

## ΑΣΕΠ ΕΚΠΑΙΔΕΥΤΙΚΩΝ 2009

### ΚΛΑΔΟΣ: ΠΕ 06 Αγγλικής Φιλολογίας

#### ΑΠΑΝΤΗΣΕΙΣ ΣΤΑ ΕΡΩΤΗΜΑΤΑ ΕΙΔΙΚΗΣ ΔΙΔΑΚΤΙΚΗΣ

##### Ερώτημα 1<sup>ο</sup>

##### A)

##### **Explicitness**

The lesson plan is explicit enough as far as the activities themselves are concerned. The rubrics are clearly stated and the students know exactly what they have to do.

It is not explicit, though, when it comes to the objectives/interaction/time allotted/feedback of the activities. Actually, if it were to serve as a guide for a substitute teacher or even a state school advisor, who wishes to have an idea/ form an opinion of a teacher's lesson, it doesn't read enlightening. There's important information missing concerning the class profile and the method used as well as the purpose for Activities 1 & 2. If a purpose is not provided for the students to conduct all the discussions, they will consider it as "free time" activity and it will probably end up as just noise from their discussions and time will be wasted till they're made to go on with Activity 3. Besides, it is not very clear/explicit how/in what way the students are going to "share their findings" or the reason why or what the outcome of this sharing will be. It is also hard to find a purpose for Activity 6, unless it is somehow adjusted, and the same applies to the second part of Activity 7: what kind of questions should the students ask? Who would these questions be addressed to? What for? In conclusion, this is not an explicit lesson plan, but mostly the worksheet to be handed out to the students.

##### **Organisation**

Unfortunately, the LP seems to lack organization. The activities should be graded according to their degree of difficulty starting from the easier/less demanding and gradually moving to the more demanding ones, while they just alternate regardless of this parameter. There are many activities for a 45-minute lesson and some of them are time demanding. The way the activities are planned/ organized does not leave much room for weak students to interact and shows that the teacher does not cater for weak students. In

Activity 1, for example, weak students are not very probable to use the target language (TL) and the same applies to Activity 2, when students are encouraged to interact with several partners on several topics.

Activity 3 starts as individual work and then shifts to pair work, but for Activities 4, 5 & 6 there's no information either on interaction or feedback. Activities 5 & 6 read less demanding than the previous ones, esp. activity 6, which will be simply copied from the text.

Last but not least comes the issue of time concerning the organization of the LP. The teaching hour/lesson lasts 45 minutes. We already know that Activity 8 is allotted 10 minutes plus the extra time the students will need to correct their partner's paper, so the teacher is left with about half an hour. Time is a major problem/challenge in this LP, if we are to deal with all activities.

### **Coherence, Range and Variety of Activities**

There's a fair range and variety of activities which integrate all 4 skills; Speaking (Activities 1-2-3), Reading (Activities 4-5-6), Writing (Activity 8 - and Reading Activity 7). Listening is practised only through oral interaction as well as Mediation, when the students share with other students the information they have collected.

The LP is characterized by coherence as well. The text and the activities relate to the theme of 'Family and Connectedness', which is also relevant to students' real-life situations and interests. Exchanging ideas based on their experiences, in Activities 1&2 and writing about them, in Activity 8, would certainly add more coherence to the LP.

### **Layout**

The typical layout of a Lesson Plan should consist of a grid with all the essential information about the lesson explicitly included as follows<sup>1</sup>:

Information on Class profile

Class: 2<sup>nd</sup> Grade Senior High School/Lykeion

Age: 16-17 yrs old

Level: Upper-Intermediate

Number of students: 25

Length: 45 minutes

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<sup>1</sup> The present LP includes some of the adaptations suggested in Question 2Aii.

Introduction: [A brief reference should be made to the method to be used and why, the prerequisites on the students' part and the extra teaching materials/aids i.e. in this case, the dictionaries for Activity 7 or the lesson taking place in the school's computer lab]

STAGE	ACTIVITIES/ PROCEDURE	OBJECTIVES	INTER- ACTION	TIME	TEACHING MATERIAL /AIDS
Pre- Reading	Activity 1	<ul style="list-style-type: none"> <li>• Activate Schemata through Discussion/Speaking</li> </ul>	S-S, S-S, S-S	4 mins	Handout/ Paper/ Pen
	Activity 2	<ul style="list-style-type: none"> <li>• Offer practice in note taking</li> <li>• indirectly elicit/remind relevant Vocabulary by creating a need for it</li> </ul>	S-S, S-S, S-S	4 mins	Handout/ Paper/ Pen
	Activity 3		Individual, Pair work	2 mins	Handout
While- Reading	Activity 4	<ul style="list-style-type: none"> <li>• To provide students practice in locating information through scanning a text</li> <li>• To provide students practice in making inferences based on key-words</li> </ul>	Pair work	2 mins (guesses) + 5 mins (text scanning to check choices)	Handout
	Activity 5	<ul style="list-style-type: none"> <li>• To enrich/extend students' vocabulary</li> </ul>	Individual, Pair work	2 mins	Handout
	Activity 6	<ul style="list-style-type: none"> <li>• To develop students' awareness of sentence structure</li> </ul>	Individual, Pair work	2 mins + 4 mins (check answers to both Activities 5&6)	Handout
Post- Reading	Activity 8	<ul style="list-style-type: none"> <li>• To offer students practice in writing</li> </ul>	Individual/ Pair work	10 mins (writing) + 5 mins (correcting)	Paper/Pen

Homework	Activity 7	<ul style="list-style-type: none"> <li>To enrich/extend students' vocabulary</li> <li>To develop students' awareness of sentence structure</li> <li>To offer students practice in writing</li> </ul>	Individual work	3 mins	Dictionaries/ Computer
Teacher rounds off lesson				2 mins	
Anticipated Problems	<ul style="list-style-type: none"> <li>Time not being enough</li> <li>Dictionaries not being enough for all students for Activity 7</li> <li>Computer Lab not being available</li> </ul>		Activity 7 assigned as Homework		

## B)

### Aims, Objectives and Timing

#### Aims

To offer students practice in all skills through an integrated lesson

#### Objectives

- To activate students' schemata through discussion/speaking
- To remind of/ elicit relevant Vocabulary by creating a need
- To provide students practice in locating information through scanning a text
- To provide students practice in inferring information based on key-words, such as the title of a text
- To enrich/extend students' vocabulary

#### Timing

Activity 1: 4 minutes

Activity 2: 4 minutes

} The students will have to talk to at least 2-3 of their classmates

Activity 3: 2 minutes

Activity 4: 2 minutes for their guesses and 5 more minutes to scan the text and check their choices

Activity 5: 2 minutes

Activity 6: 2 minutes plus 4 more minutes to check answers in both activities

Activity 7: 'sacrificed' due to lack of time; assigned as Homework, 3 minutes

Activity 8: 10 minutes to write the paragraph plus 5 more minutes for the correction

2 minutes for the teacher to bring the lesson to pleasing round off reminding of the most important points

## Ερώτημα 2<sup>ο</sup>

### A)

The information on the profile of a potential class is given in the LP above.

- i. There's no need for any of the Activities to be rejected, as they all read interesting; some would need to be adapted so as to be more effective, though.
- ii. Activity 1 encourages students to talk about family. The instructions here could have been more specific and the topic narrowed and somehow more related to the text and Activity 8. For example, the topic of discussion could be narrowed to "Family Communication". Then, transition from Activity 1 to Activity 2 would be smooth, as most of the topics for discussion in Activity 2 relate both to the one in Activity 1 and to that in Activity 8. Moreover, there should be a change to the kind of interaction so that weak students are also helped. In Activity 1 interaction should be between the teacher and the students/class (T-C). The teacher brainstorms students for ideas, asks questions in order to elicit/remind of relevant Vocabulary. Activity 2 would be more effective as group work; students discuss and take down notes to use for their writing in Activity 8. The ideas and opinions discussed/exchanged and the vocabulary used would provide smooth transition to Activity 4, when students are asked to make inferences based on the title of the text and read some more ideas/opinions related to the topics of their discussions, which they can also use for Activity 8. After the students are asked to do Activity 4, what should follow would be to ask them to read the text and check whether their answers were correct or not, thus practicing their scanning techniques. Moreover, they could be asked to explain their choices: what helped them to choose, thus, helping them develop their metacognitive strategies. Activity 6 reads interesting; yet, it seems to lack creativity on the part of the students. In order to make it more effective, the teacher could adjust it as follows: a) the students are divided into mixed ability groups b) they are only given one column (it could be the same for all groups or give the left column to half the groups and the right to the rest) and are asked to brainstorm and fill in the empty column with their own phrases c) the students are asked to choose 5 of the phrases they have formed and write sentences. 5 sentences should be more than enough, otherwise, time may not suffice. The groups read out their phrases and sentences and mistakes are commented and corrected on the spot. Activity 7 could be assigned as homework and further discussed/dealt with during the next session, as it is demanding and needs extra teaching material, which may not be readily available in class, unless the teacher has asked the students to bring dictionaries with them or the lesson takes

place in the school's computer lab. Even so, it is time-consuming. The students could conduct the research at home; in class they could share their findings and also work in groups and either assume roles or simulate situations. This way, they would have a reason to ask questions and relate their findings to real-life situations. Weak students would also feel safe within a group and work more efficiently. Actually, Activity 7 is a really good activity for a mini-project. Activity 7, along with Activity 8, provides smooth transition for the next lesson. As for Activity 8, the students are asked to correct their partner's paper in what terms? Are they supposed to correct Language in terms of Spelling? Vocabulary? Grammar? Syntax? Or Writing in terms of Organisation? Content? Cohesion and Coherence? Peer correction should be carefully used as the mocking element is a danger that lurks. Besides, there are some speculations: are all the students proficient enough/capable to 'correct' another student's written work? Has this been practiced in class before? What about weak students? Are they able to do so? Shouldn't the teacher be careful not to embarrass them?

What can be done, though, is one of the following: a) the teacher assigns Activity 8, either as pair or individual work, to be done in class, b) the teacher assigns the activity as homework. In both cases the teacher collects the students' written work/paragraphs, diagnoses mistakes and gives them back in the next session. Then in pairs, the students correct their mistakes. In case of difficulty, they ask for the teacher's help.

## **B)**

i. The activity would be as follows:

"Based on both the text and the information you have collected/your findings from Activities 1, 2 and 3, write an article to be published in the school newspaper or magazine on the communication possibilities offered by the New Technologies as they are realized through the Internet and the mobile phones."

The intended audience will be the students of the school as well as the teachers. The genre the article will be written in, will be the expository one, as students will provide information and explanations/examples.

ii. Before the students are assigned the activity, they must have been exposed to and also given practice in different writing genres as well as in article writing. This is a prerequisite. For this particular lesson, Activities 1, 2 & 3 provide a good chance for the preparation of the students on the topic. Since article writing is our case, the students would also be given instructions/be reminded of the steps to article writing:

- a. They choose the topic (in this case it is given to them)
- b. Write down the key words
- c. Create an outline which should include a title/introduction/body/conclusion
- d. They decide on a writing style (Informal in this case since the article is intended for other students to read)

The students are reminded that the title should include the key words of the introduction, which should briefly refer to the topic to be discussed in the body. They are to provide examples to support their arguments as well. Finally, they conclude their article by reminding the reader of the main points/stating their views/encouraging readers to take action etc.

ΕΚΠΑΙΔΕΥΤΙΚΟΣ ΟΡΓΑΝΙΣΜΟΣ Γ. ΚΑΡΩΤΗ