching, memory recall, and metacognition through the self-evaluation check. It also promotes skills such as listening and interaction. Through the development of these skills and strategies, familiarity with the English number system is achieved.
In Lesson Plan Three, "Learning Verbal and Non-Verbal Language Through Idioms and Gestures," a light atmosphere is created by viewing comedy movies featuring idioms and gestures. Crosscultural analysis is touched on in Task Chain 2 when students compare and contrast idioms and gestures from their own culture with those of American cultures. Both non-verbal and verbal skills help the students connect with their understanding of some of America's social activities as they try and connect similarities and differences from both their NL culture and the TL culture.

Lesson Four, "Using Graphic Organizers in Learning to Compare and Accept Cultural Differences," creates a challenging learning atmosphere by encouraging students to enhance their knowledge and develop their new identity through other perspectives and values. Venn diagrams are introduced, causing students to look more closely at cause and effect and present it through graphic organizers.

Lesson Five, "Good Health is Universal," helps students connect their learning to the real world. The topic of health promotes comprehensible input and increased attention. A large variety of food items are introduced.
that are found in a well-balanced meal plan, incorporating as many different foods from various cultures as possible. Students are encouraged to partake in all meals, helping them acquire new tastes and new appreciation and thus enhancing their new identity. The self-evaluation extension exercise encourages reflection on the lesson content.

"The Pharmacy--A Necessary Component to Good Health," is Lesson Six. This continues to connect the student to the necessary realia of health care in the TL, building on some familiarity aspects from each NL represented. New vocabulary and pronunciation practice as well as reading comprehension is encouraged in this exercise. By becoming more aware of the various uses of pharmacies across societies, the construction of a multicultural identity continues to be enhanced.

Lesson Seven, "Getting Proper Medical Care and Doctors," promotes organization, helping learners gain a better sense of who they are through the application of the skills provided to meet their greatest needs. Through this lesson, a stronger sense of one’s position in the target
culture is acquired, increasing their identity in the new hybrid activity system, helping them gain access to more powerful social networks.

Lessons Eight through Ten are interconnected with promoting the ideas of ongoing change in societies, providing support to strengthen the identity in the new evolving hybrid activity system of each student. They are "Discovering the Native Cultures of California," "Discovering Regional Native Plants of California and Their Uses," and "Connecting the Natural Resources and Survival Techniques of Native Californians." Through the exercises, students are shown the reconstruction of the past and the continual need for the reconstruction of self.

With the realization that necessary changes cause some anxiety, these particular lesson plans have as a hidden agenda the goal to connect learners to the larger cultural context by not only providing them with some cultural capital of the target language activity system of America, but by granting the same significance to all the NL activity systems represented. The ultimate goal is the hope that the interconnection of these systems will cause an increased motivation for learners to want to interact
and accept change within their interlanguage hybrid activity system. If each language learning experience attained through these lessons nurtures change by allowing the use of methods and instruments from many cultures to become common tools for all, the lesson will foster a sense of improving one's identity rather than losing it.

Lesson Plan Eleven, "Prepositions," is geared toward the practical language objective of being able to produce more comprehensible output. It is sequenced at the end of this curriculum unit in the hope that students achieve a better understanding of their relationship to both activity systems (the TL and the NL), gain a strengthened identity, use language more productively, and increase motivation.

This curriculum unit ends with Lesson Plan Twelve, "Exploring Occupations," to make a last effort to prepare culturally responsive students of the new interlanguage hybrid system to adequately connect with the target language activity system while still finding value in their NL systems. The students become familiar with the various occupations found in the TL activity system and the skills required for each one. They take part in interviews through the role of both the interviewer and the
interviewee. The outcome of these interviews helps each individual discover his or her significant occupational skills, and to hopefully provide a jump start for the role they will fill in their ever changing hybrid activity system. Assessment for the lessons is accomplished through teacher observation, work sheets, proper use of graphic organizers and Venn diagrams, student evaluations, group and self assessments, and summative assessment using both open and close ended format.

Table 4-1. Objectives of the Lesson Plans

<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Learner-Identity Objectives</th>
<th>Sociocultural Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson One</td>
<td>To clarify meaning of identity</td>
<td>To learn how cultures shape identities</td>
<td>To become familiar with some adjectives through writing exercises</td>
</tr>
<tr>
<td>Lesson Two</td>
<td>To promote learner autonomy and metacognition</td>
<td>To encourage interaction with others</td>
<td>To learn English numbering system 1-20</td>
</tr>
<tr>
<td>Lesson Three</td>
<td>To strengthen each student’s confidence and interaction through verbal and non-verbal skills</td>
<td>To appreciate other cultures by comparing and contrasting.</td>
<td>To gain familiarity with American idioms and gestures</td>
</tr>
<tr>
<td>Lesson Four</td>
<td>To establish inclusion and gain a stronger sense of identity through debate and crosscultural analysis</td>
<td>To enhance meaning by creating a challenging experience learning from other perspectives and values.</td>
<td>To learn about the U.S. Constitution and how to compare and contrast with a Venn diagram</td>
</tr>
<tr>
<td>Lesson</td>
<td>To</td>
<td>Lesson</td>
<td>To</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>Five</td>
<td>engender competence in the learner while gaining a greater self respect by learning about something they value that is authentic to real life</td>
<td>study and sample various foods from other cultures demonstrated in a variety of ways</td>
<td>learn the names of food found in each food group so students can connect their hybrid activity system and the TL activity system</td>
</tr>
<tr>
<td>Six</td>
<td>increase student's ability to interact in the second language society and gain confidence in receiving support for speaking before a small group</td>
<td>learn the different uses of pharmacies in other cultures while helping to reconstruct a narrow view into a multicultural identity</td>
<td>practice pronunciation and learn new vocabulary, and how to use pharmaceutical supplies found in pharmacies</td>
</tr>
<tr>
<td>Seven</td>
<td>learn how to exchange evaluations of others and to view evaluation from others as a self-improvement tool, to promote organization</td>
<td>become aware of many different remedies for sickness and to gain a better understanding of one's role in the universal drama of life</td>
<td>learn terms for common illnesses and how to fill out doctor forms, promoting the organization of learners and helping them gain new skills</td>
</tr>
<tr>
<td>Eight</td>
<td>gain a better understanding of oneself through consciously becoming aware of gained mental attributes through self assessment</td>
<td>broaden one's focus through listening to and studying about natural resources from other societies</td>
<td>learn about the four regions of California and how to check comprehension of the reading</td>
</tr>
<tr>
<td>Lesson Nine</td>
<td>To enhance one’s self identity through allowing use of methods and instruments from many cultures in a nurturing way rather than a threatening one</td>
<td>To recognize legends from other environments and how they are used in the mediation of each activity system and how they can be beneficial to the hybrid activity system</td>
<td>To learn how to edit by recognizing grammatical mistakes, to learn the skill of looking for lack of continuity, and to become familiar with classification organizers</td>
</tr>
<tr>
<td>Lesson Ten</td>
<td>To help language learners develop their identity, integrating them and their language learning context through the assessment of various learning strategies</td>
<td>To discuss customs found in recreational activities of other cultures and help each student be more willing to adopt different aspects of behavior characterized by these activities</td>
<td>To learn how to sequence, promoting communicative competence among the learners through their language use in their correspondence with each other</td>
</tr>
<tr>
<td>Lesson Eleven</td>
<td>To help students engage in language through group activity attempting to keep their sociocultural motivations high while lowering the threat to their identities</td>
<td>To practice giving and listening to instructions from many types of linguistical accents and being sensitive to the sociocultural differences represented in this activity</td>
<td>To study common prepositions and become familiar with their uses</td>
</tr>
<tr>
<td>Lesson Twelve</td>
<td>To demonstrate how individuals are connected to a larger cultural context in finding their self-value</td>
<td>To familiarize students with some aspects of the division of labor in the activity system of America and how occupation plays an important role in the mediation of motivation</td>
<td>To insure proper knowledge content about auxiliary verbs and demonstrating comprehensible output by using them correctly in an interview</td>
</tr>
</tbody>
</table>
CHAPTER FIVE

ASSESSMENT OF INSTRUCTION

Introduction

Evaluation activities have always played an important role in education. Evaluation helps determine the worth of an educational program and its objectives. One of the main reasons for evaluation is to improve or justify the instructional program. The evaluative assessments included in this curriculum unit serve as a formative purpose in hope of improving learning, and a summative purpose in hope of deciding if the curriculum unit is worth continuing.

Evaluation is multifaceted and can be conducted in a variety of ways. This unit uses the objective-oriented approach where the focus is on specifying objectives and determining the extent to which they have been attained. Assessment is conducted in different phases of program development. This approach is presented in Appendix A, beginning with the observation guide for the instructor to use as an instrument for pedagogy based on chosen objectives. In order to confirm the effectiveness of this pedagogy and the objectives, there is a pre-course assessment form, followed by a mid-course assessment form,
culminating with a post-course assessment form used to provide information helping the teacher assess the degree to which the objectives were reached as well as how they affected each student. These forms are informal, close-ended assessments done in a Likert-scale format.

Throughout the process of these sequenced assessments, the goal is to have each student consciously witness the self-growth that has taken place. Through this self-growth, students will be able to value and identify their learning. By participating in these evaluations, students will recognize their relevance and the validity of their responses as making a significant contribution toward helping to develop the course content for future use.

The assessment forms provided at the end of each lesson plan incorporate the learner-identity, sociocultural, and language learning objectives. There is traditional assessment in the form of work sheets and formal assessment sheets. There is also the opportunity for the display of knowledge through the choice of graphic organizers promoting information organization on the part of the learner.
The total number of points available through the written assessment is 466, not taking into account the performance-based assessment measuring student proficiency on cognitive skills observed by the teacher through the various task chains. These performance-based assessments help provide a direct holistic measure of thinking skills that are indirectly included in the formal written tests.

In addition, there is the opportunity for self-evaluation and peer evaluation along with a display of comprehension through role-play. The specific goals of these assessments are to strengthen individuals' self identities through becoming more aware of how they are connected to a larger cultural context in society and the position they fill in interrelating with others.

In summary, this project is an attempt to broaden the teaching abilities of ESL instructors. It presents the concept of the interlanguage hybrid activity system involved with L2 learners. It provides a plan that assists in not only creating an awareness of the different sociocultural and language mediations used in both the activity system of the target language and native language
but also shows the need for them to be allowed in the L2 learning process. Ultimately the goal is to help ESL teachers motivate their students more effectively, thus producing students with maximum achievement and motivation.

Table 5-1. Assessment of Instruction

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Work Sheets</th>
<th>Teacher Assessment</th>
<th>Self or Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Worksheet 1-1, Focus Sheet 1-2</td>
<td>Sheet 1-3</td>
<td></td>
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<td>Work Sheet 6-4: Student Observation</td>
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APPENDIX A

OBSERVATION GUIDE FOR CULTURALLY RESPONSIVE TEACHING AND LEARNING ACCOMPANIED BY EVALUATIVE ASSESSMENTS
This guide is organized to identify elements that support intrinsic or integrative motivation. It is an instrument which can be used to promote dialogue about instruction and to affirm what is helping to foster the four motivational conditions.

Establishing Inclusion

How does the learning experience contribute to developing a community of learners who feel respected and connected to one another?

Norms are visible and understood by all.

_____ Norms are in place, which help everyone feel they belong.

_____ Learners and instructor have opportunities to learn about each other.

_____ Learners and instructor have opportunities to learn about each other’s unique backgrounds.

_____ Course agreements are negotiated.

Evidence: (Can play Special Day)

All learners are equitably and actively participating and interacting.

_____ Instructor directs attention equitably.
Instructor interacts respectfully with all learners.

Learners talk to and with partner or small group.

Learners know what to do, especially when making choices.

Learners help each other.

Evidence: (Can randomly form small groups in which learners exchange concerns, experiences and expectations they have about research)

Developing a Positive Attitude

How does this learning experience offer meaningful choices and promote personal relevance:

Instructor works with learners to personalize the relevance of course content.

Learners' experiences, concerns, and interests are used to develop course content.

Learners' experiences, concerns, and interests are addressed in responses to questions.

Learners' prior knowledge and learning experiences are explicitly linked to course content and questions.
Instructor encourages learners to understand, develop, and express different points of view.

Instructor encourages learners to clarify their interests and set goals.

Instructor maintains flexibility in pursuit of emerging interests.

Evidence:

Instructor encourages learners to make real choices regarding such issues as...

____ How to learn (multiple intelligences).
____ What to learn.
____ Where to learn.
____ When a learning experience will be considered to be complete.
____ How learning will be assessed.
____ With whom to learn.
____ How to solve emerging problems.

Evidence: (Can ask learners to choose something they want to research among themselves.)
Enhancing Meaning

How does this learning experience engage participants in challenging learning?

The instructor encourages all learners to learn, apply, create, and communicate knowledge.

____ Instructor helps learners activate prior knowledge and use it as a guide to learning.

____ Instructor in concert with learners creates opportunities for inquiry, investigation, and projects.

____ Instructor provides opportunities for learners to actively participate in challenging ways.

____ Instructor asks higher-order questions of all learners throughout instruction.

____ Instructor elicits high-quality responses from all learners.

____ Instructor uses multiple safety nets to ensure learner success (not grading all assignments, letting learners work with partners, and so forth).

Evidence: (Can form research teams to devise a set of questions to ask in order to make predictions. Record questions and predictions.)
Engendering Competence

How does this learning experience create an understanding that learners are becoming more effective in learning that they value and perceive as authentic to their real-world experience?

There is information, consequence, or product that supports learners in valuing and identifying their learning.

_____ Instructor clearly communicates the purpose of the lesson.

_____ Instructor clearly communicates criteria for excellent outcomes.

_____ Instructor provides opportunities for a diversity of competencies to be demonstrated in a variety of ways.

_____ Instructor helps all learners identify accomplishments.

_____ Instructor offers options for assessment.

_____ Instructor provides opportunities for continual feedback for individual learning.

_____ Instructor provides opportunities for learners to make explicit connections between new and prior learning.
Instructor provides opportunities for learners to make explicit connections between their learning and the real world.

Instructor provides opportunities for learners to self-assess their learning and to adjust or reflect.

Instructor provides opportunities for learners to self-assess their personal responsibility for contributing to the course or training.

Instructor provides opportunities for learners to give each other feedback.

Evidence: (After the predictions have been discussed, ask learners to create their own statements about what they learned about research from this process.)

Pre-Course Assessment Form

Name ___________________________ Date __________________

Please place an X on the best answer to each question.
5=always, 4=usually 3=sometimes 2=not usually 1=never

1. Do you feel uncomfortable having to speak in front of others?

2. Do you want to share things about your culture with others?

3. Do you want to learn about other cultures?

4. Do you like to work with a partner or in a group?

5. Do you like to debate and express your point of view?

6. Do you like to set your own goals?
7. Would you like to teach yourself how to learn?

| 5 | 4 | 3 | 2 | 1 |

8. Do you enjoy being challenged?

| 5 | 4 | 3 | 2 | 1 |

9. Do you like to participate in group discussion?

| 5 | 4 | 3 | 2 | 1 |

10. Do you want to be able to help the teacher decide what should be discussed?

| 5 | 4 | 3 | 2 | 1 |

11. Do tests make you nervous?

| 5 | 4 | 3 | 2 | 1 |

12. Do you want to know what your mistakes are?

| 5 | 4 | 3 | 2 | 1 |

13. Do you want to be a part of grading your classmates?

| 5 | 4 | 3 | 2 | 1 |

14. Do you like to be graded by your classmates?

| 5 | 4 | 3 | 2 | 1 |
15. Do you hope this class will help you with everyday life outside the class?

5 4 3 2 1

16. Are you motivated to learn English?

5 4 3 2 1
Mid-Course Assessment Form

Name: __________________________ Date: ____________

Please place an X on the best answer.

5=always, 4=usually, 3=sometimes, 2=not usually, 1=never

1. Are you becoming more comfortable with speaking in front of others?

   __ 5  __ 4  __ 3  __ 2  __ 1

2. Have you been able to share things about your culture with others?

   __ 5  __ 4  __ 3  __ 2  __ 1

3. Have you had a chance to hear about other cultures?

   __ 5  __ 4  __ 3  __ 2  __ 1

4. Have you enjoyed working with a partner or group?

   __ 5  __ 4  __ 3  __ 2  __ 1

5. Have you been able to express your point of view in a debate?

   __ 5  __ 4  __ 3  __ 2  __ 1

6. Have you made any new goals?

   __ 5  __ 4  __ 3  __ 2  __ 1
7. Are you learning a little more about how you learn?

5  4  3  2  1

8. Have you been challenged in this course?

5  4  3  2  1

9. Has there been much group discussion?

5  4  3  2  1

10. Have you been able to talk about something you want to talk about?

5  4  3  2  1

11. Have you done well on the tests?

5  4  3  2  1

12. Do you feel you graded your classmates fairly?

5  4  3  2  1

13. Did your classmates grade you fairly?

5  4  3  2  1

14. Is this class helping you with everyday situations?

5  4  3  2  1

15. Have you become more motivated to learn English?

5  4  3  2  1
Post-Course Formative Assessment Form

Place an X on the best answer.

3=definitely, 2=maybe, 1=not at all

1. Has speaking in front of others helped your self-confidence?

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2. Has sharing your culture with others improved your self-identity?

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3. Has learning about other cultures made you more of a multicultural sensitive person?

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4. Has working with others helped your interacting abilities?

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5. Has the process of debate made you more understanding of others?

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6. Has making goals improved your motivation for learning English?

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7. Have you become more of a self-autonomous learner?

3 2 1

8. Facing the challenges of this course, have you become more favorable of new learning experiences?

3 2 1

9. Has group discussion brought about a deeper connection with your classmates and instructor?

3 2 1

10. Has your perspective and values been stimulated through group discussion?

3 2 1

11. Was there enough variety in the types of tests given?

3 2 1

12. Has grading your classmates brought more meaning to your social interaction?

3 2 1

13. Did your classmate’s evaluations help bring about improvement in your life?

3 2 1
14. Has this class helped you become more confident in your English use outside the classroom?

3 2 1

15. Has the learning atmosphere of this class made your motivation to learn English stronger than ever?

3 2 1
Creating the basic motivational conditions
- Appropriate teacher behaviors
- A pleasant and supportive atmosphere in the classroom
- Cohesive learner groups with appropriate group norms

Encouraging positive retrospective self-evaluation
- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

Motivational Teaching Practice

Generating initial motivation
- Enhancing the learners' L2-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal-orientedness
- Making the teaching materials relevant for the learners
- Creating realistic beliefs

Maintaining and protecting motivation
- Making learning stimulating and enjoyable
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Creating learner autonomy
- Promoting self-motivating strategies

Figure B-1. The Components of Motivational Teaching Practice in the L2 Classroom

Figure B-2. The Interlanguage Hybrid Model of Two Interacting Activity Systems in SLA process

Lesson Plan 1

What is Identity?

Objectives: 1. To help students learn about identity through vocabulary practice.
2. To encourage oral discussion and writing skills by having students write about how they feel their culture has shaped their identity.
3. To familiarize students with some target culture aspects in hopes of helping them begin to develop their new hybrid identities through discussion skills and role-play.

Warm Up: Everyone introduces themselves and shares what their name means in their culture.

Task Chain 1: Learning the Meaning of Identity
1. Instructor passes out Worksheet 1-1 with vocabulary words and multiple definitions.
2. Students will work independently, reading through the vocabulary words and predicting which definition is correct.
3. When task is complete the instructor will let students voice their answers and provide guidance in determining the correct answers.

Task Chain 2: Discussion of Culture and How it Helps Shape Identity
1. Forming a circle, each student shares what culture they are from and one favorite thing about their culture.
2. A list of adjectives is given to each student with definitions and a writing activity having them use the adjectives in correct ways.
3. The teacher reads the three descriptive sentences written by each student (see Focus Sheet 1-2) and the class tries to guess who the person is.
4. When students are guessed they will try and explain what aspects in their culture helped make them that way.

Task Chain 3: Helping Second Language Learners Develop New Hybrid Identities

1. Instructor helps facilitate discussion with students on some favored aspects of target language culture.
2. Students will share one TL aspect that is similar to their NL culture.
3. Student will then share one TL aspect that is difficult to accept explaining how it differs from the NL culture.
4. Students will break into groups of three or four and role-play one activity found in TL culture and one activity in a different culture. Class will then guess which activity belongs to the TL culture.

Task Chain 4: Assessment

1. Each student will describe ten classmates by writing a sentence for each one, displaying proper use of adjectives.
Worksheet 1-1

Definitions

I. Read each word and the following definitions. Circle definition you think best describes the word.

a. identity (noun)
   1. someone you admire
   2. an image
   3. who someone is

b. ancestor (noun)
   1. a person from whom one is descended
   2. an early kind; forerunner

c. culture (noun)
   1. cultivation of the soil
   2. improvement of the mind
   3. the skills and arts of a given people in a given civilization

d. name (noun)
   1. a word meaning a country
   2. the word that someone or something is called
   3. the place where you were born

e. nationality (noun)
   1. the legal right of belonging to a particular country
   2. the place where you were born

f. personality (noun)
   1. a particular belief
   2. someone’s character
   3. one’s own opinion

g. belief (noun)
   1. to disagree strongly
   2. an idea that you think is true
   3. a thing that you own
Focus Sheet 1-2

Adjectives

I. The description of an adjective is:
   A word that describes a noun or pronoun (e.g. I bought a new car).

II. Some common adjectives used to describe one’s character are:

1. arrogant - believing you are more important than everyone else
2. creative - producing or using new and effective ideas
3. confident - sure that you can do something well
4. domineering - trying to control other people without considering how they feel
5. encouraging - giving someone hope and confidence
6. friendly - easy for people to be comfortable with
7. glamorous - attractive, related to wealth
8. honest - truthful and sincere
9. humble - not considering yourself as more important than others
10. intelligent - having a high level of ability
11. jealous - feeling unhappy about someone else’s quality
12. kind - helpful, friendly and caring
13. lazy - not liking to do much physical activity
14. nervous - worried or frightened easily
15. polite - behaving in a proper way
16. quiet - not making a lot of noise
17. racist - the belief that some races of people are better than others
Assessment Sheet 1-3

Checking for Adjective Use

I. Please describe ten classmates by writing a sentence for each one with an adjective that best fits each student.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

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Lesson Plan 2

Discovering Favored Learning Strategies

Objectives: 1. To use a direct cognitive learning strategy of patterning, in helping the student recognize the sequential order of numbers 1-20 and their names.

2. To creatively check knowledge of number names by using the direct memory learning strategy of physical response and having the students write the names of numbers on their Bingo card.

3. To encourage the indirect learning strategy of listening using a social strategy by interacting with others.

4. To encourage learners in autonomy and metacognition through self-evaluation checks and their assessments.

Warm Up: Clapping game: (Use Transparency Focus Sheet 2-1) Teacher claps a certain number of times and students respond by finding the number on the overhead if needed and then saying the number in English.

Task Chain 1: Recognizing the Ordering of Numbers and Their Names

1. Instructor explains task Matching Numbers with Name. The instructor will use Focus Sheet 2-1 to help students begin identifying the name for each number. The class will read each number name orally and then practice writing each number accompanied with its name.

2. Students will form groups of three and hand each group an envelope with 40 1" strip flash cards. The first 20 will just have the number written on them, and the other 20 will have the number names written in English (Focus Sheet 2-2). The groups will then work together to match each number with its name.
3. When task is complete by each group, the instructor will show solution on overhead. (See transparency Focus Sheet 2-1.) Students self-assess their combinations.

4. Knowledge acquired will be assessed by individuals volunteering to come forward one at a time, in sequence 1-20, with a number card and its equivalent name card.

Task Chain 2: Checking Knowledge of Number Names Through Writing in a Bingo Game.

1. Instructor explains to students how to draw a tic-tac-toe grid on their paper and shows example (see Worksheet Sheet 2-3), they are then instructed how to choose and write number names randomly picked, between 1-20 in the spaces of their grid. This is an individual activity so each student will be working alone.

2. The instructor will write numbers on the overhead between 1 and 20 and the students will draw an X on the number name in their grid representing that number.

3. When the first individual has 3 number names crossed off in a straight line—either vertically, horizontally, or diagonally, he/she wins.

4. The winner will call out his/her number names to check the accuracy with the numbers on the overhead and assessment of his/her comprehension.

Task Chain 3: Encouragement of Memory and Listening Skills Through Social Interaction with Others

1. All students will form two teams.

2. Instructor will explain and demonstrate by writing a sequence of 7 numbers on two pieces of paper and giving each paper to the first person of each team. Each of these people will then whisper these numbers into the ear of the student sitting next to them telling that student to
whisper the same sequence into the person’s ear sitting beside them. Everyone will continue this repetition with every member of the team.

3. The last person of each team will then write the sequence of numbers they heard and take it to the instructor. The instructor will hold up the original sequence and the first final sequence that is received. The first team to turn in the correct sequence wins.

4. The exercise can become more complicated by using many different combinations of 7 numbers that aren’t always in sequence.

5. Assessment occurs after each repetition has made its completion through every team member and the group makes a decision on whether or not the final quote is the same as the original written quote.

Task Chain 4: Promoting Learner Autonomy Through Self-Evaluation

1. In the attempt of gaining learner autonomy and some concrete experience each student will monitor his own choice of an everyday experience which requires number usage and will participate in it at least once. I.e.. (Asking an operator to dial a phone number, having to figure out your restaurant bill, plus tax and tip, etc....)

2. They will come back to class and report on their experience, sharing with the class how they used numbers during this activity.

3. They will share one mistake they made and explain how they solved their problem, and what they can do to improve this experience when they encounter it again.

Task Chain 5: Assessment

1. Using Assessment Sheet 2-4, in exercise I, students will listen to the instructor dictate 10 sets of 3 numbers and they will
write the numbers they hear in the spaces on their paper to monitor their own comprehension.

2. Finally, they will write the name for each of the 10 numbers they see on their paper in exercise II, to check their memory and knowledge of numerical vocabulary.
1 = one 11 = eleven
2 = two 12 = twelve
3 = three 13 = thirteen
4 = four 14 = fourteen
5 = five 15 = fifteen
6 = six 16 = sixteen
7 = seven 17 = seventeen
8 = eight 18 = eighteen
9 = nine 19 = nineteen
10 = ten 20 = twenty
Focus Sheet 2-2
Number-Name Card Handouts

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Worksheet 2-3

Example of Grid Sheet

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Assessment Sheet 2-4

Checking Memory and Learning
Comprehension of Numbers

I. Monitor Comprehension. Write the correct numbers you hear the instructor saying. Some numbers will be in sequence and some will not.

1. _____, _____, _____
2. _____, _____, _____
3. _____, _____, _____
4. _____, _____, _____
5. _____, _____, _____
6. _____, _____, _____
7. _____, _____, _____
8. _____, _____, _____
9. _____, _____, _____
10. _____, _____, _____

II. Knowledge of Vocabulary. Write the name for each number you see.

1. 9 __________________ 6. 4 __________________
2. 3 __________________ 7. 20 __________________
3. 11 __________________ 8. 10 __________________
4. 7 __________________ 9. 13 __________________
5. 15 __________________ 10. 5 __________________
Lesson Plan 3

Learning Verbal and Non-Verbal Language Through Idioms and Gestures

Objectives: 1. To view two different video clips, listening for various idioms in the American language.
2. To look at, discuss, and define various idioms and gestures listed on the handout.
3. To compare and contrast American idioms and gestures with other cultures' and their expressions.
4. To help students not only enhance communication but also to develop student's awareness about how gestures and idioms contribute to understanding.

Warm-up: (controlled activity) Teacher will pass out the two handouts of various American idioms found in the two movies "What about Bob" and "Groundhog Day" and have students view the two different video clips while circling the idioms listed on the handouts that they hear. (see Focus Sheet 3-1 & 3-2)

Task Chain 1: To Look at, Discuss, and Define Idioms and Gestures Listed on the Handouts.
1. Teacher will pass out two idiom sheets from "What about Bob" and "Groundhog Day."
   (Focus Sheets 3-1 & 3-2)
2. Students will discuss what they think the idioms mean and when they are used.
3. Teacher will mime hand gestures to the class.
4. Students will then try to describe what they think each gesture signifies. The instructor will expound on each of the student's guesses clarifying the true meaning of each gesture.
Task Chain 2: To Compare and Contrast American Idioms and Gestures With Other Cultures' and Their Expressions.
1. Students discuss idioms and gestures from their own cultures.
2. Students come up and mime hand gestures from their own cultures.
3. Students will respond with what they think the gesture means, or do the hand gesture mime that has similar meaning from the American culture.

Task Chain 3: To Help Students not only Enhance Communication but also Develop Students' Awareness about how Gestures and Idioms Contribute to Understanding
1. Discuss when it is appropriate and inappropriate to use certain idioms and hand gestures.
2. Teacher will set up a formal situation and an informal situation, and ask students to discuss which situation would be best for idiom and hand gestures.
3. View same portions of video clips after having a better understanding of the idioms and gestures they circled during their initial viewing.

Task Chain 4: Assessment
1. Students will observe the teacher give hand gestures and fill in the blanks on the quiz.
2. Students will answer questions on the American Idioms quiz.
Phew!
Close call
Rise and shine!
Chit-chat
Bing!
A doozy
Foxy
Suit yourself!
Sharp as a tack
Punchline
Racking my brain
Hang on
Catch you tomorrow
Throw caution to the wind
Love handles
Doggy bag
Wish me luck
About to explode
What do you want out of life?
Wouldn't you know it!
Down to earth
Déjà vu
Go with the flow
Your majesty
Rough night
Out of his gourd
Snapped
Hot dog!
Second thoughts
A jerk
A curse
You touched me.
Rain check
It’s nothing
Hitting on me
Same old, same old
Fan the flame
No w
Come out of the woodwork
Long time no see!
Psychotic
Work him in
A dying breed
Have a seat?
Weird
Dizzy spells
Nassau
Cold sweats
Hot sweats
Dead hands
Numb lips
An old saying
Oh boy!
Give out
On hold
You know better than that!
Brood
Trying to reach
Drop by
False alarm
A slacker
You’re the greatest
Furious
Hang tight
Black out
Swooped down
What difference does it make?
Have in common
Exactly!
Figured out
Over-reacting
A breakthrough
My life flashed before my eyes.
Stiff as a board
I’ll take it from here
Right is right
Eat up
Don’t panic
Focus Sheet 3-3
Hand gesture quiz

1. Fill in the meaning to each hand gesture performed by your instructor.

2. On this paper write about one hand gesture similar to one in your own culture. What is the meaning of each? How do the meanings differ slightly? Explain below.
Assessment 3-4

American Idioms Quiz

Name: ________________________
Date: ________________________

Choose five idioms from either of the two lists and use each of them in the proper context, within a complete sentence.

Example: I’ll have to take a rain check on our date.

1. ___________________________

2. ___________________________

3. ___________________________

4. ___________________________

5. ___________________________

Write about one situation where knowing some idioms or hand gestures in the American culture will benefit you.
Lesson 4

Using Graphic Organizers In Learning to Compare And Contrast Cultural Differences

Objectives: 1. To compare and contrast differences through class debate between two different cultures, using the Indonesian Pancasila and the U.S. Constitution.
2. To explore the different means of transportation in each culture.
3. To look at and discuss differences in each native culture compared to the U.S. culture.

Warm-Up: The class will watch two short documentary films: "The U.S. Constitution," and "Life in Indonesia," taking notes on both.

Task Chain 1: Discussing the Differences Between the Indonesian Pancasila and the U.S. Constitution
1. The instructor will have students read the handout with the five principles of the Indonesian Pancasila, and the five purposes for writing the Constitution. (Focus Sheet 4-1)
2. Next, students will compare and contrast these five principles and purposes through the use of a Venn diagram. (Focus Sheet 4-1)
3. The class will be divided into two teams, with each team supporting either the Indonesian Pancasila or the U.S. Constitution, with evidence for their arguments.

Task Chain 2: To Explore the Different Means of Transportation in Both Cultures
1. The instructor will pass out handout (Focus Sheet 4-2) with information about transportation found in both cultures.
2. The students will then brainstorm by using a Venn Diagram once again to compare and
contrast each culture and its different forms of transportation. (Focus Sheet 4-3)

Task Chain 3: Displaying Knowledge of Own Culture Through Writing
1. Each student will be required to fill in the Venn diagram with the three most used transportation of America, Indonesia, and their own culture.
2. They will then write a paper comparing the one method of transportation found in all three cultures.
3. Class will then break into small groups of three to four people and each student will share their reports with one another.

Task Chain 4: Assessment
1. Using Assessment Sheets 4-4 and 4-5 each student will be required to answer the questions, checking for acquired knowledge and comprehension.

The Five Principles of the Pancasila:

1. The belief in the one supreme God.
2. A just and civilized humanity.
3. The unity of Indonesia.
4. A democracy led by the wisdom of elected representatives.
5. Social justice for all Indonesian people.

The Five Purposes for Creating the Constitution of the United States:

1. To establish legitimacy for the new government’s right to rule.
2. To create appropriate structures-committed to principles of representative democracy.
3. To describe and distribute power of government powers.
4. To limit government powers.
5. To allow for change through amendments.

Compare and Contrast these Five Principles and Purposes Through the Use of a Venn Diagram:
Transportation Methods

Transportation methods used in America, in the order of most used to least used:

1. Private automobile
2. Public transportation: bus, subway, Metrolink
3. Motorcycle
4. Airplane
5. Train
6. Taxi
7. Ship
8. Bike
9. Foot
10. Helicopter
11. Horse

Transportation methods used in Indonesia, in the order of most used to least used:

1. Public transportation: Bus
2. Bemo, or bajas – a three wheeled motor-scooter with a passenger compartment
3. Opelet – a four wheeled minibus
4. Dokar – a two-wheeled pony drawn cart
5. Andong – a four-wheeled pony drawn cart
7. Privately owned motorcycle or scooter
8. Bike
9. Foot
10. Train
11. Private owned automobile
12. Horse
13. Airplane
Focus Sheet 4-3

Transportation Venn Diagram

Transportation used in America

Transportation used in Indonesia

Transportation used in own culture
1. List five principles of the Indonesian Pancasila:
   a. 
   b. 
   c. 
   d. 
   e. 

2. List the five purposes for creating the Constitution:
   a. 
   b. 
   c. 
   d. 
   e. 

3. Using a Venn diagram, illustrate two pros and two cons found in your own culture's system of government.

4. Using a Venn diagram, illustrate two pros and two cons found in the American culture, on the back.
5. Explain why you think one of the pros for the American culture is a benefit.

6. Discuss one pro you miss from your own culture.
Lesson Plan 5

Good Health Is Universal

Objectives: 1. To be able to list 5 food items from each food group in the food pyramid.
2. To be able to identify the three main meals in an American’s day and write a menu for each of these meals, including foods from all food groups.
3. To be able to compare and contrast the three meals in the American culture with the meals in the typical day of the student’s culture.

Warm-Up: Using Transparency Focus Sheet 5-1, a discussion will be held involving the food pyramid and the six food groups. There will be an actual representation of a food item from each group to be sampled by all students.

Task Chain 1: Recognizing the Six Food Groups in the Food Pyramid
1. Food pyramid worksheet (see Worksheet 5-2) is passed out. Using pictures of different food items, students will rehearse these, saying the name for each food item.
2. Students will review pictures and then name the food item along with the food group it falls under.
3. Students will fill in the five spaces for each food group on their worksheet.
4. For formative assessment, the whole class will review the worksheet checking answers.

Task Chain 2: Planning a Complete Menu for a Day, With a Proper Balance of the Food Groups
1. Handout Focus Sheet 5-3 Menu Planning
2. Using group discussion and conversation practice, the three main meals in the American culture: breakfast, lunch and dinner will be reviewed.
3. Each student will fill in the menu planner with their own ideas of what they would like to prepare for the three meals, attempting to include food from each food group among all three meals.

Task Chain 3: Students Plan and Monitor Own Ideas for Food Acquisition and Meal Preparation and Introduce one Food Item from Their Own Culture

1. Students will work with a partner and exchange their plans and ideas from Focus Sheet 5-3, discussing ways to obtain the food, as well as prepare it.
2. Each student will check their partner's menu to make sure the five food groups have been included.
3. Each can refer to the food pyramid in the worksheet as a guide.

Task Chain 4: Self-Evaluation Extension Exercise - Three days later: Checking for Understanding of Food Pyramid and ability to plan a Nutritious Menu

1. After planning a menu, obtaining the necessary supplies, as well as preparing the three meals, using Self Evaluation 5-4, students attempt to recognize problem areas and create new ideas for improvement.

Task Chain 5: Assessment: Final Check for Comprehension and Language Acquisition

1. Teacher collects Worksheet 5-3 and checks to make sure each student was able to successfully prepare a menu using food from all of these food groups.
2. Assessment Sheet 5-5 is passed out for students to display their knowledge of the food pyramid and the six food groups.
Focus Sheet 5-1

Food Pyramid and

The Six Food Groups
Fats, Dairy, Proteins, Fruits, Vegetables and Carbohydrates

Worksheet 5-2

Six Food Groups in the Food Pyramid

Please list 5 foods in each food group below:

<table>
<thead>
<tr>
<th>Fats</th>
<th>Dairy</th>
<th>Proteins</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Vegetables</th>
<th>Carbohydrates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>
Worksheet 5-3

Menu Planning

Most Americans eat three meals a day. Breakfast is the first meal of the day and is usually eaten right after waking up, anywhere between 6:00 a.m - 9:00 a.m. Lunch is the next meal of the day which usually occurs in the middle of the day around noon or 12:00 p.m. Dinner is usually the last meal of the day and can happen anywhere from 5:00 p.m. in the afternoon to 8:00 p.m. in the evening.

Please plan a menu for each meal:

Breakfast:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Lunch:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Dinner:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Extension Exercise

Self-Evaluation 5-4

1. What was the most difficult thing about planning a menu?

2. What food names were the hardest to remember? And what could I do to help me remember them next time?

3. What did I leave out in my planning, acquiring and preparing that I will include next time?

4. Each food group is represented by a number:

   1 = Fats, 2 = Dairy, 3 = Proteins, 4 = Fruits, 5 = Vegetables and 6 = Carbohydrates

   Answer each question by circling the proper number or numbers.

   Which food groups were included in your three meals?
   1 2 3 4 5 6

   Which food group was used the most for breakfast?
   1 2 3 4 5 6

   Which food group was used the most for lunch?
   1 2 3 4 5 6

   Which food group was used the most for dinner?
   1 2 3 4 5 6

   Which food group was the easiest to prepare?
   1 2 3 4 5 6
Assessment Sheet 5-5

Checking Knowledge of Food Pyramid

Please fill in the name of each food group, and list 5 food items from each group.

Food Group 1: __________
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Food Group 2: __________
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Food Group 3: __________
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Food Group 4: __________
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Food Group 5: __________
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Food Group 6: __________
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
Lesson Plan 6

The Pharmacy—A Necessary Component
To Good Health

Objectives: 1. To understand the concepts of what goes on in a U.S. pharmacy.
2. To be able to read an article practicing pronunciation, intonation, and new vocabulary words (Focus Sheet 6-1) and then show understanding of vocabulary words on Focus Sheet 6-2 by using them in context on Worksheet 6-3.
3. To discuss the differences with the role of pharmacies in other countries.

Warm Up: The teacher shows realia from the pharmacy and realia from "over the counter", and discusses the differences between the two.

Task Chain 1: Learning about Pharmacies through Discussion and Use of Objects
1. Teacher shows individual objects to students and asks which ones are found in a pharmacy and which ones are not
2. More discussion is held informing students what different pharmaceutical medications are used for.

Task Chain 2: Pronunciation Practice and New Vocabulary
1. Students read article aloud for practice as a group (Focus Sheet 6-1).
2. Students volunteer to "popcorn read" sentences.
3. Students fill out vocabulary words on Focus Sheet 6-2.
4. Students fill in the blanks discussing minor preposition use from Worksheet 6-3.

Task Chain 3: Group Participation in Crosscultural Discussion
1. Students break into groups of 3 or 4 to
allow time for each to share about the role of pharmacies in their own country.

2. Class comes back together and students are asked to volunteer to report about one interesting aspect of pharmacies in a country other than their own.

Task Chain 4: Assessment
1. Students write a short summary of the article and answer questions (Assessment 6-4).
Focus Sheet 6-1

The Pharmacy

The most important person in the pharmacy is the pharmacist. To become a pharmacist you have to study pharmacology. Medications are produced by a pharmaceutical company or laboratory. The people who work there are pharmacologists. They fill medical prescriptions. New medications have to be approved by the Food and Drug Administration before they come on the market. The pharmacologists use many tests before the medication is finally given to human beings.

Doctors have to prescribe medications that are obtained at a pharmacy. Medicine or drugs that can be bought at the regular check out stand, are called "over the counter drugs" and a pharmacist is not needed. If you get a prescription from your doctor, you have to go to the pharmacy with it to get your medication. Medications have drugs in them. These drugs are legal. You cannot buy illegal drugs at a pharmacy or drugstore. You can find pharmacies at hospitals or drug stores such as Walgreens, RiteAid, and Longs Drugs. Pharmacies are now even in
stores like WalMart and some grocery stores. The doctor will ask the patient which pharmacy they want to use to pick up their prescription. The prescription is then placed over the phone by the doctor so all the patient has to do is drive to that particular pharmacy to get it.

Focus Sheet 6-2

Vocabulary

1. drug(s)

2. medications

3. pharmacist

4. patient

5. prescription

6. illegal drug(s)

7. doing drugs

8. taking drugs

9. hospital

10. pharmacy
Worksheet 6-3

The Pharmacy

The most important person in the pharmacy is the ________. To become a pharmacist you have _____ study pharmacology. __________ are produced by a pharmaceutical company. The people who work there are pharmacologists. New medications have _____ be approved by the Food and Drug Administration before they come _____ the market.

Doctors have _____ prescribe medications that are obtained _____ a pharmacy. If you get a __________ from your doctor, you have to go to the __________ with it to get your medication. Medications have _____ in them.

You can find pharmacies at __________ or drug stores. Pharmacies are even _____ stores like WalMart and some grocery stores. The doctor will ask the ________ which pharmacy they want ____ use to pick up their ______________. The prescription is then placed _____ the phone ____ the doctor so all the patient has to do is drive ____ that particular pharmacy to get it.
Assessment 6-4

Write a short paragraph summarizing the article.

Answer the questions.

1. Who is the most important person in the pharmacy?

2. Who has to approve new medications?

3. Who prescribes medications?

4. Can you buy prescription medicine "over the counter"?

5. Where do you need to buy prescription medicine?

6. What are illegal drugs?

7. Name three places where you can find a pharmacy.
Lesson Plan 7

Getting Proper Medical Care and Doctors

Objectives: 1. Students will research common illnesses through a vocabulary list
2. Students will discuss ways to treat these illnesses and study preventative measures as well as give suggestions from own cultures.
3. Students will identify the correct type of doctor for different illnesses and know how to locate the particular doctor needed.
4. Students will demonstrate comprehension through role play.

Warm Up: Each student will be allowed to volunteer some of the cultural methods they use to prevent and cure illnesses from their NL activity systems.

Task Chain 1: Discover Common Illnesses
1. Working in pairs students will use dictionaries to locate vocabulary words. (Worksheet 7-1)
2. After regrouping, class will practice pronunciation while reading definitions
3. Class will discuss each illness on vocabulary list and its symptoms.

Task Chain 2: Treating Common Illnesses
1. Students will discuss various medications, vitamins, and even home remedies from their own cultures used for different illnesses.
2. Teacher will display actual medications available in this culture and students will discuss how each one should be used.
3. There will be group discussion on where each of these medications or remedies can be obtained.
Task Chain 3: Locating Doctors
1. Using Focus Sheet 7-2, scenarios needing medical help will be read and discussed, deciding which medical assistance is needed.
2. Using Focus Sheet 7-3, a replica of a page in the phone book will be used as a guide to locate specific doctors.
3. Students will have to fill out Worksheet 7-4 learning how to respond to medical forms.
4. Students will discuss emergency situations and how to respond using Focus Sheet 7-5

Task Chain 4: Comprehension Assessment Through Role-Play
1. Groups of three will be formed and each group will practice role-playing a "Visit to a Doctor's Office" involving a different illness.
2. After regrouping each student is given Assessment Sheet 7-6 to evaluate each drama and display their comprehension of what is happening.
Worksheet 7-1

Vocabulary - Illnesses

1. allergies
2. backache
3. cough
4. dizziness
5. earache
6. fever
7. flu (influenza)
8. headache
9. indigestion
10. laryngitis
11. nausea
12. sore throat
13. stiff neck
14. stomachache
Worksheet 7-2

Going to a Doctor

Use the information page with a list of doctors (Focus Sheet 7-3) to find the best doctor to help with your problem. Write the name of the medical specialty below each description.

1. You get headaches when you read.
2. Your baby has a fever and doesn’t want to eat.
3. You are coughing a lot and smoke cigarettes.
4. Your skin has red areas and is itchy.
5. You have a very sore throat and you can’t hear well.
6. It’s time to have your annual check-up.
7. You are worried because your heart beats very fast and sometimes it’s hard to get enough air.
8. You sneeze a lot when you are outside near plants.
9. You need some help to treat cancer in your body.
10. You think there’s a problem with your brain and nerves because sometimes you are dizzy.
11. You need an X-ray to be sure your arm is broken.
12. Someone in your family often feels depressed and needs to talk to a doctor.
13. This kind of doctor can help you with general problems with your stomach or other inside areas.
14. You think you are pregnant. This doctor can help you deliver a healthy baby.
15. This doctor takes care of everyone in the family.
## GOING TO A DOCTOR

### Allergy

**ALLERGY & IMMUNOLOGY ASSOCIATES**  
Arnold, Allan, M.D.  
326 North Ave., Oldtown.....555-8070  
Wykowski, Carla, M.D.  
4048 E. Wilson Dr., Newtown.555-7890

### Cardiology

Cassidy, James A., M.D.  
57 Park Ave., Oldtown.......555-7895  
If No Answer Call............555-8382

### Dermatology

Natale, Ellen, M.D.  
2123 S. Main St., Oldtown...555-3024

### Ear, nose, & throat

Wu, Peter M., M.D.  
467 Valley View, Newtown....555-7974

### Family practice

NEWTOWN FAMILY CARE ASSOCIATES  
230 Valley View, Newtown  
New Patients Welcome  
Clinics.....................555-0682  
Garcia, Ana, M..............555-9188  
St. Clair, Paul, M.D........555-3025

### General practice

Henry, Richard, D.O.  
2441 River St., Oldtown.....555-6017  
Johnson, Margaret, M.D.  
General & Family Practice  
94 Wilson Dr., Newtown......555-2198

### Internal medicine

Hossaini, Ali, M.D.  
Internal Medicine-Family Practice  
212 N. Main St., Oldtown....555-9744
Focus Sheet 7-3b

List of Doctors

Neurology
UNIVERSITY PHYSICIANS CENTER
Brigham, Peter, M.D.
Papas, Irene, M.D.
    Toll Free....................1-800-555-7654
    501 Valley View, Newtown........555-2341

Obstetrics/Gynecology
BIRTH AND WOMEN’S HEALTH CENTER
    376 River St., Oldtown........555-7391

Oncology
OLDTOWN CANCER CENTER
    127 North Ave., Oldtown........555-6090
    Cancer Helpline..............1-800-555-HELP

Ophthalmology
VALLEY EYE & LASER
Kaplan, Joan, M.D.
Harris, John, M.D.
    350 E. Wilson Dr., Newtown......555-2135

Pediatrics
Rivera, Gloria, M.D.
    417 North Ave., Oldtown........555-3338

Psychiatry
Bassu, Sadru, M.D.
    Board Certified
    438 Park Ave., Suite 6, Oldtown....555-5974

Pulmonology
Kehrberg, Hartha, M.D.
    617 Valley View, Newtown........555-3019
Radiology
Jorgensen, Eric, M.D.
127 North Ave., Oldtown..........555-6095

Source: Adapted from Smart, (2003). SMART Yellow Pages,
Patient Information Form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Phone number:</th>
<th>Work phone:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Insurance: YES NO</th>
<th>Name of Insurer:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group #:</th>
<th>Medical Problem: (describe)</th>
</tr>
</thead>
</table>

How long have you had this problem?

Is it the result of an accident: YES NO
(Describe the accident)

Do you have a fever? YES NO
Do you have pain? YES NO
Where is your pain?

Names of family members:

<table>
<thead>
<tr>
<th>Your name:</th>
<th>Age:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Spouse:</th>
<th>Age:</th>
</tr>
</thead>
</table>

Children (from oldest to youngest)

<table>
<thead>
<tr>
<th>Age:</th>
</tr>
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<tbody>
<tr>
<td>------</td>
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</tr>
</tbody>
</table>

173
Focus Sheet 7-5

Emergency Phone Numbers

911 is for Emergency Only
Ambulance - Fire & Rescue - Paramedics
Police & Highway Patrol

<table>
<thead>
<tr>
<th>Non-Emergencies</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colton - City of</td>
<td></td>
</tr>
<tr>
<td>Fire Department.......... 909-370-5100</td>
<td></td>
</tr>
<tr>
<td>Police Department........ 909-370-5000</td>
<td></td>
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<td>Grand Terrace - City of</td>
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<tr>
<td>Fire Department.......... 909-825-0221</td>
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<tr>
<td>Police Services</td>
<td></td>
</tr>
<tr>
<td>San Bernardino County</td>
<td></td>
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<tr>
<td>Sheriff’s Department..... 909-387-8313</td>
<td></td>
</tr>
<tr>
<td>Loma Linda - City of</td>
<td></td>
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<tr>
<td>Fire Department.......... 909-799-2850</td>
<td></td>
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<tr>
<td>Police Services</td>
<td></td>
</tr>
<tr>
<td>San Bernardino County</td>
<td></td>
</tr>
<tr>
<td>Sheriff’s Department..... 909-798-7681</td>
<td></td>
</tr>
<tr>
<td>Redlands - City of</td>
<td></td>
</tr>
<tr>
<td>Fire Department.......... 909-798-7600</td>
<td></td>
</tr>
<tr>
<td>Police Department........ 909-798-7681</td>
<td></td>
</tr>
<tr>
<td>San Bernardino - City of</td>
<td></td>
</tr>
<tr>
<td>Fire Department.......... 909-384-5286</td>
<td></td>
</tr>
<tr>
<td>Police Department........ 909-384-5742</td>
<td></td>
</tr>
<tr>
<td>San Bernardino County of Sheriff’s Department</td>
<td></td>
</tr>
<tr>
<td>Central Office-San Bernardino 909-387-3545</td>
<td></td>
</tr>
<tr>
<td>California Highway Patrol 909-383-4247</td>
<td></td>
</tr>
</tbody>
</table>

Assessment 7-6

Group of Actors: #

Peer Evaluation of Visit to a Doctor’s Office (Role-Play)

1. Did everyone speak in the drama? Yes No
2. What was wrong with the patient?
3. What type of doctor was needed?
4. What is one thing the doctor said?
5. Did the doctor use a new word? What was it?
6. What does that word mean?
7. What did the nurse do?
Lesson Plan 8

Discovering the Native Cultures of California

Objectives: 1. To introduce four different demographic regions of California and their population groups.
2. To introduce some natural resources from each region used for survival and learn about one survival tactic from the region of each student.
3. To compare similarities and differences in the living styles of each region within California and to look at some of the similarities and differences of these regions to the various cultures represented by the students.

Warm Up: Instructor will bring in Native American plants and discuss the various ways they have been used for survival by the Native Americans, why we still need them today, and ways we can better preserve them for the future.

Task Chain 1: Introduce Four Regions of California and the Different Cultures of Their People Groups
1. Assign reading of Chapter 2 (pgs. 87-113) of Harcourt Brace, Social Studies—California, 4th grade, discussing as a group.
2. Hand out California Regional Map (See Focus Sheet 7-1) showing four regions, as well as individual people groups in each region, and discuss as a group corresponding with the textbook reading.
3. Have students decide on one pro and one con of living in each region. (See Work Sheet 8-2)
4. Have students pick one people group from the map and do research, gathering information from Chapter 2 reading, or they
may choose another resource, and write a one-page report about the culture they are studying.

Task Chain 2: Natural Resources of Each Region Used for Survival

1. Students break into four groups, each group represents a demographic region. They will role-play one activity their group does with their natural resources to survive.
2. Students work together to think of the best way they can chart with a Venn diagram each of these regions and their survival tactics.
3. Each student can volunteer to share about one natural resource found in their culture and how it is used for survival.

Task Chain 3: Comparing and Contrasting the Living Styles Of the Four Regions

1. Working on cause and effect, have students list three causes from each region and the effects of these causes that make them different from the other regions (aspects like climate, water accessibility, dryness, animals, plants, etc.).
2. The living quarters were different in every region. Have students choose a region they want to focus on and then draw and discuss a model of a house from that region explaining how that model is similar to or different than houses found in that student’s particular region. (Work Sheet 8-3)
3. Using a Venn diagram, (Work Sheet 8-4) each student will analyze some of the differences and similarities of the living styles within the four regions.

Task Chain 4: Final Assessment-Self-Evaluation

1. Using Self-Evaluation 8-5, students rate their knowledge content from this lesson.
2. Using Assessment Sheet 8-6, the teacher assesses students by examining their answers to specific questions on topics in the lesson.
Focus Sheet 8-1

California Regional Map


<table>
<thead>
<tr>
<th>People Groups</th>
<th>Location</th>
<th>People Groups</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miwok</td>
<td>Plains</td>
<td>Serrano</td>
<td>Desert</td>
</tr>
<tr>
<td>Yokuts</td>
<td>Plains</td>
<td>Cahuilla</td>
<td>Desert</td>
</tr>
<tr>
<td>Maidu</td>
<td>Mountain</td>
<td>Chumash</td>
<td>Coastal</td>
</tr>
<tr>
<td>Achumawi</td>
<td>Mountain</td>
<td>Gabrielino</td>
<td>Coastal</td>
</tr>
</tbody>
</table>
### Work Sheet 8-2

**Pros and Cons of Living in the Four Demographic Regions Of California**

<table>
<thead>
<tr>
<th>One advantage of living on the coast:</th>
<th>One disadvantage of living on the coast:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One advantage of living in the desert:</td>
<td>One disadvantage of living in the desert:</td>
</tr>
<tr>
<td>One advantage of living in the mountain region:</td>
<td>One disadvantage of living in the mountain region:</td>
</tr>
<tr>
<td>One advantage of living in the plains:</td>
<td>One disadvantage of living in the plains:</td>
</tr>
<tr>
<td>One advantage of living in my culture is:</td>
<td>One disadvantage of living in my culture:</td>
</tr>
</tbody>
</table>

Worksheet 8-3

Houses

<table>
<thead>
<tr>
<th>Draw a picture of a house found in one region of California:</th>
<th>Draw a picture of a house found in your culture:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explain how this house is similar to or different from houses found in your culture:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Worksheet 8-4

Comparing and Contrasting the Four Regional Areas of California with the Venn Diagram

Use the Venn Diagram below to answer each question:

1. Record one similarity all four areas share.
2. Record one difference of each area.

### Self-Evaluation 8-5

<table>
<thead>
<tr>
<th><strong>Name:</strong></th>
<th><strong>Score:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>My understanding is increased by comparing and contrasting information.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>I learned about the four regions of California.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>I learned about some of the natural resources from each of these areas.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>I learned how to organize information into a graphic organizer.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>I am more interested in learning about how I can use the natural resources where I live.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>I know more about other cultures than I did before.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

5: Extremely well  
4: Most definitely  
3: Somewhat  
2: Not much  
1: Not at all

One major resource in my area is __________________________________________

______________________________________________________________________

I can help preserve this resource by ______________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

One graphic organizer I can use to improve my understanding of a topic is: __________________________

Illustrate:  

183
1. Fill in the blanks.

Assessment Sheet 8-6b

2. List the region, one natural resource used in that region, and one population group found.

A. __________________ Region
   Natural Resource________________
   People Group___________________

B. __________________ Region
   Natural Resource________________
   People Group___________________

C. __________________ Region
   Natural Resource________________
   People Group___________________

D. __________________ Region
   Natural Resource________________
   People Group___________________
Lesson Plan 9

Discovering Regional Native Plants
Of California and Their Uses

Objectives: 1. To introduce various plants from each region of California as well as from other cultures.
2. To study different uses of these various plants and legends connected with them, as well as to create a legend of their own.
3. To compare and contrast some of the early Californian plants and uses with our present day uses.
4. To have students do research on a plant of their choice that could adapt to the natural environment of this area and give a report on it.

Warm Up: Students will make a "Native American Garden Pocket Book." It will contain 4 pages, one from each region. Each page will have a built-in pocket where informational sources can be stored.

Task Chain 1: Introduction of Various Plants from Each Region in California
1. Give information handout of 8 dominant plants found in each of the four regions: Foothills and mountains, Deserts, Wetlands and coastal, and Plains. The information will give an illustration of each plant, a description, its habitat, and uses. Have each student independently read the handout (Focus Sheet 9-1)
2. Students will do a drawing of their favorite plant selected from the reading, and a drawing of a familiar plant from their own culture.
3. Students will prepare a short presentation about the plants they drew, discussing their regions, why they chose them, and describing why each one is useful.
4. Students will be allowed to decide to give their report to a group of 3 or to the whole class; whatever they are the most comfortable with.

Task Chain 2: To study Uses of Various Plant and Ways They Were Used
1. Pass out Worksheet 9-2 and lead discussion about the comparison of things we use today with things the Native American used in the past.
2. Read the legend “Brother Eagle and Sister Sky” by Susan Jeffers, 1991 and discuss the creative steps used in writing a legend, then have students write about a legend from their culture.
3. Have each student pick one usage from Focus Sheet 9-1 and write a short summary on each of the plants that provide the resource for that use. They should use the classification organizer (Focus Sheet 9-3)
4. Have students self assess by completing the (Self-Assessment 9-4).

Task Chain 3: Compare and Contrast the Early Native American Uses of Plants with the Uses of Today
1. Using a Venn Diagram, illustrate which plants are being used for the same purposes today as the early Native Americans uses, and which ones are being used for different purposes.
2. Break students in groups to discuss plants mentioned in Venn diagrams.

Task Chain 4: Research Project on Plant of Choice
1. Using encyclopedias, dictionaries, and other sources, have students do research on a plant and write a rough draft on how it could adapt to the natural environment of this area.
2. Students will be given a partner to help edit and critique each others rough draft.
3. Students will write a final copy and give an oral presentation of their plant.

Task Chain 5: *Self-Evaluation and Assessment*
1. Self assessment of oral report (Self Assessment 9-5)
2. Assessment will be given (Assessment Sheet 9-6) for teacher to assess how much information was retained.
Name: Fremont cottonwood, *Populus fremontii*
Habitat: By rivers, seeps, and irrigation ditches. Found in the Sonoran, Colorado, and Mojave deserts.
Soil: Dry to moist, decomposed granite, sand, clay loam, low to high organic content, well drained or seasonally flooded.
Water: None to once a month when dry.
Height x width: Maximum 90 feet x 120 feet.
Protective mechanisms: None.
Leaves or stem: Pale blue and velvety or green and shiny, winter-deciduous.
Ornamental value: Shade, sound of the leaves.
Other value: Soil stabilizer, larval plant for butterflies, aspirin tea from inner bark or leaves.

Name: Torrey Mesquite, *Prosopis glandulosa*
Habitat: Where water table is high, Mojave and lower Colorado deserts.
Soil: Dry to moist, well drained.
Water: Once a month.
Height x Width: Maximum 37 ft. x 50 ft.
Protective mechanisms: Thorns.
Leaves: Lime green, winter-deciduous, slow to leaf out in spring.
Ornamental Value: Yellow flowers in late spring, fragrant.
Other value: Soil stabilizer, flowers used for butterflies and bees, beans eaten by birds and mammals. They make great shade trees.
**Focus Sheet 9-1b**

<table>
<thead>
<tr>
<th>Plant Name</th>
<th>Habitat</th>
<th>Soil</th>
<th>Water</th>
<th>Height x Width</th>
<th>Protective Mechanisms</th>
<th>Leaves or Stems</th>
<th>Ornamental Value</th>
<th>Other Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carnero Yucca, Yucca carnerosana</strong></td>
<td>Between 3,000 and 5,000 ft. in Chihuahuan Desert</td>
<td>Dry, decomposed granite, sand, clay, and low organic content, well drained</td>
<td>None to once a month</td>
<td>Maximum 20 ft x 8 ft</td>
<td>Spines on tips of leaves</td>
<td>Evergreen, dark green, broad</td>
<td>Evergreen tree, white lily like flowers in early spring once every 3 to 7 years</td>
<td>Flowers used by yucca moths, nesting sites for birds and lizards.</td>
</tr>
<tr>
<td><strong>Soaptree Yucca, Yucca Elata</strong></td>
<td>Deserts, grasslands</td>
<td>Dry, decomposed granite, limestone, well-drained</td>
<td>None to once a month</td>
<td>Maximum 30 ft x 20 ft</td>
<td>Spines</td>
<td>Evergreen, silver to pale blue-green</td>
<td>White flowers in late spring, not every year</td>
<td>Flower pollinated by yucca moths; nesting for lizards, beetles, spiders and birds. This plant must be grown from seed.</td>
</tr>
<tr>
<td><strong>Jojoba, Simmondsia Chinensis</strong></td>
<td>Dry slopes in high deserts</td>
<td>Dry, sand, clay well drained</td>
<td>None to once a month</td>
<td>Maximum 10ft x 12ft</td>
<td>none</td>
<td>Evergreen, pale, muted yellow-green or pale blue-green</td>
<td>Texture, color, green nuts on female plants</td>
<td>Oily green nuts eaten by squirrels and many other animals, used to make shampoo.</td>
</tr>
</tbody>
</table>
Focus Sheet 9-1c

**Name:** California Bay, *Umbellularia Californica*

**Habitat:** Canyons, valleys, below 5,000 feet.

**Soil:** Dry to moist, sand, clay, well drained

**Water:** Once or twice a month

**Height x Width:** Maximum 80 ft x 30 ft

**Protective Mechanisms:** Aromatic oils in leaves discourage some browsers, are toxic to some humans if more than two or four are eaten

**Leaves or Stems:** Evergreen, large, glossy leaves, aromatic of camphor

**Ornamental Value:** Aromatic leaves, fragrant greenish flowers in winter

---

**Name:** Black Sage, *Salvia Munzii*

**Habitat:** Rare, coastal sagescrub below 2,500 ft. in San Diego

**Soil:** Dry, decomposed granite, well drained

**Water:** None to once a month

**Height x Width:** Maximum 7 ft. high

**Protective Mechanisms:** Aromatic oils discourage some browsers

**Leaves or Stems:** Silver-green, aromatic, drought deciduous

**Ornamental Value:** Clear blue flowers, spicy fragrance

**Other Value:** Soil stabilization: flowers used by hummingbirds, butterflies, and honeybees
Name: Mormon tea, Ephedra trifurca
Habitat: In creosote bush scrub or on the edges of washes below 7,000 ft in deserts
Soil: Dry, decomposed granite, sand, low organic content, well-drained
Water: None to once a month in summer
Height x Width: Maximum 15ft x 15ft
Protective Mechanisms: Spine at tip of stem
Leaves or Stems: Evergreen stems, yellow-green, scale leaves
Ornamental Value: Texture of stems, yellow flowers on males in spring.
Other value: Cones eaten by quail and other birds, tea made from fresh or dried stems for arthritis and syphilis.

Worksheet 9-2

Then and Now Matching Game

One list below has some things we use today. The other list has things the Native Americans would have used for the same purpose. Try to match up the words in the two columns by drawing lines between ones that match.

<table>
<thead>
<tr>
<th>Present Day</th>
<th>Native American</th>
</tr>
</thead>
<tbody>
<tr>
<td>aspirin</td>
<td>willow bark tea</td>
</tr>
<tr>
<td>TV &amp; books</td>
<td>abalone shell</td>
</tr>
<tr>
<td>rifle</td>
<td>bay twig</td>
</tr>
<tr>
<td>nose inhaler</td>
<td>mortar &amp; pestle</td>
</tr>
<tr>
<td>shampoo</td>
<td>bow &amp; arrow</td>
</tr>
<tr>
<td>backpack</td>
<td>walnut dice games</td>
</tr>
<tr>
<td>blender</td>
<td>carrying basket</td>
</tr>
<tr>
<td>soup bowl</td>
<td>amole</td>
</tr>
</tbody>
</table>
Worksheet 9-3
Classification Organizer

USAGE

Summary of Plant

Summary of Plant

Summary of Plant

Summary of Plant

Summary of Plant
Self Assessment 9-4

Name: __________________________
Score: __________________________

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was the extent of my knowledge of certain California plant uses before this lesson?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. What is the extent of my knowledge of California plant uses after this lesson?</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. I can successfully organize information into a classification organizer.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. My creativity skills were challenged adequately in the writing of my legend.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5. My knowledge of other cultures has been broadened.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

5: excellent
4: good
3: acceptable
2: needs improvement
1: not interested at all

6. I would like to see the ______________________ plant eventually brought into the American culture. I feel it would benefit this culture by__________________

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

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## Self Assessment 9-5

Name: 
Activity: ___________________ Date: ____________
How did I do? ____________________________

<table>
<thead>
<tr>
<th></th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I spoke loudly enough.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I spoke clearly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I gave good reasons why this plant should be brought to California.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I organized my thoughts well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I gave students an opportunity to voice their opinions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I responded fully to questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I asked questions of others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I made good eye contact.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Editing other’s papers helped my skills in writing my own papers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment 9-6

List four California plants and what each of them are used for:

1. region: __________________________
   plant: __________________________
   uses: __________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________

2. region: __________________________
   plant: __________________________
   uses: __________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________

3. region: __________________________
   plant: __________________________
   uses: __________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________

4. region: __________________________
   plant: __________________________
   uses: __________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________

Write about one plant you remember from another culture and its uses.
   __________________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________
   __________________________________
Lesson Plan 10

Connecting the Natural Resources and Survival Techniques of Native Californians

Objectives: 1. To study the architectural features of the various homes in each region and check reading comprehension by writing a summary of what was read.
2. To study the various hunting tools and techniques used in each region, encouraging creativity through tactile learning in inventing a trap.
3. To study tools, ceramics, and baskets, used from natural resources.
4. To provoke language use through debate about recreation, promoting communicative competence, introduce games created by the Native Americans using instruments made from natural resources, and have each student share a game from their own culture.

Warm Up: Read the legend “How the Coyote Brought Fire to the Karok: (Focus Sheet 10-1) and have students brainstorm, using a time-line graphic organizer, to list all the ways fire has been used from the early Native American Indians to the present.

Task Chain 1: To Study the Architectural Features of the Homes in Each Region
1. After reviewing the various styles of houses from Chapter Two-Lesson Two, Lesson Three, and Lesson Four (Reading in Lesson 7, pgs. 87-113) in Harcourt and Brace fourth grade Social Studies book, have the class split into four groups and each group will represent a region.
2. Each group will write and present a small report about what natural resources, like trees and plants, were used in building the houses of their region, and how they were built. They will need to include the climate of the area and explain why the building materials helped the house adapt to
Task Chain 2: To Study the Various Hunting Tools and Techniques Used in Each Region

1. The students will remain with their same region and discuss the reading concerning the various tools used for hunting and gathering food in that region. They will discuss which plants were needed to make these tools, how they were made, and how these tools helped in their survival. Each group will be expected to decide the best way to organize their thoughts and present them. The teacher will photo copy each report so all students will get a copy to put in their “pocket books.”

2. There will be a discussion about the various traps read about. Each student will use their creative thinking and devise a trap for any region. They can give their presentations by using drawings or actual three dimensional figures.

3. Each student will have the group assessment sheet available to use as a guideline while building their trap. (Assessment 10-2)

4. Each student will assess every student’s trap, by filling in the group assessment sheet, at the end of each presentation.

Task Chain 3: To Study Tools, Ceramics, and Baskets, Used From Natural Resources

1. Using the information from the reading, the students will remain with their same regional group and discuss what plants and
natural resources were used in making tools, ceramic bowls and baskets from that region.

2. Each student will be able to do a weaving sample, with construction paper and raffia.

Task Chain 4: To Introduce Games Created by the Native Americans Using Instruments Made from Natural Resources

1. Have an open debate on the definition of recreation and whether or not it is important. Split the class into two debate teams: those who feel recreation is important and necessary and those who think it’s just for fun and not really needed. Each team must support their theories with adequate reasons.

2. From the reading in Chapter Two of the Harcourt and Brace Social Studies Unit, discuss what real life skills were learned by playing some games and what natural resources were used.

3. Have students take a walk outside and each try to find one natural object. Then have them sit in a circle and play the Native American “Guessing Game” where someone will stand up with their object concealed and the other students try to guess the object by asking questions about its shape, color, and use. The first one to guess the correct object becomes the new player for the class to try and guess their concealed object.

Task Chain 5: Self Evaluation and Assessment

1. Self Assessment 10-3 is to let students rate their enjoyment of the various learning strategies learned.
2. Assessment 10-4 is used so the teacher can assess how much knowledge the student has retained about the main topics of this lesson.
The Theft of Fire

Far away toward the rising sun, somewhere in a land that no Karok had ever seen, the creator Kareya made fire and hid it in a casket, which he gave to two old hags to keep, lest some Karok should steal it. But coyote befriended the Karok and promised to bring them some fire. He assembled a great company of animals, one of each kind from the lion down to the frog. He put these animals in a line between the home of the Karok and the far distant land where the fire was, the weakest animal nearest home and the strongest near the fire. Then he took an Indian with him and hid him under a hill and went to the house of the hags who kept the casket and rapped on the door. One of them came out, and he said, “Good evening,” and they replied, “Good evening.” Then he said, “It’s a pretty cold night, can you let me sit by your fire?” And they said, “Yes, come in.” So, he went in and stretched himself out before the fire and reached his snout toward the blaze, and sniffed the heat, and felt very snug. Finally, he stretched his nose out along his forepaws, and pretended to go to sleep, although he kept the corner of one eye open watching the old hags. But they never slept, day or night, and he spent the whole time watching and thinking to no purpose.

So next morning he went out and told the Indian whom he had hidden under the hill that the Indian must make an attack on the hags’ cabin, as if he were about to steal some fire, while he, the coyote, was in it. He then went back and asked the hags to let him in again, which they did, since they could not believe that a coyote could steal fire. He stood close by the casket of fire, and when the Indian made a rush on the cabin and the hags dashed out after him at one door, the coyote seized a brand in his teeth and ran out the other door. He almost flew over the ground, but the hags saw the sparks flying and gave chase, and gained on him fast. He was out of breath by the time he reached the lion, who took the brand and ran with it to the next animal, and so on to each animal, barely having time to give it to the next before the hags came up.

The next to last in line was the ground squirrel. When he took the brand, he ran so fast with it that his
tail caught fire, and he curled it up over his back and burned the black spot we see to this day, just behind his shoulders. Last of all was the frog, but he couldn’t run at all, so he opened his mouth wide and the squirrel chucked the fire into it, and he swallowed it down with a gulp. Then he turned and gave a great jump, but the hags were so close in pursuit that one of them seized him by his tadpole tail and tweaked it off, and that is the reason why frogs have no tails to this day. He swam underwater a long distance, as long as he could hold his breath, then came up and spit the fire into a log of driftwood, and there it has been ever since. So now, when an Indian rubs two pieces of wood together, the fire comes forth.

Assessment 10-2

Group Assessment

5=excellent, 4=good, 3=fair, 2=not realistic 1=wrong

<table>
<thead>
<tr>
<th>Students Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This trap adapted well to its region.</td>
</tr>
<tr>
<td>2. The animals it was made for lived in that region.</td>
</tr>
<tr>
<td>3. The trap was made from natural resources from that area.</td>
</tr>
<tr>
<td>4. The trap appeared strong.</td>
</tr>
<tr>
<td>5. The trap was very complicated.</td>
</tr>
<tr>
<td>6. The trap was simple.</td>
</tr>
<tr>
<td>7. I think this trap would really work.</td>
</tr>
</tbody>
</table>

8. Give three reasons why you believe your trap will work:

---

---

---
Self Assessment 10-3

5=strongly agree  4=agree  3=mildly agree  2=disagree  1=I don’t know

Name: ____________________________
Score: ____________________________

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Legends help me understand reality a little better.</td>
<td></td>
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</tr>
<tr>
<td>2. Graphic organizers help me gather and present my thoughts clearer and more easily.</td>
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<tr>
<td>3. Taking notes helps me remember information better.</td>
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<tr>
<td>4. Working with my hands is an easy way for me to express myself.</td>
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<tr>
<td>5. Debating helps me focus on and express my feelings more boldly.</td>
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<tr>
<td>6. It is interesting to learn about ways other people live that are different from my own.</td>
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</tbody>
</table>

7. Name one aspect in early Native Americans life that is similar to an ancient way in your culture.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

205
Assessment 10-4

1. Name one type of house built in each region and the natural resource used to build it.

   a. region: ______________________  b. region: ______________________
      house: ______________________  house: ______________________
      natural resource: ____________
      ______________________

   c. region: ______________________  d. region: ______________________
      house: ______________________  house: ______________________
      natural resource: ____________
      ______________________

2. Name a hunting tool used in each region, one animal hunted with it, and the type of plant used to make it.

   a. region: ______________________  b. region: ______________________
      tool: ______________________  tool: ______________________
      natural resource: ____________
      ______________________
      animal: ____________
      ______________________

   c. region: ______________________  d. region: ______________________
      tool: ______________________  tool: ______________________
      natural resource: ____________
      ______________________
      animal: ____________
      ______________________

3. Describe your favorite Native California American game and list 2 reasons why it is your favorite.

4. Describe one game you liked best from another culture. Give the culture and 2 reasons why you picked it.

Lesson Plan 11

Prepositions

Objectives: 1. To study prepositions and their uses.
2. To familiarize each student with prepositions using a song, causing them to exercise their listening skills and writing skills.
3. To create group interaction while playing a preposition game.
4. To encourage speaking by causing students to have to give partners directions using prepositions.

Warm Up: Class plays Preposition Tic-Tac-Toe. Teacher draws a Tic-Tac-Toe grid and places a preposition in each square. The class is split into two teams and one team member from each team has to come up with a proper sentence using the preposition in the square they want to place their O or X. This continues until one team wins.

Task Chain 1: Discussion of the Various Uses of Common Prepositions.
1. Using Focus Sheets 11-1a, 11-1b, and 11-1c, the instructor explains the different uses of the common prepositions in, on, at, and to, in the English language.
2. Using Worksheet 11-2, the instructor has the class read the paragraph once silently, then together as a class, and finally having individuals volunteer to "popcorn read" each sentence.
3. After the reading, have students cover up the paragraph so it cannot be seen while independently filling in the spaces of the worksheet.
Task Chain 2: Practicing Listening Skills Through Music
1. Students listen to "Danny's Song"
2. After listening once, they will listen again and try to fill in the missing prepositions on worksheet 11-3.
3. Students listen a third time checking their work.

Task Chain 3: Group Participation Encouraged Through Preposition Game
1. The students are broken up into two teams.
2. The teacher reads a set of instructions, using prepositions to one team, and they are to demonstrate their comprehension through role-play. (See Focus Sheet 11-4 Preposition Game)
3. The teacher then reads another set of instructions to the other team. Both teams are timed, and the team who follows the instructions the quickest gets the point.
4. These instructions continue until all have been read. The team with the most points wins.

Task Chain 4: Encouraging Speaking and Listening Skills Through Giving and Receiving Instructions
1. The students are each assigned a partner.
2. One student is sitting in a desk facing the teacher while the other student is sitting in a desk with their back to the teacher.
3. The teacher draws a series of shapes on the overhead in different locations while the student facing the teacher begins to explain the directions to their partner. Encouraging them to use prepositions like to the left of, to the right of, on top of, in the middle, etc..
4. The first team to produce the closest drawing to the teacher's, is the winning team.
Task Chain 5: Assessment
1. Teacher passes out Assessment Sheet 11-5 and students are expected to demonstrate their understanding of prepositions by filling in the blanks and answering the questions properly.
Focus Sheet 11-la

Prepositions

Prepositions are very difficult for second-language learners. The best way to learn to use them is to listen to native speakers use them and to read a lot of fiction. Still it often takes many years to perfect.

The most difficult prepositions, in my experience, are in, on, at, and to.

Prepositions of place or space:

Prepositional Triangle can work with location and time.

It goes from specific to general:
Come to the party at my house.
It will be on the first Monday,
In July.
Focus Sheet 11-1b

I've got $12 in my pocket.
Tiblisi is in Georgia.

On means attached to or adjacent to something.
Dinner's on the table.
My car is parked on Ventura Boulevard.
She had a strange smile on her face.
There was a picture of Ghandi on the wall.

At refers to a specific point in space.
There's a guest at the door. Would you let him in?
The plane was at the end of the runway.
Change trains at Waterloo Station.
I'll be at the office all morning.

At also indicates "in the direction".
He pointed at the machine and asked, "What's that?"
I looked at Paul as he entered the room.
The drowning man grabbed at the rope, but he could not hold it.
I could only guess at the meaning of the new words.

To indicates "in a direction" or towards.
Aura goes to the office early on Tuesdays.
Drive to the end of the road and turn to the right.
The young mother sings to her baby every night.
Philadelphia is to the south and west of New York.
We give our magazines to a hospital when we have finished with them.

To indicates the end of a range with from.

It takes four days to drive from Los Angeles to Florida.
It's three miles from my sister's house to mine.
Count (from one) to ten before say anything you'll regret.
I love all food, from hot dogs to fine cuisine.

Prepositions of time:

In is used for confinement in a time period.

My birthday is in September.
Sandra was born in 1977.
I go to class in the afternoon.
I watch television in the evening.
I go to the gym on Mondays and Wednesdays. We started the class on June 10th.

I'm going to fly to Italy on the day after tomorrow. Let's go out to lunch on a day when you're not too busy.

At refers to a specific time.

I have an appointment with Dr. Fermi at 3 p.m.
The game starts at 7:30 in Paris. That's at 2:30 in New York.

I like to stay home at night.

I left home at 18. (I was 18 years old.) To means "until".

The concert began at quarter to eight. (7:45)
How long is it to dinner?
It's six days to my birthday.
Worksheet 11-2

Preposition Paragraph

Yesterday, I went to McDonalds in the afternoon for dinner. I got there at 6:00 p.m. I met my sister and we ate in the restaurant, at a table, near the window. There were onions on our hamburgers. I saw a friend come in the door, so I yelled at her. She heard me and looked at me. She was with her husband. They walked over to us. She introduced him to my sister and me. He was on vacation. She told us about their new car. They had just bought it. We wanted to see it. All of us went outside to look at it. Their new car was beautiful. I showed them the car next to theirs and told them it was mine. My car wasn’t as beautiful as theirs. It takes me where I want to go, so I don’t mind driving it.

When we were done looking at it, we all went back inside. We said goodbye, and my sister and I finished our dinner. We were done eating by 7:00 p.m. and then went home. I drove my sister to her house before I drove to mine.

Prepositions

Yesterday, I went ___ McDonalds ___ the afternoon, ___ dinner. I got there ___ 6:00 p.m. I met my sister and we ate ___ the restaurant, ___ a table, ___ the window. There were onions ___ our hamburgers. I saw a friend come ___ the door, so I yelled ___ her. She heard me and looked ___ me. She was ___ her husband. They walked ___ ___ us. She introduced him ___ my sister and me. He was ___ vacation. She told us ___ their new car. They had just bought it. We wanted ___ see it. All of us went outside ___ look ___ it. Their new car was beautiful. I showed them the car next ___ theirs and told them it was mine. My car wasn’t ___ beautiful ___ theirs. It takes me where I want ___ go, so I don’t mind driving it.

When we were done looking ___ it, we all went back ______. We said goodbye, and my sister and I finished our dinner. We were done eating ___ 7:00 p.m. and then went home. I drove my sister ___ her house before I drove ___ mine.
Worksheet 11-3

Preposition Practice

Listen to the song once, and then listen to it again. The second time you hear the song try and fill in the missing prepositions.

People smile and tell me I’m the lucky one
cause I’ve had some sons, and a little girl just one.
They will be like she and me, as free as a dove
conceived _____ love, son is gonna shine_______.

(CHORUS)
And even though we ain’t got money
I’m so _____ love _______ you honey.
Everything will bring a chain _____ love
And in the morning when I rise
Bring a tear ___ joy to my eyes
and tell me everything is gonna be all right.

Seems as though some years ago, I was sad and cried
I would just sigh, oh I was a sorry guy
Now a smile, a face, a girl that shares my name
Now I’m through _____ the game, this boy will never be the same.

(CHORUS)

Prayers ____ heaven rising is a very good sign
Strong and kind, and the little girl is mine
Now we see a family where there once was none
Now we’re having fun, yeah, we’re gonna fly ____ the sun.

(CHORUS)

Love the one who holds the world ____ a paper cup
Drink it up, love em and they’ll bring you love
And if you find they help your mind, better take em home
Don’t you live alone, try ____ learn what lover’s own
Focus Sheet 11-4

Preposition Game

These are the instructions for each team.

1. I want to see ____________ standing to the left of ____________ and ____________ to the right of ____________.

2. I want to see ____________ standing in front of ____________ and ____________ standing behind ____________.

3. I want to see ____________ sitting at the table across from ____________ and ____________ sitting to the left of ____________.

4. I want to see a line with ____________ in the front and ____________ behind ____________ with ____________ being last and ____________ in front of ____________ and behind ____________.

5. I want to see ____________ between ____________ and ____________.

6. I want to see ____________ sitting next to ____________ and in front of ____________.

7. I want to see ____________ sitting at the table between ____________ and ____________ and ____________ sitting at the table across from ____________.

8. I want to see ____________ sitting on top of the table and ____________ sitting under the table between ____________ and ____________.
Assessment 11-5

Prepositions

Fill in the blanks with the proper prepositions:

1. I went ____ the store and bought some candy.
2. I received a present today ______ my mother.
3. I went ______ her to the mall.
4. We saw my friend while we were eating _____ McDonalds.
5. She came _____ McDonalds and sat down.
6. After talking we walked ______ the mall together.
7. My friend found a cute purse ______ Penney’s.
8. She bought it ______ her credit card.
9. We finally walked together ______ her car.
10. It was a fun day ______ the mall.

Write a short paragraph using at least 5 prepositions:

In the box draw a square under a circle. Next draw a triangle above the circle. Draw a flower to the left of the circle, and a dog to the right of the circle.
Lesson Plan 12

Occupation Exploration

Objectives: 1. To familiarize the student with common occupations in America.
2. To insure proper knowledge content of auxiliary verbs like can, can't, do, don’t, does, doesn’t.
3. To familiarize each student with the job interview process, by participating as both the interviewer and the interviewee.

Warm Up: The teacher conducts a “guess-who” game, listing skills needed for various occupations. Students then take turns at guessing which occupation fits the described skills.

Task Chain 1: Discussion About Most Common Occupations In America
1. Teacher will pass out a list of explanations describing various occupations (Focus Sheet 12-la, 12-lb) and lead group discussion on each one.
2. Students role-play different occupations while class tries to guess which occupation is being illustrated.

Task Chain 2: Practicing Auxiliary Verbs
1. Teacher will pass out Worksheet 12-2 and lead discussion on the common auxiliary verbs and their tenses.
2. Students will be asked to walk around the room and interview classmates with questions on Worksheet 12-2, marking yes or no.

Task Chain 3: Familiarity With the Job Interview Process
1. Each student receives an interview sheet for a particular job. (Worksheet 12-3a-d)
2. Half the class will be chosen as the interviewers and half will be the interviewees. The interviewer will ask the
questions on their worksheet to the interviewee filling in the yes or no answers.

3. All ten interviewees will rotate to all ten interviewers before the roles change.

Task Chain 4. Assessment and Evaluation

1. Once everyone has had a chance to get an interview with every member in the class, each interviewer will evaluate their sheet and choose which interviewee best fits the occupation interviewed for.

2. Using Assessment Sheet 12-4 each student will have to display their comprehension level of the auxiliary verbs by filling in the blanks.

3. Each student will write a paragraph giving three reasons why they feel a certain occupation is best for them.
Focus Sheet 12-la

Common Occupations in America

1. Baker: A baker needs to know how to bake different kinds of foods. He/she should know how to follow recipes and enjoying cooking. A baker needs to have a good back and strong legs because they are on their feet for long periods of time. A baker should have a degree cooking.

2. Teacher: A teacher needs to have a great deal of patience and a love for children. He/she should have good knowledge of English, mathematics, history, science, and health. In order to be a successful teacher, one needs to have strict discipline and yet be able to encourage their students. A good teacher should be creative and willing to work after hours frequently. A teacher is required to have a degree and a teaching credential.

3. Hairdresser: A hairdresser is someone who should enjoy being with people, as well as have a gentle touch. A hairdresser will have to be on their feet most of their day. An appealing hairdresser is someone who is a good listener. A popular hairdresser will stay informed on the latest hair styles. A hairdresser needs to go to beauty school and get a Beautician License.

4. Cashier: A cashier needs to be able to stand for long periods of time. He/she should be quick with numbers and enjoy working with people. He/she is required to balance their cash drawer at the end of each day, so there is some stress involved with this job. A good cashier needs to be able to handle a great deal of complaining without letting it get to them.
Focus Sheet 12-1b

5. Firefighter: A firefighter needs to pass a physical endurance test. They need to obtain a degree in firefighting. Firefighters must be very brave and have a strong compassion for helping people. They must be willing to take risks. They will have to live at the firehouse approximately three to four days a week.

6. Policeman: A policeman needs to pass physical endurance tests. A policeman needs a degree in social science. Policemen need to be brave and patient with all kinds of people. There are great risks involved in police work and the stress level is very high. The hours may not always be normal hours.

7. Mailman: A mailman should enjoy being outdoors, and doing a lot of walking. He/she needs to have a good back and strong legs. It is important that a mailman isn’t afraid of many kinds of animals. A mailman may need to be willing to work very early hours in the morning. A mailman will be expected to work in the office handling and sorting mail for many years before being able to deliver mail.

8. Musician: A musician needs to love music and have spent many years practicing an instrument. A musician’s hours are not normal, and may involve many night hours as well as weekends. A musician needs to be able to read any kind of music. Performing in front of a crowd must not make them nervous.

9. Computer Technician: A computer technician is someone who should be happy being around machines more than people. A computer technician
Focus Sheet 12-1c

needs to have a degree and usually needs to continue his/her education to keep aware of the latest developments. They need to enjoy being indoors most of the and in front of a computer.

10. Doctor: A doctor needs to enjoy studying and hard work. A doctor needs to go to school for at least eight years and sometimes longer. A doctor works long hours, and is always on call even when they are not working. A doctor needs to not be afraid of working with illness and blood.
### Worksheet 12-2

**Auxiliary Verbs**

#### Uses of *can*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I help you?</td>
<td></td>
<td></td>
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<tr>
<td>I can help you.</td>
<td></td>
<td></td>
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<tr>
<td>Can you help me?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can help me.</td>
<td></td>
<td></td>
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<tr>
<td>Can they help me?</td>
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<tr>
<td>They can help me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can he help me?</td>
<td></td>
<td></td>
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<tr>
<td>He can help me.</td>
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</tbody>
</table>

#### Uses of *can’t*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Can’t I help you?</td>
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<tr>
<td>I can’t help you.</td>
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<tr>
<td>Can’t you help me?</td>
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<tr>
<td>You can’t help me.</td>
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<tr>
<td>Can’t they help me?</td>
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<tr>
<td>They can’t help me.</td>
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<td></td>
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<tr>
<td>Can’t he help me?</td>
<td></td>
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<tr>
<td>He can’t help me.</td>
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</table>

#### Uses of *do*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I sit here?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do like her.</td>
<td></td>
<td></td>
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<tr>
<td>Do you know her?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You do know her.</td>
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<td></td>
</tr>
<tr>
<td>Do they want to come?</td>
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<tr>
<td>They do want to come.</td>
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#### Uses of *don’t*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t I sit here?</td>
<td></td>
<td></td>
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<tr>
<td>I don’t like her.</td>
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<td></td>
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<tr>
<td>Don’t you know her?</td>
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<tr>
<td>You don’t know her.</td>
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<tr>
<td>Don’t they want to come?</td>
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<td></td>
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<tr>
<td>They don’t want to come.</td>
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</tbody>
</table>

#### Uses of *does*

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Does he like it?</td>
<td></td>
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<tr>
<td>He does like it.</td>
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<td></td>
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<tr>
<td>Does she like it?</td>
<td></td>
<td></td>
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<tr>
<td>She does like it.</td>
<td></td>
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</table>

#### Yes | No
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<tr>
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<tbody>
<tr>
<td>1. Can you fix a broken TV?</td>
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<td>2. Do you speak Chinese?</td>
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<td>3. Does your mother like pizza?</td>
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<td>4. Do you have children?</td>
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<td>5. Can your children play an instrument?</td>
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<td>6. Does your neighbor have a dog?</td>
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<td>7. Do you like cats?</td>
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<td>8. Can your sister dance?</td>
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<td>9. Do you like where you live?</td>
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<tr>
<td>10. Does your house have 3 bedrooms?</td>
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Worksheet 12-3a

Job Interviews

**BAKER INTERVIEW**

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Do you like cooking?</th>
<th>Can you read recipes?</th>
<th>Do you know spices?</th>
<th>Do you have back problems?</th>
<th>Can you stand a long time?</th>
<th>Do you have a cooking degree?</th>
<th>Do you like to study?</th>
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**TEACHER INTERVIEW**

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Do you like kids?</th>
<th>Are you a patient person?</th>
<th>Do you like to teach?</th>
<th>Are you strict?</th>
<th>Do you like to help people?</th>
<th>Are you certified to teach?</th>
<th>Are you creative?</th>
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**HAIRDRESSER INTERVIEW**

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Do you like people?</th>
<th>Are you gentle?</th>
<th>Do you like to listen to others?</th>
<th>Do you have a license for cutting hair?</th>
<th>Can you stand a long time?</th>
<th>Are you creative?</th>
<th>Can you help people choose hair styles?</th>
</tr>
</thead>
<tbody>
<tr>
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Worksheet 12-3b

CASHIER INTERVIEW

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FIREFIGHTER INTERVIEW

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Are you strong?</th>
<th>Are you out of shape?</th>
<th>Are you sensitive to others' needs?</th>
<th>Are you brave?</th>
<th>Do you need steady sleep?</th>
<th>Do you like to be hot?</th>
<th>Can you work if you are tired?</th>
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POLICEMAN INTERVIEW

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Are you strong?</th>
<th>Are you a patient person?</th>
<th>Are you out of shape?</th>
<th>Are you brave?</th>
<th>Do you like to help people?</th>
<th>Do you like to take risks?</th>
<th>Can you handle stress?</th>
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224
Worksheet 12-3c

MAILMAN INTERVIEW

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Do you like dogs?</th>
<th>Do you like the outdoors?</th>
<th>Can you walk alot?</th>
<th>Can you wake up early?</th>
<th>Can you have good eyesight?</th>
<th>Can you work in an office?</th>
<th>Can you drive a truck?</th>
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MUSICIAN INTERVIEW

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Do you like music?</th>
<th>Can you read notes?</th>
<th>Can you play an instrument?</th>
<th>Are you afraid of crowds?</th>
<th>Do you like to perform?</th>
<th>Can you work at night?</th>
<th>Can you work on weekends?</th>
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COMPUTER TECHNICIAN INTERVIEW

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Do you like machines?</th>
<th>Are you a patient person?</th>
<th>Do you like people?</th>
<th>Do you have a degree?</th>
<th>Can you continue your education?</th>
<th>Do you like puzzles?</th>
<th>Can you fix things easily?</th>
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Worksheet 12-3d

**DOCTOR INTERVIEW**

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Do you like to study?</th>
<th>Can you further your education?</th>
<th>Do you have a degree?</th>
<th>Can you work long hours?</th>
<th>Do you like to help people?</th>
<th>Are you afraid of sick people?</th>
<th>Can you handle blood?</th>
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Assessment 12-4

Auxiliary Verbs

Fill in the blanks with one of these auxiliary verbs:

can  can’t  do  don’t  does  doesn’t

1. I hope they ________ come to my house tomorrow?

2. He ________ come tomorrow, he is busy.

3. She ________ have any brothers or sisters. She is an only child.

4. We ________ want to go to the party. It is too late.

5. ________ they wait until tomorrow? It is too late to have a meeting today.

6. ________ you like him as a boyfriend?

7. She ________ look sick today, I hope she feels better.

8. I hope he ________ make the football team. He’s been practicing very hard.

9. The food is too hot. I ________ eat it right now.

10. The food is too hot. I ________ want to eat it right now.

11. The food smells very good. They ________ smell it from the other room.

12. Who has my wallet? He ________.
APPENDIX D

ADDITIONAL WARM-UP ACTIVITIES
Additional Warm Up Activities

The following activities can be used as a supplement in any lesson plan. They can also be used for additional activities during special occasions, such as game nights. These activities represent mediated tools creating circumstances which promote the need-related object to learn and speak English.

These activities have been created to enhance the motivation of each student through the stimulation of an entertaining and non-threatening atmosphere. The influence of these activities should promote a greater sense of self to the language learner as one sees in actuality. Identity does not stand in isolation but is related to society and the desire to take part in it.

Activity 1: Human Bingo game

This activity is accompanied with a Bingo worksheet (see Activity Worksheet 1).

The instructor passes out a Human Bingo Worksheet to every student. Each student finds someone who can answer a question with a yes, and then writes their name in the square. The first person to get five names in a row, wins a prize and sits down. The second person to get five names in a row, wins a prize and sits down. After a third person gets five names in a row and wins a prize, the game is over.

Activity 2: Body Twister game

This activity is accompanied with a Body Twister worksheet (see Activity Worksheet 2).

The instructor has the class divide into partners. They will follow the instructions given by the teacher. The last pair to complete the directions correctly has to sit down. The last couple standing is the winning team.
Activity 3: True/False Trivia game

This activity is accompanied with a True/False worksheet (see Activity Worksheet 3).

The instructor asks the class to stand in the middle of the room. Then the instructor will read a trivia question from the True/False Worksheet; and whoever thinks it is true, goes to the right side of the room and whoever thinks it is false, goes to the left side of the room. Everyone on the wrong side has to sit down. The instructor reads the trivia questions one at a time until only one or two people are standing.

Activity 4: Jelly Bean Count Jar

A jar of jelly beans is needed for this activity.

Students try to guess how many beans are in the jar and write their guess on a piece of paper. The closest guess gets a prize.

Activity 5: Pronunciation Chairs

This activity is accompanied with an Activity worksheet (see Activity Worksheet 4).

The instructor will read words from Activity Worksheet 4 and the students will be required to listen to the instructor say words with certain sounds. When they hear the sound they are supposed to hear, they sit in the chairs. The chairs will be set up in such a way that there will always be one fewer chair than student. The student who is still standing after all the chairs have been taken is out of the game. The last two people standing will win a prize.

Activity 6: "Guess Who" Auxiliary Verb game

More preparation is required for this activity. The instructor will need to get a "Guess Who" game and make a photo copy page of fifteen of the people from the game. If the instructor laminates this page, it can be reused with overhead markers and tissue.
The instructor will give each student a “Guess Who” page and they are to mark off each person with an X by the process of elimination. The instructor allows the students to ask yes or no questions in their attempt to figure out which person he has chosen on the card. They can ask questions like “Does the person have blue eyes.” If the teacher’s reply is “No, he doesn’t”, then the students will proceed to cross off every person on their page who does not have blue eyes. This is continued with each question asked until one of the students knows which person the instructor has chosen on the card.

Activity 7: Adjective Alphabet Game

The teacher may want to provide a sheet with a list of adjectives for this exercise, depending on the level of the class.

The instructor reads a sentence but leaves out the adjective in the sentence. For example: I know a _______ man. The class is then split into two teams. One student at a time repeats the sentence, filling in the blank with an adjective that starts with the first letter of the alphabet. The next student from the other team repeats the process using a different adjective starting with the next letter of the alphabet. Every time a team member uses a correct adjective their team gets a point.

Activity 8: Preposition Drawing Game

The instructor will need to prepare in advance for this game by drawing a picture or two before hand.

The instructor will split the class into pairs. One team member of each pair sits with their back to the board or overhead, and the other faces the board or overhead. As the teacher draws a design, the student facing the design has to explain it to their partner using prepositions like: next to, beside, under, above, in the middle of, etc. The partner has to follow the directions and try and draw the design. The team with the design closest to the teachers design wins the game.
Activity 9: Preposition Tic-Tac-Toe

This activity was used in Lesson Plan 10 and is a good warm-up activity for practicing prepositions.

The instructor draws a tic-tac-toe grid on the board and places a different preposition in each square. The class is divided into two teams. One team is represented with an O and one team is represented with an X. A student from each team takes turn at choosing a square and is required to make a sentence using the preposition from that square correctly. If it is used correctly, that team gets to place an X or an O over that preposition. The game continues until one team gets a tic-tac-toe.

Activity 10: Popcorn Face

This activity is quite messy and should be done outside.

The instructor divides the class up into two teams. One person from each team sits up front in a chair and gets shaving cream or whipped cream put on their face. It is important that they wear sunglasses to protect their eyes. Each team member is given a handful of popcorn. The teams line up in a row in front of each of their leaders with the shaving cream. One at a time, the students will try and throw their popcorn at the face of their teammate. The team with the most popcorn stuck on the face, after each member has had a turn is the winning team.
### Activity Worksheet 1

**ESL - Human Bingo**

<table>
<thead>
<tr>
<th>Do you play an instrument?</th>
<th>Do you need 8 hours of sleep?</th>
<th>Do you have four children?</th>
<th>Do you like strawberry ice cream?</th>
<th>Do you know how to swim?</th>
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<tbody>
<tr>
<td>Do you like to eat raw cookie dough?</td>
<td>Are you a child?</td>
<td>Have you lived in America for 3 or more years?</td>
<td>Can you ride a bike?</td>
<td>Can you whistle?</td>
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<tr>
<td>Have you ever eaten escargo?</td>
<td>Does your name start with a &quot;J&quot;?</td>
<td>Can you dance well?</td>
<td>Are you 35 years old?</td>
<td>Do you have a cat?</td>
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<tr>
<td>Can you cook pizza?</td>
<td>Are you a twin?</td>
<td>Can you say the Pledge of Allegiance?</td>
<td>Do you have a license?</td>
<td>Have you ridden a motorcycle?</td>
</tr>
<tr>
<td>Are you younger than 16 years old?</td>
<td>Do you like bean burritos?</td>
<td>Is your house pink?</td>
<td>Are you left handed?</td>
<td>Have you ever won something?</td>
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</tbody>
</table>
Activity Worksheet 2

Body Twister

Team everyone up with partners. They have to follow the directions, last team still trying to come up with the correct position has to sit down. The last team standing is the winning team.

1. Place your right hand on your partner’s left ear.
2. Place your left pinky finger on your partner’s right ankle.
3. Put your right foot on your partner’s left knee.
4. Place your left ear on your partner’s right elbow.
5. Place your nose on your partner’s left elbow.
6. Put your right index finger on your partner’s left index finger.
7. Place your right hand on your partner’s left eye.
8. Place your right knee on your partner’s left knee.
9. Put your left thumb on your partner’s left hip.
10. Place your left hand on your partner’s right ankle.
11. Place your left foot on your partner’s right foot, your right hand on your partner’s left hand, and your head on your partner’s head.
12. Place your left hand on your partner’s waist, your right hand on your partner’s left shoulder, and your right knee on your partner’s right knee.
13. Place your right shoulder on your partner’s right shoulder, your left hand on your partner’s left hand, and your nose on your partner’s nose.
14. Place your right hip on your partner’s right hip, your left thumb on your partner’s right thumb, and your right left ear on your partner’s left ear.
15. Place your right hand on your partner’s head, place your left elbow on your partner’s left elbow, and touch both knees to your partner’s knees.
Activity Worksheet 3

ESL – True/False Game

1. The highest mountain on earth is Mt. Fuji. – False (Mount Everest)
2. Almost ¾ of the earth is covered with water. – True
3. Mercury is the closest planet to the sun. – True
4. It takes 26 hours for the earth to spin around once. – False (24)
5. It is coldest at the equator. – False (hottest)
6. Our first president was George Washington. – True
7. The earth has 6 continents – False (7) Africa, N. & S. America, Asia, Australia, Antarctica, and Europe
8. The biggest continent is Asia. – True
9. The main language spoken in Brazil is Spanish. – False (Portuguese)
10. The smallest continent is S. America. – False (Australia)
11. An insect has 6 legs. – True
12. A spider is an insect. – False (8 legs)
13. A frog is an amphibian. – True (lives on both land and water)
14. Another name for a human being is a mammal. – True
15. Mammals are cold blooded animals. – False
16. The human body has 206 bones in it. – True
17. Abraham Lincoln was our 14th president. – False (16th)
18. We each have 6 senses. – Hearing, sight, mental, smell, taste, touch – False
19. Neil Armstrong was the first person to land on the moon in 1967. – False (1969)
20. You can live for many weeks without food, but you will die in a few days without water. – True
21. Rice is the main food of half of the world. – True
22. Baseball is the most popular sport in the world. – False (soccer)
23. When one person sings alone it is called a solo. – True
24. The first light bulb was made by Thomas Jefferson. – False (Edison)
25. The telephone was invented by Alexander Bell in 1875. — True

Activity Worksheet 4

Pronunciation Chairs

Listen for the CH sound - sharing, teeth, leash, dishes, wish, shore, happy, clap, match.

Listen for the TH sound - sick, batch, watch, pass, mention, bath, miss, bat

Listen for the SH sound - which, choose, batch, myth, sleep, sweep, steep, sheep, path

Listen for the DGE sound - pitch, ditch, batch, bridge, switch, badge

Listen for the Z sound - watches, matches, sleeps, keeps, busses, busy

Listen for the short I sound - path, boss, pet, pot, pattern, sample, section, pail, pill

Listen for the short U sound - busy, sick, sock, cop, cup, kept, bad, body, Bud

Listen for the short E sound - pit, sick, ball, bas, cap, keep, wit, wet
REFERENCES


