

Touro College
Graduate School of Education
EDPN 673: Methods &U Materials for Teaching English as a second Language
Professor Jasmin Cowin
Methods Presentation
7-79-22

I chose to use a lesson on cloud formation for my video lesson methods presentation and incorporate the direct method approach. This lesson is intended for a third grade classroom in a general education setting including several English Language Learners (ELLs). This approach was chosen for a variety of reasons. The first one being that as I have been completing the coursework this semester and reading about the various language learning methods I felt that the direct method is an approach that made a lot of sense to me and that one that I tend to use a bit in my classroom, therefore I felt confident and comfortable utilizing this method. I feel that this approach particularly made sense in regards to this lesson. A key component of this method is using actions and pictures to make meanings clear (Celce-Murcia, et al, 2014). As a teacher who has spent much time with the younger aged students I appreciate the way in which visual aids and movement helps children learn and remember things. As for the integration of the direct method, the visuals I provided for the students throughout the lesson assist my ELLs in making connections with the new vocabulary being put forth. Student's may not be familiar with a word such as precipitation, however looking at the visual aids provided they can decipher it has something to do with rain coming down from the sky and build the connection of rain to this new word. Another reason behind the choice of this method was that it is also more of a natural approach to language learning, akin to first language acquisition. This lesson is loaded with vocabulary that may be new to native speakers, just as much to the ELLs, consequently the use of my language learners L1 is not necessary as we are all becoming introduced and familiar with these words. The use of the mother tongue is not seen in the direct method, however the goal is to produce students efficient in communicating in the foreign language (Celce-Murcia, et al, 2014). In doing so the idea is for vocabulary to be chosen for familiarity and every day use in the classroom. The words being introduced in this lesson relate to the children's every day in two parts. One is social conversations with peers, pertaining to the weather for example. The other is that in the preceding science units several of these terms will come up with regularity and building the ELLs knowledge of these words enhances their ability to comprehend the language and the content in the classroom. Lastly a vital characteristic for this method that aided in my choosing was how the target language is learned inductively, with repeated exposure. I

think that continuous exposure is vital for students learning English. Just as when teaching students in the primary grades repetition is used to allow students to become familiar with and completely confident and capable in the knowledge put forth, this method utilizes the same principle.

Lesson introductions aligning with this method typically come in the form of dialogues (Celce-Murcia, et al, 2014). With this in mind I began this lesson by opening a discussion with the class on if they have ever looked in the sky and wondered what clouds were made of? As well as asking how they thought clouds were formed. These open ended questions allow for students to share their thoughts and ideas in a conversational manner. The next step was the first introduction of the key vocabulary. With this I read the words aloud for students to hear their pronunciation. I then went through the slides that provide a definition as well as a picture, and even some movement for one of them. We then get to the "Recipe for a cloud" slides, in which we discuss the items needed to form a cloud and then the process in which they are created. As we go through this slides students are encouraged to write down the information on their "recipe cards" (which upon watching it I realized I forgot to remind to write down the steps as I went over them). After reviewing this I have a slide reiterating the vocabulary we discussed with moving visual aides as we review the process for making a cloud. I then play for the students a brief engaging video with children friendly animations visualizing how clouds are made. The lesson ended with me describing for the students an experiment they will get to partake in as groups of creating their own clouds in a jar.

References

Celce-Murcia, M., Brinton, D., & Snow, M. A. (2014). *Teaching English as a second or foreign language*. National Geographic Learning.

GoNoodleGames. (2017, May 19). *Water cycle | songs for kids | sing along | gonoodle*. YouTube. Retrieved July 16, 2022, from <https://www.youtube.com/watch?v=KM-59ljA4Bs>

What are clouds made of? YouTube. (2015, August 5). Retrieved July 16, 2022, from <https://youtu.be/DigBbR3FeP8>