

ESL Curriculum: Oral Language Acquisition for Teaching Under-Privileged School-Aged  
Children of Hopeful Academy, Ibadan, Nigeria.

by

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A capstone project submitted in partial fulfillment of the requirements for the degree of Master  
of Arts in Teaching English to Speakers of Other Languages

Hamline University

St. Paul, Minnesota

May 2022

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## **PROJECT SUMMARY**

English Language is the official language of communication in schools, offices and some homes in Nigeria. Within Nigerian society, there are children who do not have basic skills for oral communication in English because their parents or guardians cannot afford to send them to school. Unfortunately, these children are denied so many privileges in society since they cannot communicate in English. Therefore, this project is centered on the development of the EFL curriculum for teaching of oral language to under-privileged school-aged children of Hopeful Academy, Ibadan-Nigeria. The question that drove this project was, “How does Poverty impact the Oral Language Acquisition of English by School-Aged Children in Nigeria?” The intended school for this project is Hopeful Academy. Hopeful Academy is a proposed secondary school which is slated to commence operations in the 2024/2025 academic year. The major goal of this school is to provide quality Christian education, vocational training, and food to impoverished children and young adults in Nigeria. The age group of the targeted student is between nine and twenty-four years. These are children from different poor homes who have been deprived of basic formal education, food, and English Language proficiency.

The content-based learning approach and the input-based approach served as useful guides in designing this ESL curriculum. The materials, activities, and units of this ESL Curriculum are mostly based on the Total Physical Response (TPR) from the WIDA English Language Proficiency standards. The content-based model is the use of subject matter such as topics or themes that are related to the interests or needs of students in an English as a Foreign Language setting. It enables students to use language as a tool for solving other non-linguistic problems (Celce-Murcia, 2014). The input-based instruction

approach can be adopted for lower-level learners since it is capable of providing exposure to new structures in the input, and equally reduces learner anxiety that could affect the learning process (Loewen, 2020). Authentic topics were used to develop ten units.

The findings of this project reveal that children's poor environments prevent them from being exposed to higher quantity and quality language learning environments. Learners do not always learn the same way since they are influenced by age, gender, and motivation. Learners need flexible tools and techniques like lesson warm-up, classroom discourse, pairing and grouping of students, and visuals to learn effectively. Learners learn differently when they are exposed to authentic materials as opposed to memorizing rules and vocabulary words. The scope of this curriculum does not extend to all the four domains of English language, namely: listening, reading, writing and speaking. It rather focuses majorly on speaking which is described in this project as the oral language. I am of the opinion that future research needs to expand this ESL curriculum to other domains of English. Following the development of technology and the level of interactions children have with the media, I am equally interested in investigating the influence of Kids Youtube on the oral language acquisition of children ages one to five. My work on this ESL curriculum has indeed exposed me to various second language acquisition theories, techniques and strategies that would make learning effective for ESL students of various proficiency levels. It has equally developed my interest in curriculum development especially by using the most authentic tools and standards that would relate to learners' backgrounds and language needs.

## **School Setting and Context**

Ibadan, the general setting of this project, is the largest indigenous city in Africa South of the Sahara. It is a cosmopolitan mega-city in South-Western Nigeria. It has a population of about four million inhabitants and is located about 145 kilometers north-east of Lagos, the commercial headquarters of Nigeria. The name of the proposed school for this project is Hopeful Academy. It is the specific setting of the project. Hopeful Academy is owned by Rescue the Hopeless Mission, Nigeria. This mission is situated in Lagelu, a local government area in Ibadan, Nigeria. Hopeful Academy is projected to commence operations in the 2024/2025 academic year. The major goal of this school is to provide quality Christian education, vocational training, and food to impoverished children and young adults in Nigeria. The age group of the targeted student is between nine and twenty-four years. These are children from different poor homes who have been deprived of basic formal education, food, and English Language proficiency. For the sake of this curriculum development, a content-based curriculum that will largely consider the language needs of these children will be designed.

## **Description of the Curriculum Framework**

Second Language Acquisition is not easily achieved when learners memorize vocabulary words or engage in grammar activities. Rather, it occurs when they are exposed to comprehensible inputs. The major language teaching strategy is comprehensible subject-matter teaching that focuses on what the speaker says rather than how the speaker says it (Krashen, 1984, as cited in Celce-Murcia, 2014). For the purpose of this curriculum development, there are two major theories that are of special interest to



me. The first is the content-based model of second language teaching, and the second is the input-based instruction. The content-based model is the use of subject matter such as topics or themes that are related to the interests or needs of students in an English as a Foreign Language setting (Celce-Murcia, 2014). It is simply the integration of language and content teaching in a classroom setting. In a language classroom context, the content of a unit may be “celebrations” with the lesson covering the notion of invitations where students would have the opportunity to learn about the different forms of invitation such as polite and informal forms and acceptance or rejection of invitations. This content-based approach enables students to use language as a tool for solving other non-linguistic problems (Celce-Murcia, 2014). The content-based learning approach is expected to give students opportunities to gain input through listening and reading and to produce language through speaking and writing. Further, interaction in the L2 classroom is important when considering this model. It affords students the opportunity to negotiate meaning in the context of well-structured activities (Celce-Murcia, 2014).

As earlier stated, the focus of this project is to develop an ESL curriculum that will help the oral language acquisition of the under-privileged students of Hopeful Academy, Ibadan-Nigeria. To this end, the following instructional strategies as designed by Celce-Murcia (2014), will be adopted.

1.     Modifying Input: Bearing in mind that some of the students may have cognitive issues that pose difficulties to the acquisition of English language, their levels of proficiency will be considered and instructions will be delivered to them following these proficiency levels. The teachers will consider slower rates of speech, clear enunciation,

controlled use of vocabulary words and clear explanation of class activities as suggested by Celce-Murcia (2014).

2. Using Contextual Cues: Since these students are assumed not to be exposed to English in any measure, different cues such as gestures, visuals, wall charts, posters, restatement, repetition and exemplification will be adopted.

3. Checking for understanding: Looking at the importance of language acquisition, techniques such as true or false questions, request for examples, summary of key information and any other questions bothering the students will be entertained and addressed in the lessons.

4. Learner Grouping Strategies: Different degrees of grouping arrangement that would foster peer interactions will be used in the classroom. Students will be made to work in pairs and small groups. They will also be given different responsibilities within their groups.

5. Designing language- and discourse-rich activities: Teachers will be open to the language needs of the students and design activities that teach grammar, vocabulary, and language functions within the meaningful context of the content-based lesson.

Similarly, under the input-based instruction model, learners have access to oral and written input which help them to develop form-meaning mappings (Shintani et al., 2013, as cited in Loewen, 2020). This type of instruction focuses on the understanding of specific structures with learners having the opportunity to indicate their understanding of the lesson through non-linguistic activities such as pictures, graphs, and posters that match the input. The input-based approach instruction can be adopted for lower-level learners since it is capable of providing exposure to new structures in the input, and

equally reduces learner anxiety that could affect the learning process (Loewen, 2020). Looking at the age level of the learners under consideration, the input-based approach would serve as a useful guide in designing this ESL curriculum. Overall, the WIDA English Language Proficiency Standards will be adopted for this ESL Curriculum.

### **Curriculum Alignment to the WIDA English Language Proficiency Standards**

The materials, activities, and units of this ESL Curriculum are all based on the Total Physical Response (TPR) from the WIDA English Language Proficiency standards. Considering the fact that the students of Hopeful Academy, Ibadan-Nigeria have no major foundation in English, grades 1-2 curriculum has been chosen for the sake of clarity and understanding. To this end, the Total Physical Response (TPR) was used to develop the different units of this curriculum. This technique encourages teachers teaching lower grades to scaffold language through various content-based activities. “In order to provide comprehensible input to K-1 students, the ESL teacher gives a command for a single action word or phrase such as "jump" or “point to your eye” and then demonstrates the action” (Kelly et al., 2008, p.8).

Federal Ministry of Education

9-Year Basic Education Curriculum

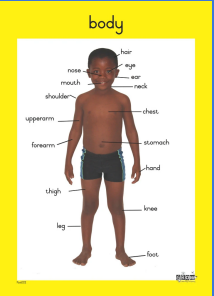
English Studies for Junior Secondary 1-3

Nigerian Educational Research and Development Council, 2007

<i>Theme</i>	<i>Topic</i>	<i>Performance Objective</i>
1. Listening and speaking	1. Listening to and producing different speeches	1. Re-tell what they have listened to
		2. Explain key words and expressions on what they have listened to
		3. Answer questions on what they have listened to
		4. Summarize what they have listened to
	2. Speeches (phonemes) {really listening for producing proper pronunciation}	1. Listen to and produce different speeches with reference to long and short vowel sounds
		2. Listen to and produce different speeches with reference to consonants
		3. Listen to and produce different speeches with reference to vowel sounds
		4. Listen to and identify/produce different speeches paying special attention to consonant clusters
		5. Listen to different speeches with particular reference to diphthongs
		6. Listen to different speeches with particular reference to weak forms
		7. Listen to different speeches paying attention to word boundaries
		8. Listen to different speeches paying attention to word boundaries
		9. Listen to different speeches paying attention to phrases
		10. Listen to different speeches with particular reference to questions and their tags

# CURRICULUM DEVELOPMENT

## CAPSTONE PROJECT: ESL CURRICULUM

START LEARNING ENGLISH!	
<b>UNIT 1</b> 	<b>INTRODUCTION</b> <hr/> <b>Language &amp; Literacy</b> <hr/> <b>Content</b> <hr/> <b>Total Learning</b>
<b>UNIT 2</b> 	<b>EVERYDAY OBJECTS</b> <hr/> <b>Language &amp; Literacy</b> <hr/> <b>Content</b> <hr/> <b>Total Learning</b>
<b>UNIT 3</b> 	<b>AT SCHOOL</b> <hr/> <b>Language &amp; Literacy</b> <hr/> <b>Content</b> <hr/> <b>Total Learning</b>
<b>UNIT 4</b> 	<b>BODY PARTS</b> <hr/> <b>Language &amp; Literacy</b> <hr/> <b>Content</b> <hr/> <b>Total Learning</b>

<p><b>UNIT 5</b></p> 	<p><b>LIKES &amp; DISLIKES</b></p> <p>Language &amp; Literacy</p> <p>Content</p> <p>Total Learning</p>
<p><b>UNIT 6</b></p> 	<p><b>ANIMALS</b></p> <p>Language &amp; Literacy</p> <p>Content</p> <p>Total Learning</p>
<p><b>UNIT 7</b></p> 	<p><b>EATING &amp; SHOPPING</b></p> <p>Language &amp; Literacy</p> <p>Content</p> <p>Total Learning</p>
<p><b>UNIT 8</b></p> 	<p><b>FAMILIES &amp; RESPONSIBILITIES</b></p> <p>Language &amp; Literacy</p> <p>Content</p> <p>Total Learning</p>
<p><b>UNIT 9</b></p>	<p><b>TIME AND MONEY</b></p> <p>Language &amp; Literacy</p>



**Content**

**Total Learning**

**UNIT 10**





**CELEBRATIONS & CUSTOMS**

**Language & Literacy**


**Content**

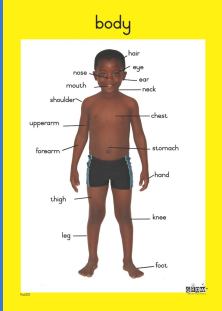
**Total Learning**



## SCOPE AND SEQUENCE


	Language	Language in Action	Phonics	Grammar
<p><b>UNIT 1</b></p> <p><b>INTRODUCTION</b></p> 	<p><b>Warm up activity</b></p> <p><b>Basic greetings!</b></p> <ul style="list-style-type: none"> <li>say your name</li> <li>say hello and good-bye</li> <li>say good morning, good afternoon, good evening, good night</li> <li>say how are you doing?</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for key words</p> <p><b>READING STRATEGY:</b></p> <p>Watch videos</p>	<p><b>What's your name?</b></p> <ul style="list-style-type: none"> <li>spell your first and last (surname) name</li> <li>say thank you</li> <li>respond to questions: I am good...</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Preview the activity</p> <p><b>READING STRATEGIES:</b></p> <p>Watch videos</p>	<ul style="list-style-type: none"> <li>Alphabets: <b>A-Z, a-z</b></li> <li>introduction to consonant sounds</li> </ul>	<p><b>Word formation</b></p> <ul style="list-style-type: none"> <li>two letter words</li> <li>three letter words</li> <li>classroom commands</li> <li>say where you are from</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for intonation</p>
<p><b>UNIT 2</b></p> <p><b>EVERYDAY OBJECTS</b></p> 	<p><b>Warm up activity</b></p> <p><b>What are the objects we can see in this classroom?</b></p> <ul style="list-style-type: none"> <li>talk about different objects in the</li> </ul>	<p><b>What is the name of this object?</b></p> <ul style="list-style-type: none"> <li>ask questions about the objects in the</li> </ul>		<p><b>Word formation</b></p> <ul style="list-style-type: none"> <li>four-letter words</li> <li>five-letter</li> </ul>






	Language	Language in Action	Phonics	Grammar
	<p>classroom</p> <ul style="list-style-type: none"> <li>talk about different objects at home</li> <li>identify the objects in the classroom and school environment</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p><b>Listen for details</b></p>	<p>classroom</p> <ul style="list-style-type: none"> <li>spell the name of the objects in the classroom and the school environment</li> <li>identify the uses of these home and classroom objects</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for specific information.</p>		<p>words</p> <p><b>Sentences</b> Construct sentences with the words above.</p> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for details</p>
<p><b>UNIT 3</b></p> <p><b>AT SCHOOL</b></p> 	<p><b>Warm up activity</b></p> <p><b>Where is the football pitch?</b></p> <ul style="list-style-type: none"> <li>talk about places in a school</li> <li>talk about places in class</li> <li>identify school workers</li> <li>Identify classroom objects</li> </ul> <p><b>LISTENING STRATEGY:</b></p>	<p><b>Where is the library?</b></p> <ul style="list-style-type: none"> <li>ask where people and places are located</li> <li>say what I need in school and for class</li> <li>say what I have in my hands</li> </ul> <p><b>LISTENING STRATEGY:</b></p>	<ul style="list-style-type: none"> <li>introduction to vowel sounds</li> </ul>	<p><b>Word formation</b></p> <ul style="list-style-type: none"> <li>five-letter words</li> <li>six-letter words</li> <li>seven-letter words</li> </ul> <p><b>Sentences</b></p> <p><b>LISTENING STRATEGY:</b> Listen for key</p>

	Language	Language in Action	Phonics	Grammar
	Listen for specific information	Listen for key words.		words
<b>UNIT 4</b> <b>BODY PARTS</b> 	<b>Warm up activity</b>  <b>Can you identify your body parts?</b> <ul style="list-style-type: none"> <li>talk about the body parts</li> <li>identify the body parts</li> <li>talk about the functions of different body parts</li> </ul> <b>LISTENING STRATEGY:</b>  Preview with infographics	<b>Can you touch your head?</b> <ul style="list-style-type: none"> <li>ask learners to touch selected parts of their bodies</li> <li>say what each part of the body is used for</li> <li>say the differences and similarities of the body parts</li> </ul> <b>LISTENING STRATEGY:</b>  Preview with graphic organizers	<ul style="list-style-type: none"> <li>consonants: <b>m, s, t, f, d</b></li> <li>short vowels: <b>a, i</b></li> </ul>	<b>Parts of speech</b> <ul style="list-style-type: none"> <li>nouns</li> <li>pronouns</li> <li>punctuation marks</li> </ul> <b>LISTENING STRATEGY:</b>  Listen for details.
<b>UNIT 5</b> <b>LIKES &amp; DISLIKES</b>	<b>Warm up activity</b>  <b>What do you like or dislike on these poster cards?</b> <ul style="list-style-type: none"> <li>discuss what</li> </ul>	<b>Do you like black shoes?</b> <ul style="list-style-type: none"> <li>show</li> </ul>	<ul style="list-style-type: none"> <li>consonants:</li> </ul>	<b>Parts of Speech</b> <ul style="list-style-type: none"> <li>verbs</li> </ul>

	Language	Language in Action	Phonics	Grammar
	<p>likes and dislikes are</p> <ul style="list-style-type: none"> <li>identify people's reasons for likes and dislikes</li> <li>discuss likes and dislikes in the funny story</li> <li>talk about learners likes and dislikes</li> <li>talk about reasons for learners likes and dislikes</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Preview with infographic and body parts</p>	<p>learners videos and graphics of likes and dislikes</p> <ul style="list-style-type: none"> <li>discuss teacher's likes and dislikes</li> <li>what are your likes and dislikes</li> <li>why do you like the things you like and dislike the things you dislike?</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Preview with infographic and body parts</p>	<p>r, g, l, h, c</p> <ul style="list-style-type: none"> <li>short vowels: o, u</li> </ul>	<ul style="list-style-type: none"> <li>preposition</li> <li>capitalization</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for key words</p>
<p><b>UNIT 6</b></p> <p><b>ANIMALS</b></p> 	<p><b>Warm up activity</b></p> <p><b>What do you know about animals?</b></p> <ul style="list-style-type: none"> <li>talk about animals in the school environment and at home</li> <li>talk about animals in the forest</li> <li>talk about</li> </ul>	<p><b>Do you have pets?</b></p> <ul style="list-style-type: none"> <li>identify the animals in the video and graphic organizers</li> <li>list the animals you see in your neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>Consonants: b, n, k, v, w, j</li> <li>short vowel: e</li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>adjectives</li> <li>conjunction</li> <li>adverbs</li> </ul>


	Language	Language in Action	Phonics	Grammar
	<p>the differences between animals at home and in the forest</p> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for specific information</p>	<p>d</p> <ul style="list-style-type: none"> <li>talk about the animals you have fears for and the ones you like to play with</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Review the list of animals in the video</p>		<p><b>LISTENING STRATEGY:</b></p> <p>Listen for key words</p>
<p><b>UNIT 7</b></p> <p><b>EATING AND SHOPPING</b></p> 	<p><b>Warm up activity</b></p> <p><b>What is your best food, and what do you like to shop for?</b></p> <ul style="list-style-type: none"> <li>talk about food</li> <li>talk about food according to different cultures</li> <li>talk about the nutrients in food</li> <li>discuss where to shop</li> <li>discuss how and what people shop for</li> </ul>	<p><b>Do you like to eat and shop?</b></p> <ul style="list-style-type: none"> <li>what is your favorite food?</li> <li>why do you like the food?</li> <li>describe what you shop for</li> <li>describe clothes and colors</li> </ul>	<ul style="list-style-type: none"> <li>Consonants: <b>p, y, x, q, z</b></li> <li>review: short vowels: <b>a, e, i, o, u</b></li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>interjection</li> </ul> <p><b>Pronouns and articles</b></p> <ul style="list-style-type: none"> <li>singular subject pronouns: <b>I, you, he, she, it</b></li> <li>plural subject pronouns: <b>we, you, they</b></li> <li>articles: <b>a, an, the</b></li> </ul>

	Language	Language in Action	Phonics	Grammar
	<p><b>LISTENING STRATEGY:</b></p> <p>Listen for specific information</p> <p><b>READING STRATEGY:</b></p> <p>Use visual and contextual support to develop vocabulary</p>	<p><b>LISTENING STRATEGY:</b></p> <p>Listen for key words</p>		<p><b>LISTENING STRATEGY:</b></p> <p>Listen for key information.</p>
<p><b>UNIT 8</b></p> <p><b>FAMILIES &amp; RESPONSIBILITIES</b></p> 	<p><b>Warm up activity</b></p> <p><b>All families are different</b></p> <ul style="list-style-type: none"> <li>• talk about family structure</li> <li>• talk about responsibilities in various families</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Set a purpose for listening</p>	<p><b>Who are your family members?</b></p> <ul style="list-style-type: none"> <li>• listen to stories about my family</li> <li>• talk about your family</li> <li>• talk about your responsibilities in your family</li> <li>• talk about family cultures</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for key information.</p>	<ul style="list-style-type: none"> <li>• initial consonant blends</li> </ul>	<ul style="list-style-type: none"> <li>• capitalization</li> <li>• dates</li> <li>• possessive adjectives</li> <li>• possessive nouns</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for specific details</p>

	Language	Language in Action	Phonics	Grammar
<p><b>UNIT 9</b></p> <p><b>TIME &amp; MONEY</b></p> 	<p><b>Warm up activity</b></p> <p><b>What is the currency you spend in your country?</b></p> <ul style="list-style-type: none"> <li>• talk about different currencies of the world</li> <li>• talk about time for various events using visual aids</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for specific information</p>	<p><b>What time do you wake up in the morning?</b></p> <ul style="list-style-type: none"> <li>• talk about what you buy with your currency</li> <li>• talk about why money is important to you</li> <li>• what time do you eat your breakfast, lunch, and dinner?</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for details</p>	<ul style="list-style-type: none"> <li>• final consonant blends</li> <li>• consonant clusters</li> </ul>	<ul style="list-style-type: none"> <li>• <b>there is</b> and <b>there are</b></li> <li>• telling time</li> <li>• much and more</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for key words</p>
<p><b>UNIT 10</b></p> <p><b>CELEBRATIONS &amp; CUSTOMS</b></p> 	<p><b>Warm up activity</b></p> <p><b>What do you celebrate?</b></p> <ul style="list-style-type: none"> <li>• talk about different holidays and festivals</li> <li>• talk about different customs</li> </ul>	<p><b>Why do we have customs?</b></p> <ul style="list-style-type: none"> <li>• talk about the customs in your family and culture</li> <li>• discuss some of your</li> </ul>	<ul style="list-style-type: none"> <li>• long vowels</li> <li>• introduction to monothongs &amp; diphthongs</li> </ul>	<p><b>Tense</b></p> <ul style="list-style-type: none"> <li>• the simple past tense (regular &amp; irregular)</li> <li>• the simple present</li> <li>• the simple</li> </ul>

	Language	Language in Action	Phonics	Grammar
	<p>across cultures of the world</p> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for specific information</p>	<p>favorite holidays and customs</p> <ul style="list-style-type: none"> <li>• discuss some of your favorite festivals</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for details</p>		<p>past tense (negative)</p> <ul style="list-style-type: none"> <li>• the simple past tense (questions)</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for pattern and sequence.</p>

## LESSON PLAN

<b>UNIT 1</b> <b>INTRODUCTI</b> <b>ON</b> 	<b>Warm up activity</b>  <b>Basic greetings!</b> <ul style="list-style-type: none"> <li>say your name</li> <li>say hello and good-bye</li> <li>say good morning, good afternoon, good evening, good night</li> <li>say how are you doing?</li> </ul>	<b>What's your name?</b> <ul style="list-style-type: none"> <li>spell your first and last (surname) name</li> <li>say thank you</li> <li>respond to questions: I am good...</li> </ul>	<ul style="list-style-type: none"> <li>Alphabets: <b>A-Z, a-z</b></li> <li>introduction to consonant sounds</li> </ul>	<b>Word formation</b> <ul style="list-style-type: none"> <li>two letter words</li> <li>three letter words</li> <li>classroom commands</li> <li>say where you are from</li> </ul>
	<b>LISTENING STRATEGY:</b>  Listen for key words	<b>LISTENING STRATEGY:</b>  Preview the activity	<b>LISTENING STRATEGY:</b>  Listen for intonation	
	<b>READING STRATEGY:</b>  Watch videos	<b>READING STRATEGIES:</b>  Watch videos		

	<b>Day 1-3</b>
<b>Warm-up</b>	Teacher puts alphabet flashcards on each student's table and asks them to put them in order. (A, B, C...Z)
<b>Topic</b>	Basic greetings
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>I can greet people at any time of the day.</li> <li>I can respond to questions about basic greetings.</li> </ul>
<b>Duration</b>	30 minutes each day.
<b>Materials needed</b>	Poster cards, short videos, graphic organizers, computers,



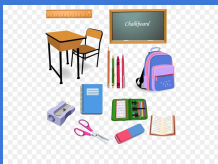


	<b>The conclusion/assessment are meant for all the days depending on what the teacher is able to teach each day.</b>
	<b>Day 4-5</b>
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Teacher plays a phonics song/rhymes video. <a href="https://youtu.be/5EYnyT-y-Yo">https://youtu.be/5EYnyT-y-Yo</a></li> </ul>
<b>Topic</b>	Introduction to English Alphabet
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>I can identify the English Alphabet</li> <li>I can recite the English Alphabet</li> </ul>
<b>Duration</b>	<b>30 minutes each day.</b>
<b>Materials needed</b>	<b>Short videos, poster cards, flash cards, infographics, computers, projectors, translation tools, audio recorder...</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>Teacher plays a video on ABC rhymes. <a href="https://youtu.be/_OtShuI2Udk">https://youtu.be/_OtShuI2Udk</a> <a href="https://youtu.be/58y-gljBl3I">https://youtu.be/58y-gljBl3I</a></li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>Teacher displays infographics showing the English Alphabet. Learners are to repeat each letter after the teacher. Repeat this process.</li> <li>Group Activity: The teacher divides learners into groups. Recite the Alphabet letters you have in your group. Teacher visits each group to listen and correct learners where necessary.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Fill in the gaps with the missing Alphabet.</li> <li>Say the following alphabet. The voices will be recorded and replayed for learners to listen to their voices.</li> <li>Encourage learners to learn the ABC Rhymes.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>Draw learners' attention to the fact that their names consist of different alphabet letters that we have learned today. Cite examples using their names.</li> <li>Acknowledge learners with Yoruba, Igbo, Hausa and other indigenous languages. Relate these alphabets to the English Language alphabet.</li> </ul>

	<b>Day 6-10</b>
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>The teacher displays two letter words on the board and asks the students to form the words using the alphabet blocks on their desks.</li> </ul> <p><a href="https://st3.depositphotos.com/2638827/19268/i/950/depositphotos_192680156-stock-photo-wooden-alphabet-blocks-isolated-on.jpg">https://st3.depositphotos.com/2638827/19268/i/950/depositphotos_192680156-stock-photo-wooden-alphabet-blocks-isolated-on.jpg</a></p>
<b>Topic</b>	Word Formation (Two-letter and three-letter words)
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>I can form two-letter words.</li> <li>I can form three-letter words</li> </ul>
<b>Duration</b>	<b>30 minutes each day.</b>
<b>Materials needed</b>	<b>Alphabet puzzles, Alphabet blocks, poster cards, colored pencils, flash cards, infographics, computers, projectors, translation tools, worksheets, pencils...</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>The teacher provides students with worksheets that contain two letter words and asks them to paint each word using any color of their choice.</li> </ul> <p><a href="https://i.pinimg.com/736x/2a/29/a9/2a29a9161628e66a84d751ea2f52f644.jpg">https://i.pinimg.com/736x/2a/29/a9/2a29a9161628e66a84d751ea2f52f644.jpg</a></p> <ul style="list-style-type: none"> <li>The teacher asks students to use the alphabet blocks on their desks to form three of the words.</li> <li>Repeat the same steps for three-letter words.</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>The teacher provides alphabet matching sheets to students and asks them to match the two letter words.</li> </ul> <p><a href="https://files.liveworksheets.com/def_files/2020/7/6/706044330286143/706044330286143001.jpg">https://files.liveworksheets.com/def_files/2020/7/6/706044330286143/706044330286143001.jpg</a></p> <ul style="list-style-type: none"> <li>After ensuring that students are familiar with the words, the teacher reads each word and asks the students to repeat.</li> <li>Use the alphabet blocks to add one letter to another and make them pronounce the words.</li> <li>Repeat the same steps for three-letter words.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Ask the students to add any two letters and pronounce the word. Repeat this process for all the students.</li> <li>Repeat the same process for three-letter words.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>Play a fun video on the formation of two-letter words and three-letter words.</li> </ul> <p><a href="https://youtu.be/gtTqBPmxOgw">https://youtu.be/gtTqBPmxOgw</a></p>

	<a href="https://youtu.be/_ovFXpsWmS0">https://youtu.be/_ovFXpsWmS0</a>
	<b>Day 11-15</b>
<b>Warm-up</b>	<ol style="list-style-type: none"> <li>1. Classroom commands - Give commands to students in class in such a way that they would be physically engaged. Godwin, come here. Go back, jump up, sit down. All stand.</li> <li>2. Say where you are from - Ask students questions about the different towns, cities and states in the country.</li> </ol>
<b>Topic</b>	Classroom Commands/Say where you are from
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• I can give commands to people.</li> <li>• I can say where I am from.</li> </ul>
<b>Duration</b>	30 minutes for each lesson.
<b>Materials needed</b>	<b>Translation tools, poster cards, colored pencils, flash cards, infographics, computers, projectors, translation tools, worksheets, pencils...</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Watch a cartoon video on classroom commands. <a href="https://youtu.be/oO-vtwm13Tc">https://youtu.be/oO-vtwm13Tc</a></li> <li>• Watch a fun video on where I am from. <a href="https://youtu.be/1fpRi1RYh00">https://youtu.be/1fpRi1RYh00</a></li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Teacher gives different commands to students and ask students to repeat the commands verbally and equally demonstrate them.</li> <li>• Teacher says his origin.</li> <li>• Teacher divides students into groups and gives them poster cards. Students are to ask each other questions and answer as well.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Teacher demonstrates some commands and asks students to say the corresponding words.</li> <li>• Teacher asks some questions about where they think some prominent people in their localities and country are from.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Teacher displays charts of classroom commands and people's locations for students' reflections.</li> </ul>
	<b>Day: 16 - 20</b>


<b>Warm-up</b>	Revise alphabet A-Z with the students.
<b>Topic</b>	Introduction to Consonant Sounds
<b>Learning Objectives</b>	I can identify the consonant letters/sounds.
<b>Duration</b>	30 minutes each.
<b>Materials needed</b>	<b>Short videos, poster cards, flash cards, infographics, computers, projectors, translation tools, audio recorder...</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>● Watch a video on consonant sound.</li> <li>● Teacher reads the consonant sound and the students repeat.</li> <li>● Divide the students into groups and let them practice using flashcards.</li> </ul>
<b>Step 2</b>	Teacher provides a block puzzle and asks students to arrange all the consonant letters accordingly
<b>Assessment</b>	Teacher invites students to read aloud the consonant list one after the other.
<b>Conclusion</b>	Teacher compares the consonant sounds in English to other indigenous languages in the region.

<b>UNIT 2</b> <b>EVERYDAY OBJECTS</b> 	<b>Warm up activity</b> <b>What are the objects we can see in this classroom?</b> <ul style="list-style-type: none"> <li>● talk about different objects in the classroom</li> <li>● talk about different objects at home</li> <li>● identify the objects in the classroom and school</li> </ul>	<b>What is the name of this object?</b> <ul style="list-style-type: none"> <li>● ask questions about the objects in the classroom</li> <li>● spell the name of the objects in the classroom and the school environment</li> <li>● identify the</li> </ul>	Alphabets/More on Consonant sounds	<b>Word formation</b> <ul style="list-style-type: none"> <li>● four-letter words</li> <li>● five-letter words</li> </ul> <b>Sentences</b> Construct sentences with the above.
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	environment	uses of these home and classroom objects		
	<b>LISTENING STRATEGY:</b>  Listen for details.	<b>LISTENING STRATEGY:</b>  Listen for specific information after observation.		<b>LISTENING STRATEGY:</b>  Listen for details.

	<b>Day 1 - 5</b>
<b>Warm-up</b>	<ul style="list-style-type: none"> <li>The teacher plays a short video on everyday objects. <a href="https://youtu.be/t7ntfzPOODk">https://youtu.be/t7ntfzPOODk</a></li> </ul>
<b>Topic</b>	Everyday Objects
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>I can identify and list the objects in my classroom.</li> <li>I can talk about different objects in the classroom.</li> <li>I can identify and list the objects in the school environment.</li> <li>I can talk about different objects in the school environment.</li> </ul>
<b>Duration</b>	30 minutes each
<b>Materials needed</b>	Classroom objects, school objects, word cards, charts, projector,
<b>Step 1</b>	<ul style="list-style-type: none"> <li>The teacher asks students to look around and identify the different objects in the classroom.</li> <li>The teacher asks students to name the classroom objects in their mother tongues.</li> <li>The teacher points at each object in the classroom and pronounces them. Example: a book, a table, a desk, a pen , an eraser, a board, a backpack, a map, a computer, a piece of paper, a window, a door...</li> <li>REPEAT THE SAME STEPS FOR SCHOOL OBJECTS.</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>Have students work in pairs to practice the pronunciation of these objects with the aid of word cards on their desks.</li> <li>Rotate the word cards so that each group can have the opportunity to practice all the words.</li> <li>REPEAT THE SAME PROCESS FOR SCHOOL OBJECTS.</li> </ul>

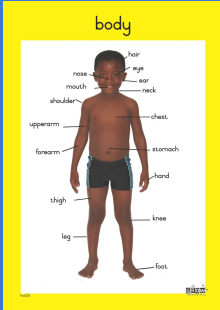
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Display a graphic organizer with everyday objects, point to each one and ask individual students to pronounce.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>● Ask students to draw a picture of different objects on their worksheets and label them accordingly.</li> </ul>

<b>UNIT 3</b>  <b>AT SCHOOL</b>  	<b>Warm up activity</b>  <b>Where is the football pitch?</b> <ul style="list-style-type: none"> <li>● talk about places in a school</li> <li>● talk about places in class</li> <li>● identify school workers</li> <li>● Identify classroom objects</li> </ul>	<b>Where is the library?</b> <ul style="list-style-type: none"> <li>● ask where people and places are located</li> <li>● say what I need in school and for class</li> <li>● say what I have in my hands</li> </ul>	<ul style="list-style-type: none"> <li>● introduction to vowel sounds</li> </ul>	<b>Word formation</b> <ul style="list-style-type: none"> <li>● five-letter words</li> <li>● six-letter words</li> <li>● seven-letter words</li> </ul>
	<b>LISTENING STRATEGY:</b>  Listen for specific information	<b>LISTENING STRATEGY:</b>  Listen for key words.	<b>LISTENING STRATEGY:</b>  Listen for details	<b>Sentences</b>  Construct sentences with the list of words above.

	<b>Day: 1-3</b>
<b>Warm-up</b>	Take students round the school compound to familiarize them with various objects.
<b>Topic</b>	At School
<b>Learning Objectives</b>	I can talk about places in the school.
<b>Duration</b>	30 minutes each

<b>Materials needed</b>	<b>Short videos, poster cards, flash cards, infographics, computers, projectors, translation tools, audio recorder...</b>
<b>Step 1</b>	Watch a video on objects and people at school. Learners are to identify or point at the objects as shown in the video. <a href="https://youtu.be/BTO15sOoj8g">https://youtu.be/BTO15sOoj8g</a>
<b>Step 2</b>	Provide students with an infographic showing different objects that are in school. Ask them to identify and talk about them. Allow students to use their mother tongues to facilitate their understanding of these objects.
<b>Assessment</b>	Take the students out again to see these objects. This time, let them identify different objects in the school environment. Give them different instructions and commands. Example; Take out your pencil please? Go to the principal's office.
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>● Tell students that there are other school objects that may not be present in their school.</li> <li>● Ask students to think of other documents that are not present in their school but that they have come across in other places.</li> </ul>

**Week 4**

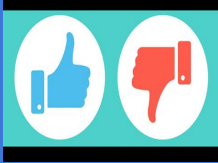
<p><b>UNIT 4</b></p> <p><b>BODY PARTS</b></p> 	<p><b>Warm up activity</b></p> <p><b>Can you identify your body parts?</b></p> <ul style="list-style-type: none"> <li>● talk about the body parts</li> <li>● identify the body parts</li> <li>● talk about the functions of different body parts</li> </ul>	<p><b>Can you touch your head?</b></p> <ul style="list-style-type: none"> <li>● ask learners to touch selected parts of their bodies</li> <li>● say what each part of the body is used for</li> <li>● say the differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>● consonants: <b>m, s, t, f, d</b></li> <li>● short vowels: <b>a, i</b></li> </ul>	<p><b>Parts of speech</b></p> <ul style="list-style-type: none"> <li>● nouns</li> <li>● pronouns</li> <li>● punctuation marks</li> </ul>
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	<p><b>LISTENING STRATEGY:</b></p> <p>Preview with infographics</p>	<p>of the body parts</p> <p><b>LISTENING STRATEGY:</b></p> <p>Preview with graphic organizers</p>		<p><b>LISTENING STRATEGY:</b></p> <p>Listen for key words and details.</p>
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	<b>Day: 1-5</b>
<b>Warm-up</b>	Teach students a rhyme or song on the parts of the body. Allow them to sing it using their mother tongue if they know it. Encourage demonstrations so that they can be physically engaged as well.
<b>Topic</b>	Body Parts
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● I can identify my body parts</li> <li>● I can talk about different body parts.</li> </ul>
<b>Duration</b>	30 minutes.
<b>Materials needed</b>	<b>Short videos, poster cards, flash cards, infographics, computers, projectors, translation tools, colored pencil, crayon, audio recorder...</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>● Display a chart showing body parts on the board. Mention the different parts and ask the students to repeat after you.</li> <li>● Teach them a rhyme on the parts of the body.</li> </ul> <p><a href="https://youtu.be/_9UG0g9YOR8">https://youtu.be/_9UG0g9YOR8</a></p>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>● Divide students into groups and provide a picture puzzle for them to learn more about the vocabulary words on body parts.</li> <li>● Provide them with a drawing paper with images of the various body parts. Ask them to paint these body parts and copy their names. Then practice all of them (Say them out).</li> <li>● Tell the students the uses of some parts of the body. Remind them that somebody's parts are used differently by different people and cultures.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Mention all the parts of the body and ask students to identify or touch them. Example; I want you to touch your nose. Touch your ears...</li> <li>● Ask learners to identify some other body parts and state what</li> </ul>

	<p>they personally use them for. Example. Sarah: I eat with my left hand. John: Oh, no, I eat with my right hand.</p> <ul style="list-style-type: none"> <li>• Give them body parts crossword to test their overall understanding.</li> </ul> <p><a href="http://www.islcollective.com">Body parts - crossword - English ESL Worksheets for distance learning and physical classrooms (islcollective.com)</a></p>
<b>Conclusion</b>	Give students the opportunity to draw any parts of the body they like and let them verbally explain what they have drawn and what it is used for.

<p><b>UNIT 5</b></p> <p><b>LIKES &amp; DISLIKES</b></p> 	<p><b>Warm up activity</b></p> <p><b>What do you like or dislike on these poster cards?</b></p> <ul style="list-style-type: none"> <li>• discuss what likes and dislikes are</li> <li>• identify people's reasons for likes and dislikes</li> <li>• discuss likes and dislikes in the funny story</li> <li>• talk about learners likes and dislikes</li> <li>• talk about reasons for learners likes and dislikes</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for</p>	<p><b>Do you like black shoes?</b></p> <ul style="list-style-type: none"> <li>• show learners videos and graphics of likes and dislikes</li> <li>• discuss teacher's likes and dislikes</li> <li>• what are your likes and dislikes</li> <li>• why do you like the things you like and dislike the things you dislike?</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for details</p>	<ul style="list-style-type: none"> <li>• consonants: <b>r, g, l, h, c</b></li> <li>• short vowels: <b>o, u</b></li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• verbs</li> <li>• preposition</li> <li>• capitalization</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for</p>
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	specific information			pattern and sequence.
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	<b>Day: 1-5</b>
<b>Warm-up</b>	The teacher brings some treats (food) to class and gives them to students following their likes and dislikes.
<b>Topic</b>	Likes and Dislikes
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• I can say what likes and dislikes are.</li> <li>• I can talk about my likes and dislikes.</li> </ul>
<b>Duration</b>	30 minutes
<b>Materials needed</b>	<b>Short videos, poster cards, flash cards, infographics, computers, projectors, translation tools, audio recorder...</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Watch this video to familiarize yourself with things you like and dislike. <a href="https://youtu.be/-I2kLAO2nQ8">https://youtu.be/-I2kLAO2nQ8</a></li> <li>• Divide students into different groups and give each group an infographic that shows different food, objects, activities, and property. Ask students to talk about what they like and dislike.</li> </ul>
<b>Step 2</b>	Discuss reasons why people like and dislike things and situations.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Allow students to talk about five things they like and dislike.</li> <li>• Students should also give reasons for their choices</li> </ul>
<b>Conclusion</b>	Provide drawing papers and crayons for students to draw and color what they like and dislike.

<b>UNIT 6</b>  <b>ANIMALS</b>  	<b>Warm up activity</b>  <b>What do you know about animals?</b> <ul style="list-style-type: none"> <li>• talk about animals in the school</li> </ul>	<b>Do you have pets?</b> <ul style="list-style-type: none"> <li>• identify the animals in the video</li> </ul>	<ul style="list-style-type: none"> <li>• Consonants: <b>b, n, k, v, w, j</b></li> <li>• short vowel:</li> </ul>	<b>Parts of Speech</b> <ul style="list-style-type: none"> <li>• adjectives</li> <li>• conjunction</li> <li>• adverbs</li> </ul>
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	<p>environment and at home</p> <ul style="list-style-type: none"> <li>• talk about animals in the forest</li> <li>• talk about the differences between animals at home and in the forest</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for specific information</p>	<p>and graphic organizers</p> <ul style="list-style-type: none"> <li>• list the animals you see in your neighborhood</li> <li>• talk about the animals you have fears for and the ones you like to play with</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Review the list of animals in the video</p>	e	<p><b>LISTENING STRATEGY:</b></p> <p>Listen for details and key functions</p>
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	<b>Day: 1-5</b>
<b>Warm-up</b>	Take the students to the school animal garden and let them identify and name the animals they can see.
<b>Topic</b>	Animals
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• I can identify animals at home and in the school environment and talk about them.</li> <li>• I can identify and talk about animals in the forest.</li> </ul>
<b>Duration</b>	30 minutes.
<b>Materials needed</b>	<b>Short videos, poster cards, crayons, colored pencil, flash cards, infographics, computers, projectors, translation tools, audio recorder...</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Allow students to share their experiences about these animals. This could be personal stories or the ones they saw in documentaries.</li> <li>• Play a video showing different types of animals. <a href="https://youtu.be/Q9JJyfnbY6g">https://youtu.be/Q9JJyfnbY6g</a></li> <li>• Students are to watch this video at least twice. The first time</li> </ul>


	<p>they are to explore the types of animals; color, size, shape... The second time, they are to repeat the names of the animals as they hear it in the video.</p>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>● Divide students into groups and provide them with cards showing the images and names of the animals both in English and one or two common native languages in the region/country.</li> <li>● Discuss animals at home and animals in the forest.</li> <li>● Display an infographic showing these categories of animals.</li> <li>● Show them a video on animals at home and in the forest.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Allow the students to talk about their favorite animals, things they like and dislike.</li> <li>● Allow them to mimic the different sounds of animals.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>● Encourage students to draw and paint some animals they know using their natural colors.</li> <li>● Provide them the opportunity to discuss their drawings.</li> <li>● Allow students to vote for the best two drawings and put them in the class or an important place in the school.</li> </ul>

<p><b>UNIT 7</b></p> <p><b>EATING AND SHOPPING</b></p> 	<p><b>Warm up activity</b></p> <p><b>What is your best food, and what do you like to shop for?</b></p> <ul style="list-style-type: none"> <li>● talk about food</li> <li>● talk about food according to different cultures</li> <li>● talk about the nutrients in food</li> <li>● discuss where to shop</li> </ul>	<p><b>Do you like to eat and shop?</b></p> <ul style="list-style-type: none"> <li>● what is your favorite food?</li> <li>● why do you like the food?</li> <li>● describe what you shop for</li> <li>● describe clothes and colors</li> </ul>	<ul style="list-style-type: none"> <li>● Consonants: <b>p, y, x, q, z</b></li> <li>● review: short vowels: <b>a, e, i, o, u</b></li> </ul>	<p><b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>● interjection</li> </ul> <p><b>Pronouns and articles</b></p> <ul style="list-style-type: none"> <li>● singular subject pronouns: <b>I, you, he, she, it</b></li> <li>● plural subject pronouns:</li> </ul>
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	<ul style="list-style-type: none"> <li>discuss how and what people shop for</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for specific information</p> <p><b>READING STRATEGY:</b></p> <p>Use visual and contextual support to develop vocabulary</p>	<p><b>LISTENING STRATEGY:</b></p> <p>Listen for key words</p>	<p><b>we, you, they</b></p> <ul style="list-style-type: none"> <li>articles: <b>a, an, the</b></li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for key words and details.</p>
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	<b>Day: 1-5</b>
<b>Warm-up</b>	Teacher brings five different foods to class in different bowls. Learners are to identify them and try to mention their names in a local language and in English as much as possible. .
<b>Topic</b>	Eating and Shopping
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>I can identify and list the food in my locality.</li> <li>I can talk about my best food and food in general.</li> <li>I can talk about famous food in other parts of the world.</li> </ul>
<b>Duration</b>	30 minutes each
<b>Materials needed</b>	<b>Short videos, poster cards, flash cards, infographics, computers, projectors, translation tools, audio recorder...</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>Teacher presents infographics and images of West African/Nigerian food. Students are to identify them and mention their names in all the languages they can. <a href="#">Oranges Stock Photo - Download Image Now - iStock (istockphoto.com)</a></li> <li>Divide learners into small groups and encourage them to discuss their best food in each group. They are to discuss what</li> </ul>

	they like about the food. Provide them with flash cards to enhance their discussions.
<b>Step 2</b>	Watch a video on famous food in different parts of the world. Talk about these foods. Talk about famous food in other parts of the world. <a href="https://youtu.be/4uuGYHfnVRE">https://youtu.be/4uuGYHfnVRE</a>
<b>Assessment</b>	Individual presentation: Provide an infographic containing different food and ask learners to talk about their best food while others listen.
<b>Conclusion</b>	Take a planned trip to a food store and let them reflect on all they have learned so far in class.

<b>UNIT 8</b> <b>FAMILIES &amp; RESPONSIBILITIES</b> 	<b>Warm up activity</b>  <b>All families are different</b>  <ul style="list-style-type: none"> <li>• talk about family structure</li> <li>• talk about responsibilities in various families</li> </ul>	<b>Who are your family members?</b>  <ul style="list-style-type: none"> <li>• listen to stories about my family</li> <li>• talk about your family</li> <li>• talk about your responsibilities in your family</li> <li>• talk about family cultures</li> </ul>	<ul style="list-style-type: none"> <li>• initial consonant blends</li> </ul>	<ul style="list-style-type: none"> <li>• capitalization</li> <li>• dates</li> <li>• possessive adjectives</li> <li>• possessive nouns</li> </ul>
	<b>LISTENING STRATEGY:</b>  Set a purpose for listening	<b>LISTENING STRATEGY:</b>  Listen for specific information	<b>LISTENING STRATEGY:</b>  Listen for specific details	

	<b>Day: 1-5</b>
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<b>Warm-up</b>	Watch a short documentary on family in Osun State, Nigeria. <a href="https://youtu.be/QQsfeH0uM7U">https://youtu.be/QQsfeH0uM7U</a>
<b>Topic</b>	Families and Responsibilities
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• I can list members of different families and talk about family structure</li> <li>• I can talk about my family</li> </ul>
<b>Duration</b>	30 minutes
<b>Materials needed</b>	<b>Short videos, poster cards, flash cards, infographics, computers, projectors, translation tools,</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Teacher talks about his or her family. Mentions the members of the family, mother, father, daughter, son, brother, sister, cousin</li> <li>• The teacher mentions that family structures are different across cultures and countries.</li> <li>• Teacher plays a video showing different family structures. <a href="https://youtu.be/FHaObkHEkHQ">https://youtu.be/FHaObkHEkHQ</a></li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• The teacher draws a family tree using his family as an example.</li> <li>• The teacher asks the students to each draw their family tree.</li> <li>• The teacher shares more interesting stories about his family. and also asks students to volunteer to share any interesting family story they feel like talking about.</li> </ul>
<b>Assessment</b>	Teacher asks students to volunteer to share any interesting family story they feel like talking about.
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Watch a video on family songs. <a href="https://youtu.be/NVEzzzia8Yo">https://youtu.be/NVEzzzia8Yo</a></li> <li>• Students are to learn and sing the song while they try to dance or demonstrate.</li> </ul>


<b>UNIT 9</b>  <b>TIME &amp; MONEY</b>  	<b>Warm up activity</b>  <b>What is the currency you spend in your country?</b>  <ul style="list-style-type: none"> <li>• talk about</li> </ul>	<b>What time do you wake up in the morning?</b>  <ul style="list-style-type: none"> <li>• talk about</li> </ul>	<ul style="list-style-type: none"> <li>• final</li> </ul>	<ul style="list-style-type: none"> <li>• <b>there is and</b></li> </ul>



	<p>different currencies of the world</p> <ul style="list-style-type: none"> <li>• talk about time for various events using visual aids</li> </ul> <p><b>LISTENING STRATEGY:</b></p>	<p>what you buy with your currency</p> <ul style="list-style-type: none"> <li>• talk about why money is important to you</li> <li>• what time do you eat your breakfast, lunch, and dinner?</li> </ul> <p><b>LISTENING STRATEGY:</b></p>	<p>consonant blends</p> <ul style="list-style-type: none"> <li>• consonant clusters</li> </ul>	<p><b>there are</b></p> <ul style="list-style-type: none"> <li>• telling time</li> <li>• much and more</li> </ul> <p><b>LISTENING STRATEGY:</b></p> <p>Listen for key words</p>
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	<b>Day: 1-5</b>
<b>Warm-up</b>	Turn talk: The teacher discusses when he or she sleeps and wakes up and asks the students to take turns to discuss the same topic.
<b>Topic</b>	Time & Money
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• I can talk about time and the different time for different activities</li> <li>• I can talk about money, and different currencies.</li> </ul>
<b>Duration</b>	30 minutes each
<b>Materials needed</b>	<b>Short videos, clock, stop watch, poster cards, flash cards, infographics, computers, projectors, translation tools, audio recorder...</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Watch a video on time. <a href="https://youtu.be/fq2tRfHu5s8">https://youtu.be/fq2tRfHu5s8</a></li> <li>• The teacher asks questions on time and activities. Example: What time is it? What time do you wake up daily? What time do you eat breakfast, lunch and dinner?</li> </ul>
<b>Step 2</b>	Divide students into groups and let them ask and answer questions about time using the flashcards.

<b>Assessment</b>	Matching activity: Match the activities on your worksheet. Read each activity and talk about them. The teacher records their speech and plays it repeatedly as they all listen to their voice production.
<b>Conclusion</b>	Play the recorded audio of each student, and let them determine the speakers by listening to their voices alone.

<b>UNIT 10</b>  <b>CELEBRATIONS &amp; CUSTOMS</b>  	<b>Warm up activity</b>  <b>What do you celebrate?</b> <ul style="list-style-type: none"> <li>• talk about different holidays and festivals</li> <li>• talk about different customs across cultures of the world</li> </ul>	<b>Why do we have customs?</b> <ul style="list-style-type: none"> <li>• talk about the customs in your family and culture</li> <li>• discuss some of your favorite holidays and customs</li> <li>• discuss some of your favorite festivals</li> </ul>	<ul style="list-style-type: none"> <li>• long vowels</li> <li>• introduction to monothongs &amp; diphthongs</li> </ul>	<b>Tense</b> <ul style="list-style-type: none"> <li>• the simple past tense (regular &amp; irregular)</li> <li>• the simple present</li> <li>• the simple past tense (negative)</li> <li>• the simple past tense (questions)</li> </ul>
	<b>LISTENING STRATEGY:</b>  Listen for specific information	<b>LISTENING STRATEGY:</b>  Listen for details	<b>LISTENING STRATEGY:</b>  Listen for pattern and sequence	

	<b>Day: 1-5</b>
<b>Warm-up</b>	List the common holidays. Provide students with puzzles and ask them to arrange the block puzzles using the list of holidays provided on the board.
<b>Topic</b>	Celebrations and Customs

<b>Learning Objectives</b>	I can talk about different holidays and celebrations
<b>Duration</b>	30 minutes each.
<b>Materials needed</b>	<b>Block puzzles, Short videos, poster cards, flash cards, infographics, computers, projectors, translation tools, audio recorder...</b>
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Teacher talks about what holidays and celebrations are.</li> <li>• Teacher gives a list of holidays and celebrations. Example, New Year, Christmas, New yam festival...</li> <li>• Teacher plays a video showing the different materials and places for holidays and celebrations.</li> </ul> <a href="https://youtu.be/qHBF9HupctQ">https://youtu.be/qHBF9HupctQ</a>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Teacher talks about the different holidays materials in the video.</li> <li>• Students take turns to talk about the different holiday materials and places.</li> </ul>
<b>Assessment</b>	Teachers and students talk about their unique holiday experience and memory.
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Teachers inform students that there are different holidays and celebrations across cultures and countries.</li> </ul> <a href="https://youtu.be/PWyE57mNTkE">https://youtu.be/PWyE57mNTkE</a> <ul style="list-style-type: none"> <li>• Teacher shares holiday stories in a video with the students.</li> </ul> <a href="https://youtu.be/Mgg1rG11fVE">https://youtu.be/Mgg1rG11fVE</a>

Unit 7: Images of West African food



Unit 9: Match the activities with the picture.



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1. \_\_\_\_\_ wake up.
2. \_\_\_\_\_ eat breakfast.
3. \_\_\_\_\_ study.
4. \_\_\_\_\_ play.
5. \_\_\_\_\_ go to school.

# PROJECT PRESENTATION

ESL Curriculum: Oral Language Acquisition for Teaching Underprivileged  
School-Aged Children of Hopeful Academy, Ibadan, Nigeria.

## RESEARCH QUESTION

How does Poverty impact  
the Oral Language  
Acquisition of English by  
School-Aged Children of  
Hopeful Academy,  
Ibadan-Nigeria?



## RATIONALE FOR THE PROJECT

English is the official language in Nigeria. It is the language of Education from the elementary to tertiary level. It is the official language in most formal meetings/programs. Therefore, **this ESL curriculum will meet the language needs** of the under-privileged children of Hopeful Academy, Nigeria, who have been deprived of the basic proficiency in English. The curriculum will also be useful for other learners with similar language needs across the world.

## RATIONALE FOR THE PROJECT. (IMAGE)

RESCUE THE HOPELESS MISSION (A NON-GOVERNMENTAL ORGANIZATION FOR THE POOREST OF THE POOR. CHILDREN AGES 9-24.



## CONCEPTS

**POVERTY:** The concept of poverty is expressed differently across ethnic, religion, economic, social and political settings (Malumfashi, 2008). Poverty is described as hunger, lack of shelter, being sick and not being able to attend school, inability to read and speak fluently, joblessness, fear for the future, the loss of a child to freedom (World Bank Report, 1999).

Poverty is not just lack of hunger but lack of ability and freedom to express one's opinion locally and nationally. It is the lack of minimum requirements for a desirable living (Malumfashi, 2008).

**Oral Language:** This has been described as one of the crucial school readiness skills needed by children before starting kindergarten and first grade (Snow et. al., 2014). It is the use of one's ideas, thoughts and needs verbally.

## CONCEPTS

**SECOND LANGUAGE ACQUISITION:** An additional language a child or an individual acquires is referred to as the second language. This is the study of individuals or groups who are learning a new language after acquiring their mother tongue (first language) (Saville-Troike, 2003).

**CURRICULUM DEVELOPMENT:** This is a planned, progressive and systematic process of creating positive improvements in the educational system.



## HIGHLIGHTS FROM THE LITERATURE REVIEW

1. Ferguson et. al. (2007) - Children from poor homes mostly lack the necessary motivation for school since they are denied the needed basic skills for education.
2. Children who are privileged and encouraged to listen to stories, opinions, and explanations about certain issues develop advanced oral communication skills (Campos et al., 2006 as cited in Wajskop).
3. The first five years of every child are very important. Most children find it difficult to learn new languages after the age of five (Ojile, 2020).
4. Curriculum development is not only about institutions of learning but also about the development of society in general (Kranti, 2017).
5. Curriculum development provides the opportunity to plan, implement and evaluate different contents and materials that will be useful for the overall learning of the students.

Since one of the major goals of teaching and learning is comprehensibility, it is instructive to use tools and techniques that would encourage learners to learn meaningfully and purposefully.

## PROJECT ARTIFACTS (IMAGE)

This project focuses on the underprivileged children in Nigeria who have been deprived of the needed English skills that could make them better people in life.

Picture: An outreach to the less privileged by our team.



ACTUAL PROJECT:  
CONTENT/SCOPE &  
SEQUENCE OF THE  
ESL CURRICULUM

MOVE TO THE CURRICULUM  
PAGE FOR THE CONTENT

[https://docs.google.com/document/d/1DPbzbG6yArw1fA3KsYFKUsgr2hllALp\\_iD2EMUTQ8/edit?usp=sharing](https://docs.google.com/document/d/1DPbzbG6yArw1fA3KsYFKUsgr2hllALp_iD2EMUTQ8/edit?usp=sharing)

LESSON  
PLAN/NOTES AND  
MATERIALS.

MOVE TO THE CURRICULUM PAGE  
FOR LESSON PLAN/NOTES AND  
MATERIALS.

[https://docs.google.com/document/d/1DPbzbG6yArw1fA3KsYFKUsgr2hllALp\\_iD2EMUTQ8/edit?usp=sharing](https://docs.google.com/document/d/1DPbzbG6yArw1fA3KsYFKUsgr2hllALp_iD2EMUTQ8/edit?usp=sharing)

## A REFLECTION ON MY KEY LEARNINGS

## A REFLECTION ON MY KEY LEARNINGS

### 1. Flexible and dynamic tools and techniques.

There are different tools that make lessons more comprehensible.

- Students don't always learn the same way since there are multiple factors that influence learning. So, tools and techniques like classroom discourse, pairing and grouping of students, and visuals are quite helpful to students.
- A well planned lesson warm-up has the potential to reduce learners' anxiety and help them focus in class. (It helps them to learn from a familiar point of view.)

2. **Second language acquisition variables.** Age has a great impact on the acquisition of a second language. Adults can learn a new language as much as toddlers. There are multiple factors that influence language acquisition.

3. **The use of comprehensible input.** Second language acquisition is not easily achieved when learners memorize vocabulary words. Learners learn differently when they are exposed to authentic materials. **Communicative competence vs linguistic competence.**

Example: The content based model develops students to solve other non-linguistic challenges.

It allows teacher/peer interactions.

The input-based approach also helps to reduce learners' anxiety.

4. **Poverty and language acquisition of children.** A good population of children in Sub-Saharan Africa are denied of the basic skills needed for education as a result of poverty. They lack the motivation for education since they think of what to eat first.

Children's poor environments prevent them from being exposed to higher quantity and quality language learning environments.

No learning materials like toys, gestures, or electronic tools.

## CONCLUSION

My work on this ESL curriculum has further exposed me to various second language acquisition theories, techniques and strategies that would make learning more effective and fun for learners.

It has equally developed my interest in curriculum development especially by using the most authentic tools and standards that would relate to learners' backgrounds and language needs.

There is no doubt that there is room for more research in the fields of poverty and second language acquisition as more techniques continue to evolve, and technology continues to influence our world across different fields.

## QUESTIONS FROM COLLEAGUES, INSTRUCTOR.

Thank you for listening!

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