

Lesson Planning and the use of ICT Resources

*an important balance* Bennett (2006) maintains that “clear planning is the first requirement to a successful lesson” whilst recognising that “planning should be subject to negotiation and discussion.” The latter assertion, which emphasises the evaluative aspect of planning, is not only essential from the point of view of the planner but also from that of other peers and colleagues. From personal experience, evaluating my work with experienced professionals has allowed me to discuss the positive elements and potential areas for improvement and reflect upon my newly acquired skills.

A primary consideration when applying these skills is reiterated by Deane (137:2002) who claims that “...there is more to teaching than your own lessons in isolation.” In many ways, in terms of the methodology and numerous frameworks proposed by educational theorists and behavioural psychologists, Deane’s statement is accurate: the process of lesson planning constitutes more than just one side of paper summarising the activities that a teacher has prepared for their class. From a personal perspective, I have found these views invaluable when preparing my own lesson plan, as they have heightened my awareness of the rudiments of the process and have helped me to ensure that the knowledge I impart not only forms its own intellectual whole within the lesson but also contributes to the medium and long-term learning of the students. As a result, in my role as a trainee teacher not yet fully qualified to teach sequences of lessons, I was conscious of not producing a ‘one-off’ lesson that, according to Wringe (13:1994), does not build on students’ previously acquired knowledge and may hamper their ability to achieve a specified goal.

Pre-lesson considerations aside, the planning process tends to begin with an examination of the learning context within which the topic appears and how it will exploit previously acquired knowledge within the scheme of work. In this particular case, the topic in question is ‘nationality’ which is taught in conjunction with descriptions of yourself and others (e.g. name, age, character, daily routine). Therefore, the lesson I have prepared builds on prior knowledge of adjectival agreement with the semantic agent of the verb phrase and the use of *ser*. Deane and Tumber (148:2002) believe this to be imperative to lesson planning in all subjects and highlight the importance of relating one or a short sequence of lessons in the short-term, to the development of a topic over a number of lessons in the medium-term and its relation to the scheme of work over the long-term. By acknowledging each stage of this tripartite hierarchy, it enables both student and teacher to progress towards a commonly recognised goal: that is, a reasonable level of fluency in each of the four attainment targets (ATs)

Furthermore, I have learnt from colleagues and training that it is imperative that the lesson is placed within the context of the statutory curricula prescribed by the national governing bodies for education: in this case, the *Framework for Teaching MFL: Years 7, 8 and 9*. The framework, according to Osborne (2004), “...places emphasis on effective lesson design, with a focus on expanding a teacher’s

repertoire of strategies” thus allowing them to focus and apply the best pedagogic approaches for their intended learning: that is, direct (acquisition of new knowledge or skills), inductive (development of concept or process) or exploratory (use, consolidation and refining of skills and understanding) approaches. Traditionally, MFL has favoured a direct approach where there is a whole-class/teacher input typically with individual or group follow-up work. My lesson plan exhibits qualities of an exploratory approach in the starter, as it requires students to use strategies (such as looking for cognates) to deduce the meaning of certain lexical items. The main body of the lesson is more exploratory; the concepts of adjectival agreement and variable morphology have been ‘launched’ in previous lessons and I intend to ‘reinforce’ and extend this knowledge by drawing attention to the fact that ‘nationalities’ are also adjectives, which function in the same way in terms of gender agreement. The extension arises when students, through exploration, realise that not all adjectives end in ‘-o’ or ‘-a’ but some end in ‘-és’ e.g. *inglés* vs. *divertido*.

And do pupils respond well to seeing language as something you explore or investigate?

With the context in mind, it is possible to begin with the setting of clear and concise objectives. There has been much debate surrounding the theory of objectives from both educationalists and behaviourist psychologists but Tyler’s ‘rational’ model (1949) has prevailed due to the explicit link it makes between the pre-specification of learning objectives and the testing of performance (Kelly, 1989:11). However, McDonald-Ross (12:1995) has been extremely critical of Tyler’s model, as he claims that the setting of objectives is arbitrary implying that objectives can simply be ‘invented’: for the student teacher, this is irrational. I agree with Kelly in that the evaluative function of objectives allows me as student teacher to reflect on my progress and, as Capel *et al.* (2005) stress, it allows both parties to assess their completion of the objective. Additionally, Capel *et al.* believe that objectives can vary in length but those presented to students should not extend to more than half a sentence and, in terms of quantity, a teacher should give not more than three objectives to students. As a result, I have created two short objectives that are both interrelated and constructed around the introductory phrase ‘students will be able to...’ thus avoiding the use of vague terminology such as ‘understand’ and ‘learn’ in favour of the more specific ‘state’ and ‘recognise.’ As a result, I feel that I could present these objectives to a class and they would understand the aims of the lesson.

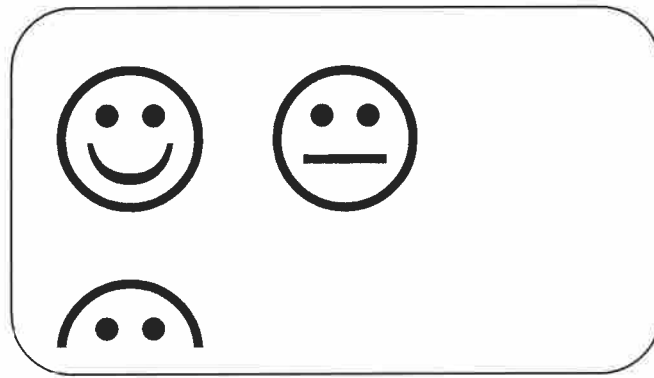
perhaps the argument would not be about how they are used? or do we need to be overt about them?

Whilst studying the various theories of lesson planning, a point which is reiterated constantly is the distinction between objectives and learning outcomes and how these, in turn, relate to the possibility of ongoing assessment. A learning outcome is often described as secondary to objectives because they describe how the latter will be achieved (Marland, 2002). In the MFL classroom, the teacher can plan their learning outcomes to include activities which are presented through the ATs. Davitt (140:2002) believes that a teacher is more likely to achieve their learning objectives if they endeavour to deliver lessons which exhibit variety and diversity in learning. As a result, I have included reading and response, speaking and writing activities in the lesson. Informed by my early observations of MFL classes, it seems unlikely that every lesson can include all four ATs especially if the principal focus is

grammatical. Furthermore, I have discovered that most teachers prefer to set writing or reading tasks for homework, as they aid students in their consolidation and reinforcement of the listening and speaking activities explored in the lesson. Therefore, I have proposed that students undertake a writing task for homework after completing a listening and reading activity in class.

good use of your own observations to date

The learning outcomes of a lesson also have a secondary function, especially in MFL, in paving the way for fulfilment of the learning objectives: that is, they provide opportunities for assessment. In recent years, assessment has been at the forefront of educational research and the role it plays in student progress. Black *et al.* (3:1992) believe that “enhanced formative assessment would produce gains in pupil achievement” so that students may reflect upon their own performance. In addition, they advocate the use of peer-marking because students may accept, from one another, criticisms of their work, which they would not take seriously if made by their teacher. Therefore, I have given the students an opportunity to peer mark in my lesson when looking correcting the listening activity and discussing the answers with their partner. In addition, I have allowed students to assess their own understanding of the listening exercise by putting a symbol under their work (Graphic 1)



How does this affect pupil motivation - can it work for all classes?

Graphic 1

Finally, Black *et al.* suggest that summative assessment can be used formatively; for example, after completing their planned homework for this lesson they could write a comment in their exercise books stating which topic in the first module they found interesting, the one they thought they had mastered, and the one they found the most difficult. Thus students take an active role in their learning.

good

Apart from assessment, the other essential elements to a lesson plan are the starter and plenary. According to the National Strategy (2002:165) starters are “about purposeful, whole-class, interactive teaching which involves all pupils.” The first part of the starter sets the tone for the main body of the lesson, motivates pupils and establishes the teacher’s authority as well as acting as a brief recapitulation of the previous lesson especially if it feeds directly into the rationale of the current lesson and the scheme of work as a whole. The second part of the starter may perhaps focus on an initial warm-up activity cunningly placed exploit the point of the lesson where students’ concentration levels are at their highest. The starter I envisaged for my lesson encourages students to explore the topic by looking for cognate words of related meaning. Based on my observations of other starters, it displays the characteristics of a good starter: pace, challenging, interactive and inciting curiosity.

So a for one in a short end of time

Alternatively, a plenary helps the pupil to crystallise, understand and remember what they have learned and refer back to the objectives of the lesson. I have decided to introduce a game which requires the students to state their nationality and country of origin as well as recognise that adjectival morphology varies in the masculine and feminine. Although the activity is interactive it still recalls all the skills and knowledge students should have acquired during the lesson.

Finally, we turn to the issue of differentiation. I have approached this theme from numerous angles according to the fundamental principles underpinning differentiation summarised by Holmes (2002: 214). Firstly, all pupils are different and learn in different ways so I have consciously included a mixture of visual, auditory and kinaesthetic activities to cater for all learning styles. Secondly, all pupils are capable of learning; nevertheless, all pupils have different rates of progress. Consequently, I have opted for a learning structure which displays what 'all', 'most' and 'some' students will be able to achieve by the end of the lesson. Upon reflection, I feel that I should further differentiate the homework task in the same way as the lesson has been differentiated. The fundamental reason for this is that for some students using all the knowledge and skills acquired in the previous five lessons might be quite a challenge. Equally, other students may complete it with ease. As a result, I decided to produce a homework sheet with a number of cues to help students structure their piece of work (Appendix 2).

*excellent idea, especially important to support h/w as no teacher to help.*

Finally, before providing any conclusions, I think it is important to point out the inclusion of key skills in my lesson plan. The element of ICT is salient throughout with the students' interaction with the Interactive Whiteboard. The element of literacy (for example, the use of capital letters for nationalities in English as opposed to Spanish) is also present in the lesson. Elements of numeracy are not exploited in this lesson; however, I would have to be conscious of readdressing this balance in my lesson planning for future classes.

In conclusion, although I have not had the opportunity to teach this lesson, based on my observations and conversations with colleagues, I believe that I have produced a comprehensive lesson plan with attainable objectives. However, I do accept that I will be unable to judge the full effectiveness of this lesson until I have the opportunity to teach it. Additionally, both Marland and Capel *et al.* highlight the unpredictability of school classes and agree that it is important to be flexible when lesson planning. Therefore, I have to accept that although I may perceive my lesson plan to be comprehensive, there are many occasions when classes may be interrupted by situations beyond the control of the teacher. Therefore, it also seems that experience goes hand-in-hand with good planning.

**Word Count: 2000**

*A really good piece Craig, that shows every element of planning for success, except as you correctly say at the end, predicting the pupils! If you do ever teach this lesson bear all this in mind!*

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|                                  |                                  |                         |                            |                    |
|----------------------------------|----------------------------------|-------------------------|----------------------------|--------------------|
| <b>Teacher:</b><br>Craig Neville | <b>Subject:</b><br>Spanish       | <b>Date:</b><br>5/10/07 | <b>Period:</b><br>Period 3 |                    |
| <b>Class:</b><br>8WR (D206)      | <b>Ability:</b><br>Mixed Ability | <b>Number</b><br>27     | <b>Boys</b><br>14          | <b>Girls</b><br>13 |

### Context of the lesson

**Previous Learning:** Personal Information, descriptions and daily routine.

**Reinforcement:** Builds on prior knowledge of adjective agreement in *Unidad 3: Las estrellas*

**Framework Objectives:** Lesson launches

- **8S8:** Using high-frequency words and punctuation clues
- **8T3:** language and text types
- **8T5:** writing continuous text

### Preparation in advance of the lesson

- Ensure compatibility of PowerPoint presentation with SmartBoard in D206
- Set cassette tape for *Mira! 2* to *Exercise 1, Page 14*
- Photocopy 15 copies of sheet with table on that has gaps

### Learning Objectives

*Students will be able to:*

- State their and others nationality and country of origin
- Recognise that adjectives of nationality require agreement

**NC  
Ref**

**1a  
3c**

### Learning Outcomes

- **AT1/3** – recognise nationalities in a listening comprehension exercise of short exchanges.
- **AT2/2** – having a short conversation enquiring into somebody's nationality
- **AT4/2-4** – write an extended piece of writing covering a number of topic areas as a *resumen* of the module.




### Planning for difference

- All students will be able to state their own nationality and recognise the nationalities of others.
- Most students will be able to state the nationalities of other people in the 3<sup>rd</sup> person with adjectival agreement
- Some students will recognise the variation in acute accent usage with masculine and feminine forms in, for example, *galés* vs. *galesa*

SEN students require extra homework sheet to help them write about themselves (James, Jordan)

### Homework

Using the *resumen* section on the bottom right of page 15, write a short paragraph including all the points and using the structures and vocabulary learnt over the previous lessons on *módulo 1* including nationality.

| Activities |                                    |   |   |
|------------|------------------------------------|---|---|
|            | Time                               | Teacher activities  | Pupil Activities  |
| Starter    | -1<br><br>0<br><br>2               | Write objectives, title 'la nacionalidad', the date and 'en clase' on the board.<br><br>Prepare PowerPoint slideshow with Slide 1 and activate the interactive whiteboard.<br><br>Invite students into the classroom and greet them in Spanish  | Students should come in, settle and write the title, date, and objective into their exercise books.   |
|            | 5<br><br><br><br><br><br><br><br>8 | <p><b>Slide One:</b></p>  <p><i>Distribute table to the students with nationalities and countries whilst they are completing starter</i></p> <p>Invite a student from each group to join a city and nationality together.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>- Londres &amp; inglés</li> <li>- Nueva York &amp; estadounidense</li> <li>- Barcelona &amp; español</li> <li>- Edinburgo &amp; escocés</li> </ul> | <p>Ask the students:<br/>Q: ¿cómo se dice 'la nacionalidad' en inglés?</p> <p><i>NB indicate that 'nacionalidad' has a cognate in English i.e. nationality</i></p> <p><b>Group Work</b><br/>Students have 1 minute (length of Mission Impossible Music) to match the words together on slide 1. Explain that they are <i>cities</i> and <i>nationalities</i> and that most have English cognates. Encourage students to use a process of elimination for more difficult words.</p> <p>Students should use the interactive whiteboard pen to join city and nationality</p> <p><b>Extra:</b> ask students to make any observations about the nationalities. They are all written with a lower-case letter as opposed to the English e.g. <i>inglés</i> vs. <i>English</i></p> |
| Main       | 10                                 | <p><b>Slide 2:</b> Introduce <i>Bobe Esponja</i> to class as our guide</p>  <p><b>Slide 3:</b> <i>Bobe</i> introduces himself with <i>Soy de Inglaterra</i> and <i>Soy inglés</i></p>  <p>Highlight the <i>soy de</i> + <i>country</i> and <i>soy</i> + <i>nationality</i> and write it on the board.</p>   | <p><b>EyR:</b> 'Bobe Esponja'</p> <p>Students should write this rule into their exercise books</p>  |

**Slide 4:** *¡Y mis amigos!*



**Slides 5-12:** People, nationalities and countries which correspond to ex 1 pg 12 (*¡Mira! 1*)

**20 Slide 13:** Nacionalidad y 'gender'



**25 Slide 14:** Recording of Nationalities



*Whilst students are completing the exercise below ensure that the cassette tape is prepared*

**35 AT 1 Listening:** 'tornad a la página 14. Ejercicio 1.' Explain exercise to students. Play through once and then repeat with pauses.

Students come to the board and choose points on the map which will then introduce us to Bobe's friends.

Students should listen and repeat the nationalities

Q: 'Have you noticed any patterns or rules in the Spanish words for different nationalities?'

Q: 'Which forms of the adjective are masculine and which are feminine?'

Students are likely to recognise feminine forms ending in *-a*; explain that although masculine is normally denoted by *'-o'* some nationalities are denoted by *-és*.

Students should fill in the table that has been distributed with the correct masculine and feminine forms. Most students should realise that those ending in *-és* or *-o* are masculine and those ending in *-a* are feminine.


**EXTRA:** some will notice a pattern from masculine > feminine with the loss of the accent (*ingles>inglesa*)

Tell students now to pretend that they are another nationality. Students stand up and ask 3 other people (1 minute per person) in the class the same question.

Ask the students to read out their findings following the pattern *Julie es española*.

Students should write 1-10 in their exercise books to complete exercise. Form marking, students should swop books and then their 'peer-partner' write a short comment by their score in Spanish such as 'muy bien' or 'excelente' depending on the score.



|         |  |   |   |
|---------|--|---|---|
| Plenary | <p><b>45</b></p> <p><b>55</b></p> <p><b>60</b></p> | <p><b>Slide 15: ¿Cuál es tu nacionalidad?</b></p>  <p><b>AT 2 Speaking:</b> Tell students to write 4 nationalities in the back of their exercise books</p> <p><b>Slide 6:</b> Speaking Exercise: <i>¿Cuál es tu nacionalidad?</i></p> <p><b>At 4 Deberes:</b> (Write on board): Write half a page about yourself using all the vocabulary from <i>módulo 1</i>. Give out help sheet to James, Jordan, Charlie and Ollie which they can write on.</p> | <p>In pairs, students must guess their partners nationalities by using the following structure:</p> <p><i>Girl: ¿eres español?</i><br/> <i>Boy: No, no soy español. ¿Eres mexicana?</i><br/> <i>Girl: Sí, soy mexicana.</i></p> <p>Students write homework in planners</p> <p>Students pack away and leave giving me their nationality and country (<i>Soy ingles/inglesa, Soy de Inglaterra</i>) on the way out and showing their homework written in their planner.</p> |
|---------|--|---|---|

**Assessment**

- Peer assessment in class with marking of listening exercise.
- Listening exercise is (AT1/NC 3)
- Writing Homework is NC 2-4 based on information they include (AT4/NC 2-4)

**Self Evaluation: This should be completed after each lesson and should refer to the learning which took place.**

**Notes/reminders for next lesson:**

Rellena los huecos:

| El País            | Nacionalidad: masculino | Nacionalidad: femenino |
|--------------------|-------------------------|------------------------|
| Inglaterra         |                         | inglesa                |
| Irlanda            | irlandés                |                        |
|                    |                         | española               |
| El País de Galés   |                         |                        |
| México             | mexicano                |                        |
| Chile              |                         | chilena                |
|                    | argentino               |                        |
| Los Estados Unidos | estadounidense          |                        |



Rellena los huecos:

| El País            | Nacionalidad: masculino | Nacionalidad: femenino |
|--------------------|-------------------------|------------------------|
| Inglaterra         |                         | inglesa                |
| Irlanda            | irlandés                |                        |
|                    |                         | española               |
| El País de Galés   |                         |                        |
| México             | mexicano                |                        |
| Chile              |                         | chilena                |
|                    | argentino               |                        |
| Los Estados Unidos | estadounidense          |                        |



Rellena los huecos:

| El País            | Nacionalidad: masculino | Nacionalidad: femenino |
|--------------------|-------------------------|------------------------|
| Inglaterra         |                         | inglesa                |
| Irlanda            | irlandés                |                        |
|                    |                         | española               |
| El País de Galés   |                         |                        |
| México             | mexicano                |                        |
| Chile              |                         | chilena                |
|                    | argentino               |                        |
| Los Estados Unidos | estadounidense          |                        |

**Personal Information:**

**Name:** Me llamo...

**Age:** Tengo...años

**Where you live:** Vivo en...cerca de...en el noreste/sureste/suroeste/noroeste de Inglaterra

**Hair Colour:** Tengo el pelo...

**Eye Colour:** Tengo los ojos...

**Country:** Soy de Inglaterra

**Nationality:** Soy inglés

**Family:**

Mi padre/madre/hermano/hermana/hermanastro/hermanastra/abuelo/abuela/ tío/tía

**Age:** Tiene...años

**Hair Colour:** Tiene el pelo (rojo)...

**Eye Colour:** Tiene los ojos (azules)...

**Personality:** Es...(divertido, serio, generoso, hablador etc.)

**Daily Routine:**

Me despierto

Me levanto

Me visto

Desayuno

Como

Voy al colegio

Vuelvo a casa

Almuerzo

Me acuesto

} a las... (time)

**Personal Information:**

**Name:** Me llamo...

**Age:** Tengo...años

**Where you live:** Vivo en...cerca de...en el noreste/sureste/suroeste/noroeste de Inglaterra

**Hair Colour:** Tengo el pelo...

**Eye Colour:** Tengo los ojos...

**Country:** Soy de Inglaterra

**Nationality:** Soy inglés

**Family:**

Mi padre/madre/hermano/hermana/hermanastro/hermanastra/abuelo/abuela/ tío/tía

**Age:** Tiene...años

**Hair Colour:** Tiene el pelo (rojo)...

**Eye Colour:** Tiene los ojos (azules)...

**Personality:** Es...(divertido, serio, generoso, hablador etc.)

**Daily Routine:**

Me despierto

Me levanto

Me visto

Desayuno

Como

Voy al colegio

Vuelvo a casa

Almuerzo

Me acuesto

} a las... (time)





Nacionalidad y 'gender' EL FIN

¿Cuál es la forma y género del sustantivo?

| el país          | sustantivo     | el/la persona  |
|------------------|----------------|----------------|
| Inglaterra       | inglés         | inglés         |
| Francia          | francés        | francés        |
| El País de Gales | galés          | galesa         |
| México           | mexicano       | mexicana       |
| Chile            | chileno        | chilena        |
| Estados Unidos   | estadounidense | estadounidense |

¡Ojo! There is one irregular, which does not change

¡Qué útil es este juego para ver cómo funcionan las palabras en español! Write a note for each of your previous tasks.

