Lesson Plan 1
(Long-version)

Class Title: Engl 99L, Listening Strategies for Nonnative Speakers of English

Lesson Title: Let’s get used to various accented-English: Summarizing what you have heard

Subject: English as a Second Language (ESL) listening

Proficiency Level: The target proficiency level of students is intermediate. In fact, this task is created especially for the students who are taking English 99 Listening classes offered by the department of English at Iowa State University (ISU)

Author: Choi, YunDeok, a Ph. D. student of TESL/Applied Linguistics and Technology program at ISU, and an instructor of Engl 99L(07/08) classes

Description: Students watch and listen to an animation to summarize the content. After that, as a group of three or four, they should make up a story using key words or expressions provided by their instructor (The instructor should prepare key vocabulary, about four items, for the students to learn through this activity in advance). As a homework assignment, following the instructor’s demonstration of making an animation using the online resource, GoAnimate, each group should make their own animation, using the story that they fabricated and upload it into the course website. As a follow-up, they should see each other’s work; individual students should select their favorite animation and write a summary. Then, all the students should upload their summaries to the course website, with some comments on the favorite work they chose.

Objectives: This listening activity has three lesson goals in general:
1. Students will become familiarized with different varieties of English such as Turkish, Brazilian and Korean.
2. Students can summarize what they have heard in a short paragraph.
3. They can make their own animation as a group as their homework assignment after a teacher’s step-by-step demonstration of how to create an animation using an online resource, GoAnimate.

Materials:
2. A computer for each student
3. Course website where students can upload their work and share their opinions
4. Key words or expressions that students can use for their animation (This should be prepared by the instructor.)

Class Duration: Maximum 50 minutes
Activities (Instructions on the listening activity)

1. Explain the objectives of the listening activity: getting familiarized with various accented English, summarizing what they have heard, and creating their own movies using the web resource, goanimate.

2. Ask the students to prepare a blank sheet of paper to take notes while watching the animation.

3. Go to http://yundeok.public.iastate.edu and click “lesson plan” at the bottom.

4. Find the animation “Chapter 3, Adolescence,” under the “Lesson Plan 1.”

5. Click the play button.

6. Ask the students to listen to the dialog while watching the animation. At the same time, they should take notes about the story.

7. Ask them to summarize what they heard on another sheet of paper using their note taking and to submit it.

8. Demonstrate how to create an animation step by step.

9. Ask your students to make a group of 3 to 4 people.

10. Ask your students to make up a story with their group mates where the key words that you provide should be properly used (e.g., the key words such as PG-13, R movies, and chores are used in the movie). You can provide the new vocabulary introduced in a certain chapter in your
textbook for your students.
11. Ask them to make a movie using the story that they created.
12. Ask them to upload their movies into the forum on the course website (e.g., Moodle) so that every student can see other group’s work.
13. Ask your students to select one best work.
14. Each student is supposed to post a summary of the best work that they selected with their own comments on the work.

Instructions on creating an animation
1. Go to http://goanimate.com/
2. Create your own account and once you registered, wait for an email from the website.
3. After vilifying your registration through the e-mail message, now you log in.
4. Choose “Make a Video” on the top towards the right.

5. Then, go to “Full Video maker” and click on “More Full Video Makers ...” on the right side under the picture themes. You can browse various kinds of themes or templates.
6. Choose any theme that you like and click it. Then you see the followings:

![Image of theme selection](image1.png)

7. Choose a scene right below the theme on the left side and click it.

![Image of scene selection](image2.png)

8. Choose characters that you want to use and click them. The characters will appear in your scene.

![Image of character selection](image3.png)
9. When you click on a character in a scene, a banner will appear on the left side of the screen.

A) By clicking the “Actions” button, you can select your character’s actions and facial expressions.

10. By clicking the “Voice” button:
   A) You can type what your character will say (up to 180 characters) and click the “Add Voice” button. You can select a language and voice features like gender.
B) By clicking the up-side-down triangle next to the “Text-to-Voice,” you can select other options such as “Mic Recording,” and “File Upload.”

C) If you select “Mic Recording,” you can record your voice. Click on the red button to start the recording; click the red button again to stop recording. You can record only up to 20 seconds of speech.
11. If you click the musical note button, you can insert and play background music. Or you can upload your own background music.

12. You can also change how long the music plays across scenes by dragging the music bar.
13. Click the “Add Scene” button on the right side and you can add as many as scenes you want.

14. By clicking a small scene at the bottom, you can delete, copy, and paste scenes.

15. By clicking a scene and duration button at the bottom, you can adjust the duration of each scene. For example, you can make a scene fit to speech duration.
16. You can preview the animation by clicking “preview” button on the right side.
17. Finally, click “save” button right next to the “preview” button at the top of the right side to save your animation.

* Please explore some of the features of GoAnimate that I did not discuss here and incorporate some new into your video.
Lesson Plan 1
(Short-version)

Class Title
Engl 99L, Listening Strategies for Nonnative Speakers of English

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Let’s get used to various accented-English: Summarizing what you have heard

Subject
English as a Second Language (ESL) listening

Proficiency Level
The target proficiency level of students is intermediate. In fact, this task is created especially for the students who are taking English 99 Listening classes offered by the department of English at Iowa State University (ISU)

Author
Choi, YunDeok, a Ph. D. student of TESL/Applied Linguistics and Technology program at ISU

Description
Students watch and listen to an animation to summarize the content. After that, as a group of three or four, they should compare their summaries with their group-mates. One student of each group is supposed to give a presentation of their group’s summary.

Objectives
This listening activity has two lesson goals in general:
1. Students will become familiarized with different varieties of English such as Turkish, Brazilian and Korean.
2. Students can summarize what they have heard in a short paragraph.

Materials
1. An animation “Chapter 3. Adolescence” from the linked website.
2. Equipment (i.e., a computer & projector)

Class Duration Activities (Instructions on the listening activity)
Maximum 50 minutes
1. Explain the objectives of the listening activity: getting familiarized with various accented English, and summarizing what they have heard.
2. Ask the students to prepare a blank sheet of paper to take notes while watching the animation.
3. Go to http://yundeok.public.iastate.edu and click “lesson plan” at the bottom.
4. Find the animation “Chapter 3, Adolescence,” under the “Lesson Plan 1.”
5. Click the play button.
6. Ask the students to listen to the dialog while watching the animation, while taking notes on a sheet of paper.
7. Ask them to summarize what they heard using their note-taking another sheet of paper.
8. After completing their own summary, ask them to make a group of three or four to compare their summaries.
9. Ask one student in each group to present their group’s summary.