

Learning descriptive language using avatars



Lesson Plan and Self Evaluation of Materials

CLB Level 4, Stage 1 Beginner

Language Skill Focus: Grammar - Adjectives, Descriptive language, Writing

Time Allotted: 1 hour 45 min class

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Target Learner Profile

This lesson is targeted towards LINC students ages 18-40 in a community based CLB 4 language program. These students are newcomers to Canada that are educated in their home country and are planning to enter the Canadian workforce. The students are motivated to learn english so they can function in Canadian society and increase their employability. The target students are technologically literate and will be provided with computers to use in the classroom.

Class Objectives

Learners will learn commonly used descriptive vocabulary to describe the appearance of avatars. Students will practice this new vocabulary but writing descriptive paragraphs of avatars that they create. The lesson also aims to foster a fun, relaxed and enjoyable class for the learning community.

By the end of the lesson:

- Learners will know common adjectives used to describe a person's appearance.
- Learners will be able to write a short descriptive paragraph using new vocabulary.

Materials:

Laptops and internet access, projector, Google classroom, vocabulary document ready to share

Lesson Outline:

Class Welcome and warm-up (15 minutes):



Welcome class. Pull the above image up on your projector screen. Split the class into 3 groups and have them choose a monster to describe. Once class is finished have them present their descriptions to the class.

Part 1: Introduction to lesson and using avatars (15 mintues)

- Make sure that all the students are set up with a laptop and are logged in properly.
- Have learners open a new Google doc and title it appropriately.
- Pull up the website <https://avatarmaker.com/> on your projector screen and give the class an introduction to using this website to create an avatar. Allow the students some time to play around and experiment.
- Have the learners create an avatar of themselves and paste it into their Google doc.

Part 2: Descriptive vocabulary and practice (30 mins)

- Have the learners open the Google doc that you have shared with them containing the descriptive vocabulary that will be used in today's class. **See Appendix A.**
- Go through the different features of the avatar and talk about each of the vocabulary words.
- Create an avatar together as a class and encourage discussion using vocabulary words.
- Have the learners create an avatar. When they are finished have them turn to their table partner and have them describe each others avatar out loud to each other.
- Here is a powerpoint of diverse avatars and some short descriptions that you can use to teach or quiz your learners. Use how you see fit.
https://docs.google.com/presentation/d/1LWtbl4Ql26ZwUS8B5YhqW2zXuHFy2_BuHxMYZpdoTNM/edit?usp=sharing

Part 3: Writing a descriptive paragraph (30 mins)

- Have the students create a new avatar and write a descriptive paragraph about their avatar using the new vocabulary they have learnt. The paragraph must be 150-200 words. Have learners bold the vocabulary words they used.
- Have the class “share” their document with you. This Google doc should include the picture of their avatar and their written paragraph.

Part 4: Sharing with the class and class wrap up (15 mins)

- Spilt the class into groups of 4 and have the learners present their avatars to their group and read their paragraph. Encourage the students to have fun with this!
- Put the laptops away and say goodbye to the class.



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This materials evaluation has been shared on Tutela.ca. It was shared with the TESL@Univerity of Manitoba group under “Files” with the name, “ TESL 0150 - Assignment #3: Adaptation/Creation of ESL Materials - Descriptive vocabulary using avatars - Julie Dueck”

Self Evaluation of the lesson plan I created

Criteria for Evaluation	Score __/5 (1 low, 5 high)	Comments/Rationale
Needs of the Learner and Educator		
Are the materials related to the future goals of the learners?	5	Yes. These beginner students will need to have a good grasp of descriptive language.
Do these materials seem credible to learners, teachers and administrators?	4	Playing with avatars may not seem very studious to administrators but I believe that the learning that will take place is substantial.
Do these materials support the teacher in prep, delivery and assessment?	4	Yes, however a worksheet using the new vocab could have been included or assessment suggestions could have been given.
Do these materials provide an appropriate warm-up and gateway to assessment?	5	Yes. The warm up is fun and memorable and an assessment could easily be developed using the content.
Practical Concerns		
Are these materials flexible - ready to be used in a number of different situations and adapted easily?	5	Yes, these materials could be used in a number of different scenarios and classes.
Are these materials simple, straightforward and easy to use?	5	Yes, the concept behind the lesson is simple and straightforward. The lesson is well outlined.
Are these materials affordable within the given budget?	5	Yes, they can be found for free on Tutela.ca. https://avatarmaker.com/ is a free website.
Are the activities outlined in this resource practical and feasible for this context?	5	Yes, given the class has access to computers and the internet.

Is the technology used in these materials a good match for the learners?	5	Yes, this lesson has been designed for students who are educated and literate in their native tongue and are able to use a computer. The website used in this lesson is very simple to use and has low text.
Educational Value		
Are these materials valid? (Is it teaching what it's supposed to be teaching?)	5	Yes, this lesson teaches descriptive language, adjectives and writing is a fun and memorable way.
Are these materials reliable? (Is it consistent and dependable?)	4	Yes, however if the class was made up of students who didn't see working with avatars as a credible way to learn then you might not have a successful lesson.
Are these materials valuable to the goals of this course and/or for preparing for the summative assessment?	5	Yes
Are these materials valuable to the long term learning of the student beyond the scope of this course?	5	Yes, as speakers of English they will need to be able to use descriptive language everyday.
Do these materials reflect authentic use of language?	5	Yes, this is how people commonly describe the way others look.
Social/Emotional Factors		
Will this resource encourage emotional engagement?	5	Yes, I designed this lesson to be fun, engaging, relaxed, and creative. I really hope students will enjoy themselves and learn along the way!
Are the materials likely to help the learners to build connections with their own life?	5	Yes, these descriptive words can be used in everyday conversation and writing.
Will the activities in these materials foster community?	5	Yes, I have included group work and partner work. I hope that this fun and creative activity will help the students

		to get to know each other more.
Is this resource going to develop cultural and social awareness and sensitivity?	5	Yes, by learning how to respectfully describe another person you can appreciate the differences between people.
Final Score		87/90, 97%

Final Rationale

The objectives of this lesson were to teach descriptive vocabulary used to describe a person's appearance and to practice writing with that vocabulary both in a fun and enjoyable way. I incorporated technology in that I used an online avatar generator as well as the Google classroom platform. The lesson is also designed to build a positive and fun classroom atmosphere that will foster community. After evaluating my lesson plan I would say that yes, it meets the needs of the learners and teachers, it is of educational value, that is it practical and that it engages the learner's emotions and creativity. In Tomlinson's "Developing Materials for Language Teaching" he suggests that, "Language learners succeed best if learning is a positive, relaxed and enjoyable experience" (Tomlinson, 2014, pp. 24) and that "The more novel (or better still bizarre) the learning experience is the more impact it is likely to make and it is more likely to contribute to the long-term acquisition." (Tomlinson, 2014, pp. 25). My aim was to create a fun and playful activity for this lesson in hopes that it would make the content stick in the minds of the learners.

Appendix 1: Descriptive Vocabulary words

These vocabulary words will be discussed in class. The educator will show the learners on the projector using the avatar website what these descriptive words are referring too.

1. Round chin or pointy chin
2. Skin colour: pale, pinkish, peachy, tanned, medium brown, dark
3. Thin lips or wide lips
4. Small nose or large nose
5. Round nose or pointy nose
6. Thick eyebrows or thin eyebrows
7. Wears eyeglasses - thick or thin frames/sunglasses
8. Hair colour: blonde, brunette, red, black, grey, white
9. Short hair or long hair
10. Curly or straight hair
11. Bangs or no bangs
12. Clothing: crew neck, turtle neck, dress shirt, blazer, hodie, tank-top, women's dressy top
13. Colour: This has been learnt in previous classes. Review if necessary.
14. Backgrounds: swirly, burst, heart, diamonds, stars, rays, lines, squares, dots, squiggly lines
15. Emotions on face: Happy, peaceful, mad, sad, surprised, confused, angry, scared, disgusted

References:

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