

## **CHAPTER TWO**

### **2.0 PRESENTATION OF THE MODULE**

In this chapter, the lesson plans of each unit in the module will be presented. After each lesson plan, students' reactions to the activity were observed by the researcher to see whether the students have successfully understood the lesson and the task given to them. The three-week module presented in this chapter is divided into units and activities.

For the first week, the teacher gave input to the students. The teacher taught them the definition of an adjective and how to identify it. Then, the teacher taught the students how to use these adjectives to modify nouns and later, the teacher gradually taught them how to use these adjectives to describe places of interest. These skills will be used in their reading and writing activities later in the module.

The second week of the module involved reading activities where the students still identify adjectives. They also paired descriptive paragraphs with appropriate pictures in the handouts given to them by the teacher. This activity is vital as it is an input for the writing activities the next following week.

With input from previous activities, the students created travel brochures and later they evaluated their friends' work in the writing activities. The writing activities are the final part of the module.

## 2.1 Unit 1(Teaching Activities)

### 2.1.1 Activity 1

Duration	:	1 period of English lesson (40 minutes)
Function	:	Identifying adjectives
Objective	:	2.2 Use a dictionary to locate a word and select the meaning of the word in context.
Teaching Aid	:	Dictionary
Method	:	

The teacher assigned the students to get into groups (4 –5 students in one group). Each group was to find as many adjectives as they could find describing a place of interest (beach, sea, waterfall, etc.) and also the meaning of the adjectives from the dictionary. Each group was assigned 3 letters of the alphabets.

Eg: Group 1 (A – C), Group 2 (D – F), Group 3 (G – I) and  
so on.

The teacher supervised the findings of the students. When the students finished their work, they submitted the adjectives and the meanings of the adjectives to the teacher so that the teacher may choose the words for the next activity to follow.

### **2.1.2 Students' Reaction to the Activity**

Prior to this activity, the teacher taught the students the components on parts of speech. Therefore, the students had previously learned about adjectives.

In this activity, the students seemed quite peeved as they had to bring heavy dictionaries to school. However, when they were told to look for as many adjectives they could find describing places of interest according to their assigned alphabets, they were very competitive among themselves. Most of the groups came up with rather interesting adjectives and definitions of the adjectives describing places of interest.

This made the teacher go through a rather difficult time choosing appropriate adjectives for the next activity to follow. There were quite a lot of adjectives to choose from the students' findings making it a colorful activity for the students.

However, the teacher faced a problem regarding the students' findings on the adjectives. Some of the students who did not understand or were unfamiliar with adjectives gave incorrect words and definitions to their findings. The teacher had to supervise and correct some of the students' findings (especially the weaker ones) for this activity.

### 2.1.3 Activity 2

Duration	:	2 periods of English lesson (1 hour and 20 minutes)
Function	:	Identifying adjectives
Objective	:	2.3 Read and understand words from descriptions
Teaching Aids :		1) Chalk and blackboard 2) Wheel of Fortune (Appendix 1)
Method	:	

The task used for this activity is called “Know Your Adjectives” and is similar to the more popular game on television – “Wheel of Fortune”.

The teacher divided the class into 4 groups (8 – 9 students in a group) to start the game.

The teacher drew lines (to stand for blanks) on the chalkboard. Each blank represented a letter and the total number of blanks represented a full word (which is an adjective selected from the students’ previous activity task).

In each case, to assist the students, the blanks preceded a noun, indicating to the students that the adjective described the noun.



Eg:

\_\_\_\_\_ view

(answer: FASCINATING)

The students were required to fill in the blanks with consonants and vowels. Before the students could ask for a consonant, they had to spin the Wheel of Fortune (Appendix 1). When the wheel hit a space with points on it, they could guess a consonant. If their guess of consonant was correct, they could keep the points. If the consonant was incorrect, they would not get anything and they lose their turn.

When students asked for a vowel, 10 marks would be deducted from their accumulated points. If the vowel asked was not in the puzzle, the points accumulated would not be touched and the next student from another group gets her turn.

When students solved the puzzles, they were required to give correct definitions to the adjectives. Another 10 marks would be rewarded for correct definitions.

The teacher went on to the next puzzle using the same noun but different adjectives so that the students would be familiar on how to use the adjectives with the noun.

After that, the teacher used different adjectives for different nouns in order to vary the adjectives learned.

#### **2.1.4 Students' Reaction to the Activity**

The students were at their most delight in this activity which resembled the game of "Wheel of Fortune" on television. The students were to answer a puzzle (which is an adjective) in groups. If they could not answer the puzzle, the next group would get the chance to do it.

In this case, there were several verbal students who would not give other students a chance to answer the puzzle even when they were in the same group. Therefore, in order to prevent one student from answering the puzzle all the time, the teacher instructed every student to contribute to the puzzle.

In other instances, there were also times when the students could not define the adjectives. This was the time when the teacher needed to explain the meaning of the adjectives to the students. However, only several students seemed to take interest in this while the rest of the students were more concerned with winning the game.

All in all this game was a success in terms of students' cooperation and interest. The teacher however, should be able to control the class when the students get too noisy and unruly.

### 2.1.5 Activity 3

Duration	:	2 periods of English lesson (1 hour and 20 minutes)
Function	:	Identifying adjectives
Objective	:	2.2 Read and understand words, phrases from descriptions.
Teaching Aid	:	None
Method	:	

The teacher gave the class the name of a place where she would be going for a holiday.

Students were to use adjectives to describe the scenery of the place she was going to experience while she was there.

Eg:

**Teacher's holiday destination:**

**PULAU PANGKOR**

Student 1: *Peaceful* atmosphere

Student 2: *Popular* beach

Student 3: *Beautiful* island

Student 4: *Tranquil* surrounding

The teacher went on to another holiday destination when she found that the students ran out of ideas or adjectives to describe the scenery.

The students also went on with the activity themselves in groups and wrote down the description of the places of interest on a piece of paper which later were given to the teacher once the module ended.

#### **2.1.6 Students' Reaction to the Activity**

In this activity, a few students did not seem attentive to the game as there were no accumulated points for the groups. Therefore, there were no winners or losers in this game.

It is suggested, that in order to keep the students engaged to the game, the teacher should keep a scoreboard for the winning and losing teams due to the competitiveness of the students in the class.

When it came to the students' turn to go on with the activity themselves, several students who were very excited about the activity went on with the game enthusiastically. The rest of the uninterested students just sat at their places and chatted casually with their friends about their own holidays and other irrelevant topics. The teacher has to go around the classroom and listened to their discussion so as to keep the students from switching into other foreign topics.

The students' response to this activity was less encouraging than the previous one probably because this game involved the more aggressive and verbal students rather than the passive and weaker ones who needed extra encouragement and coaching from the teacher.

## **2.2 Unit 2 (Reading Activities)**

### **2.2.1 Activity 1**

Duration	:	3 periods of English lesson (2 hours)
Function	:	Identifying adjectives
Objective	:	2.3 Read and understand words, phrases and sentences from descriptions.
Teaching Aid	:	Reading Activity handout (Appendix 2)
Method	:	

Each of the students was given a reading activity handout (Appendix 2).

The teacher instructed the students to read the handout individually and underline the adjectives. In order for the students to find the adjectives, they needed to locate the nouns first.

The students then exchanged the papers with their friends to check the answers.

After the students finished checking their answers, a discussion with the teacher was next. Finally, the teacher gave the students answers to the exercise.

### **2.2.2 Students' Reaction to the Activity**

This reading activity evaluates the students' understanding on the definition of an adjective. In order for them to find the adjective, most of the time the students needed to locate the nouns first. Therefore, the students must also understand the meaning of a noun.

There were times when the students were confused because not all adjectives were paired up with nouns. Therefore, the students ought to really read and understand the sentence before deciding if the word is really an adjective describing a place of interest.

After locating the adjectives, a discussion with their partner was next. This was for them to compare their answers and discuss with their friends to find out if their answers were similar. It was hoped that this discussion helped the students to communicate and argue intelligently with their friends about their answers, not to see who has the most correct or incorrect answers.

However, this was what the teacher saw when the students tried to discuss their answers with their partners. After their discussion, they tried to count their correct answers and compare it with their friends'. The students were very competitive with each other and it was seen that a few of the students did not discuss with their partner. There were also a few who seemed to copy their partner's answers and claimed it as their own.

The teacher observed that a lot of the students did not like to voice out their opinions when it came to the stage where they were supposed to be discussing their answers with the teacher.

This was probably because they were afraid that other students might laugh at them if they were wrong. Nevertheless, there were a few courageous students who were very keen in knowing the right answers and voiced out their opinions when they did not agree with the teacher's answers.

### **2.2.3 Activity 2**

Duration	:	2 periods of English lesson (1 hour and 20 minutes)
Function	:	To pair correct descriptions with pictures
Objective	:	2.6 Read and locate information in pictures of local scenes.
Teaching Aids:		1) Reading Activity handout (Appendix 2)

2) Handouts featuring sceneries in  
Trengganu (Appendix 3a & 3b)

3) Handouts featuring sceneries in Pahang  
(Appendix 4a & 4b)

Method :

The students were divided into groups (4 – 5 students in a group).

The teacher gave handouts with pictures of scenery in Trengganu (Appendix 3a & 3b) and Pahang (Appendix 4a & 4b) to the students. They read their previous reading activity handout (Appendix 2) and paired the text to the pictures given to them.

The students were given the choice whether to write down the descriptions of places on the paper or just cut and paste the descriptions according to the pictures.

#### **2.2.4 Students' Reaction to the Activity**

This was one of the few activities that the students as well as the teacher appreciated. The students liked it because it involved cutting and pasting or writing down the descriptions of places of interest next to the pictures. The activity interests them a lot rather than answering dull and boring questions.

The teacher liked it because it tells whether the students really understood the paragraph describing the pictures in the



handout. It also involved little class control as the students seemed to be absorbed in what they were doing. In order for the students to do the task correctly, they needed to pair the right description with the correct picture. When they could do this, it proved that the objectives of the lesson have been fulfilled.

The teacher observed that the students were happily doing the task in class and were able to complete the task successfully. Students were seen discussing with each other on which paragraph described the correct picture. In this activity also, most of the students were seen dictating the paragraphs to their friend who wrote them down next to the pictures. When the students dictated, they were able to practise their pronunciation skills.

## **2.3 Unit 3 (Writing Activities)**

### **2.3.1 Activity 1**

Duration	:	1 period of English lesson (40 minutes)
Function	:	Listing adjectives
Objective	:	3.4 Take dictation of words from descriptions.
Teaching Aid	:	Writing Activity handout (Appendix 5)

Method :

The teacher gave a handout (Appendix 5) to each student. This handout is a text with missing adjectives. These missing adjectives describe the places of interest.

Students filled in the blanks with suitable adjectives describing the places of interest.

When the students finished this activity, they exchanged handouts with other students to discuss their answers.

Finally, the students discussed their answers with the teacher.

### **2.3.2 Students' Reaction to the Activity**

This activity seemed a little bit dull and boring to the students as it reminded them of their usual textbook exercises. However, it was a benefit to the teacher as she can appraise the students whether they really comprehended the use of adjectives in a passage. If they were able to do this task, they would be able to do the next writing activity with no difficulty. The teacher could see from this activity that the students came up with rather good adjectives showing that they really understood the use of adjectives in the passage.

When the students discussed their answers with their friends they were not supposed to copy their friends work, instead

they were supposed to compare and find out why their answers differ from their friends'. The students should be able to do this simply because they had all the input given in their previous activities.

Nonetheless, the teacher noticed that a few students did not obey the teacher's instructions to do their own work and went ahead copying their friends' answers. The problem that the teacher would face later is that the students would not be able to do the writing activity which will prove more difficult than the reading activities. What the teacher did was to supervise the weak and the lazy students and be available at all times to these students.

When the time came for the students to discuss their answers with the teacher, the students kept quiet and waited for the teacher to give them the correct answers. However, the teacher called out students' names to provide the answers. If she found the answers given were ambiguous or inappropriate, alternative answers were discussed.

The teacher observed that from the discussion the students were seen as rather passive when it came to voicing out their opinions. They would rather agree with an authority even if the answer was incorrect. There were a few aggressive students however, who liked to voice out their opinions but the number was not enough to lead a good discussion.

### 2.3.3 Activity 2

Duration	:	2 periods of English lesson (1 hour and 20 minutes)
Function	:	Writing appropriate descriptions based on the pictures given.
Objectives	:	3.2 Write sentences in correct sequence to form paragraphs. 3.3 Use correct punctuation: capital letters, apostrophe and full stop.
Teaching Aids:		1) 2 pieces of blank papers 2) Pictures of sceneries in Kuala Lumpur (Appendix 6) 3) Pictures of sceneries in Penang (Appendix 7) 4) Scissors 5) Glue
Method	:	

In this writing activity, the students made their own travel brochures. The students cut up the pictures provided and pasted the pictures on a piece of blank paper.

The students arranged the pictures properly and accordingly on a piece of paper and wrote the text describing the pictures by using all of the adjectives they have learned previously.

#### **2.3.4 Students' Reaction to the Activity**

In this writing activity, the students came up with descriptive texts that described the pictures given to them and created a travel brochure. The students seemed excited in this activity because they have never done this kind of work before during their English Language lesson (as it took quite a long period of time).

There was quite some noise from the students when this activity was in progress. However, the end result of this activity was impressive as the students seemed to put everything they learned in previous lessons to this brochure. The descriptions found in their travel brochure were very vivid and interesting (although some of the descriptions seemed rather colloquial).

There were one or two groups that did not seem to be on par with the other groups but they were mediocre, not at all unsatisfactory.

There were a few problems encountered by the teacher in this activity. One of them is the time constraint. Due to the 2-period English lesson, the students hurried their "travel brochure project". Their work would be better if they were given more time on this activity.

Another problem faced by the teacher is that some of the students did not co-operate with the making of the travel brochure.

There were a few domineering students who did the travel brochures by themselves or with a few of their selected friends while the others would sit and watch what they were doing. When asked by the teacher why they did this, they told the teacher that they did not mind if their friends did nothing as they were worried that he/she in particular would ruin the project.

### **2.3.5 Activity 3**

Duration	:	2 periods of English lesson (1 hour and 20 minutes)
Function	:	Peer-evaluation
Objective	:	3.6 Present in graphic form information heard or read in class.
Teaching Aid	:	Self-made brochures
Method	:	

After the students were finished with their brochures, the group worked together to improve their brochures.

This involved students in the evaluation of their own work. This also means that each member of the group was equally responsible for the two brochures.

The students drafted and re-drafted the brochures based on the evaluation and contribution of their peers.

When they were finished, the teacher exchanged the brochures with other groups to be re-evaluated. The students discussed with their friends whether to improve the brochure or to leave it just the way it is.

### **2.3.6 Students' Reaction to the Activity**

The students seemed to be bored doing this final writing activity mainly because they have been doing activities on the descriptions of places of interest for three whole weeks. So, when the students were told to do peer-evaluation on their friends' brochure, they seemed unresponsive and lukewarm.

The students did not want to correct their friends' work in fear that their friends would scold them and that they would have to do it all over again. They only corrected one or two spelling mistakes and a few grammatical mistakes but never a whole paragraph restructured.

This might probably be because they have never done peer-evaluation before this. The teacher must also remember that these students are very competitive and therefore, they do not like their friends to correct their work and vice versa.