

# **TEACHING PRACTICE**

**Trinity DipTESOL**

**Assessed Lesson  
August 24, 2011**

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**Class Summary:**

| Level                | Number of learners            | Age range | Mother tongues   | Strongest learners          | Weakest learners            |
|----------------------|-------------------------------|-----------|--|-----------------------------|-----------------------------|
| Intermediate (A1-B2) | originally 22, 10-16 expected | 18-50     | Spanish, Catalan, South American Spanish, Brazilian Portuguese | (names deleted for privacy) | (names deleted for privacy) |

**Lesson Summary:**

| Communicative aim   | Grammatical aims                                  | Skills aims  | Lexical aims  | Phonological aims  | Professional aims  | Timetable fit   |
|---|---|--|---|--|--|---|
| Close information gap in a job interview simulation, and respond authentically to questions about personal strengths and weaknesses | Review question forms to prepare for an interview | speak freely in response to questions, ask for information | use adjectives describing personal traits related to job skills | practice word stress in adjectives used to describe yourself | challenge learners by presenting partial information in the error correction feedback slots; give clear instructions | Third session in a week dedicated to job applications |

| Activity  | Aims  | Timing | Interaction                       | Learner style         |
|---|---|--------|-----------------------------------|-----------------------|
| Describe yourself.<br>Activity 1: Teacher writes on the board:<br>“What makes you a good employee? Complete the sentence: I am _____.”<br>Example: “I am very focused. I know what I have to do.”<br>Talk to a friend, then say in plenary. | <b>Skills aim</b> , activate student language | 3      | plenary                           | interpersonal         |
| Task: What is true for you? Choose five adjectives to complete the sentence “I’m very _____.”   | <b>Lexical aim</b>                            | 5      | st-st pairwork; report to plenary | interpersonal         |
| Task: What exactly do these words mean? Match the words and their definitions. Work with two partners.<br>Match adjectives with definitions.  | <b>Lexical aim</b>                            | 7      | st-st group; report to plenary    | interpersonal, visual |
| Checking, responding to questions   |   | 3      |                                   |                       |

|   |  |  |                                       |                              |
|---|--|--|---------------------------------------|------------------------------|
| Task: "Now make three statements about yourself". Learners discuss and write down.<br>Teacher calls on individuals.   | <b>Lexical aim, preparation for skills aim</b>   | 5  | individual and group, report to group | intrapersonal, interpersonal |
| Checking and feedback   | Lexical aim  | 2  |                                       |                              |
| Pronunciation drill of the individual words, standing up, supported by visuals  | <b>Phonological aim</b><br>to drill pronunciation  | 5  | t-std                                 | auditive, kinesthetic        |
| Preparation for communicative aim Who asks these questions: the <b>employer</b> or the <b>candidate</b> ?<br>Students read, discuss, decide<br>answers are shown/ checked   | <b>Communicative aim</b>   | 4<br><br>1                                     | group                                 |                              |
| Students reconstruct questions from prompts   | <b>Grammatical aim</b>   | 5  | plenary                               |                              |
| Simulation:<br>Employers interview candidates.<br>Teacher puts chairs in facing rows. Gives instructions first to candidates. Concept checks instructions. "What do you have to write down now? When can you start the interview?"<br>Then Teacher instructs the interviewers and concept checks instructions.<br>Candidates play themselves, employers try to answer their question at the end based on the information on their sheets.<br>Change positions | <b>Communicative aim</b><br>pretask introduction:<br><br>preparation:<br><br>interview 1:<br><br>Feedback:<br><br>interview 2:<br><br>Feedback | 3<br><br>2<br><br>5<br><br>2<br><br>5<br><br>2 |                                       |                              |
| Tip before closing: Link tip for self-study: Free online course for job interviews that I worked on at the University of Munich. Register as a user.<br><a href="http://www.jobline.lmu.de/">http://www.jobline.lmu.de/</a>   |  | 1  |                                       |                              |

### Communicative aims

Learners are going to conduct a mock interview in which they answer questions about their strengths and weaknesses, and ask the interviewer questions about the job. Both roles in the scenario will be played by all participants.

### Skills aim

To carry out the communicative activity, students will need to ask questions like:

Candidate:

Can you tell me a little about the job?  
How much holiday do I get?  
How much holiday does the job include?  
How much is the salary?  
Is it a full-time or a part-time job?  
What does the job include?  
Where is the job located?

Employer:

Can you tell me about your last job?  
Can you travel?  
Can you use Microsoft Office?  
Can you work independently?  
Do you have university qualifications?  
What are you bad at?  
What are you good at?

This will be prepared in controlled practice (see grammatical aims).

The focus here is on the ability to exchange information in L2 without resorting to L1 (information gap).  
Learners are not expected to every question right.

Outcomes:

Both enter information on a sheet. Open conversation:  
Would this be a good position for you?  
Would this be a good candidate for the position?

Linguistic aims

Lexical aims

This lesson aims to provide differentiated language for this mixed level class. Depending on their ability, learners will be able to select among the following adjectives to describe their strengths:

|             |  |
|-------------|--|
| supportive  | means I am helpful when there are problems. -- de apoyo!                       |
| friendly    | means I am nice and helpful. -- amistoso!                                      |
| focused     | means I am very clear about what I am doing. -- centrado!                      |
| flexible    | means I can make changes as needed. -- flexible                                |
| creative    | means I have many ideas. -- creativo   |
| organized   | means I plan very carefully. -- organizado                                     |
| responsible | means I do the right thing. -- responsable                                     |
| careful     | means I think about what I am doing so I don't do anything wrong. -- cuidadoso |
| technical   | means I understand technology. -- tecnico                                      |
| experienced | means that I have done something a lot. -- experimentado!                      |
| reliable    | means that I will do what you expect. -- fiable!                               |
| successful  | means things are going very well for me. -- exitoso!                           |

close in meaning:

reliable and responsible

supportive and helpful

no cognates in Spanish:

supportive

friendly

focused

careful

experienced (false friend experimental and Sp experimentado)

reliable (fiable Sp = I can place my trust in it; contrast seguro: secure, safe)

### Grammatical aims

This aim is subsidiary to the communicative and skills aims. Again in view of the mixed levels in this class, unified grammatical aims prove difficult. A wide range of questions are needed to collect information. Students will use a variety of strategies to make themselves understood, including resorting to L1.

This grammatical aim is for the stronger learners to revisit question forms, which in turn will help them guide the weaker learners. The weaker learners will use the activities to practice reading / repeating the specific questions. Students will be free to use their materials as "cheat sheets" for reference in the interview.

Candidate:

Can you tell me a little about the job?

What does the job include?  
 Where is the job located?  
 How much holiday do I get?  
 How much holiday does the job include?  
 How much is the salary?  
 Is it a full-time or a part-time job?

Employer:

Can you tell me about your last job?  
 Can you travel?  
 Can you use Microsoft Office?  
 Can you work independently?  
 Do you have university qualifications?  
 What are you bad at?  
 What are you good at?

Phonological aims

- |    |           |                 |     |             |                  |
|----|-----------|-----------------|-----|-------------|------------------|
| 1. | careful   | /ˈkeə(r)f(ə)l/  | 7.  | creative    | /kriˈeɪtɪv/      |
| 2. | friendly  | /ˈfren(d)li/    | 8.  | supportive  | /səˈpɔː(r)tɪv/   |
| 3. | focused   | /ˈfəʊkəst/      | 9.  | successful  | /səkˈsesf(ə)l/   |
| 4. | technical | /ˈteknɪk(ə)l/   | 10. | reliable    | /rɪˈlaɪəb(ə)l/   |
| 5. | flexible  | /ˈfleksəb(ə)l/  | 11. | responsible | /rɪˈspɒnsəb(ə)l/ |
| 6. | organized | /ˈɔː(r)gʌnaɪzd/ | 12. | experienced | /ɪkˈspɪəriənst/  |

Expected errors to correct:

The learners pronounce all vowels as written. e.g. Spanish fiable /fiable/ -> English reliable /reliable/

The learners add /ɪd/ to past participle/ past tense verbs and adjectives. We have covered this in past lessons. Expected errors with verbs:

- |             |               |
|-------------|---------------|
| worked      | /wɜːkt/       |
| gained      | /geɪnd/       |
| prepared    | /prɪˈpeəd/    |
| organized   | /ˈɔːgənaɪzd/  |
| specialized | /ˈspeʃəlaɪzd/ |
| developed   | /dɪveləpt/    |

adjectives:

focused /'fəʊkəst/

organized /'ɔ:(r)gʌnaɪzd/

experienced /ɪk'spɪəriənst/

To provide feedback after each activity including language that emerges in communicative activities, not giving the learners the answer but challenging them in some way to find the answer themselves.

### Rationale & approach

In this class, pair and group work for peer scaffolding have proven key in supporting learning in face of the mixed levels apparent in the group. The personality types in the group are well balanced between extroverted and introverted, and readily collaborate on outcomes after doing some reflection on their own. Learning is distinctly social in this group. While in the early lessons the group tended to use a lot of L1 for clarification, and it was difficult to get them to use English, they have come together in realizing that they have an opportunity to speak and get feedback.

I am counting on the stronger learners (names deleted for privacy) to support the weaker ones (names deleted for privacy) in this lesson. The WH question forms in particular, but also some of the adjectives, will be language beyond the grasp of the weaker learners.

The group has a predominant preference for visual perception, so the target language will be supported visually.

In this lesson I have chosen to focus on providing the learners with a set of adjectives they can use to describe themselves in a job interview. In addition, in order to negotiate the interview simulation, they will need to use questions to engage in an information gap activity that will provide them with a concrete outcome, aiming to keep them focused and using English. These subsidiary grammatical aims will prove quite difficult for the weaker learners. On the other hand, the stronger learners will have a chance to focus on accuracy in this lesson, as they revisit question forms in activities geared more to their needs. At the same time, the materials will serve as a script for the weaker students to hold onto as they accept support from the stronger ones. They will focus more on fluency and pronunciation than on structural issues and accuracy.

The focus is on fluency in authentic communication to prepare for interviews, as several learners in the class are currently looking for jobs, as well as on the ability to keep talking until the entire task is completed.

The learners have specifically requested work in the area of job interviews. In fact, the strongest students are using this course to prepare job applications (names deleted for privacy).

Two distinct linguistic aims are prepared in separate stages to prepare for the communicative activity, which is to practice the skill of speaking.

### Timetable fit

This is our 16<sup>th</sup> session. The class selected at the outset to devote this week to job interviews (after units on Barcelona and travelling). The group has come together as a social unit, with the learners providing each other with support, and so is ready to take on activities that may differentiate them. On Monday they studied a CV, specifically past tense verbs for the responsibilities held in a previous job. On Tuesday they looked at the language of job ads, specifically terminology including “location” and “salary”. They have one last lesson tomorrow. Many in the group have already left on a last minute holiday before resuming work/school next Monday.

### Stage by stage

Teacher shows slide with question and asks: What makes you a good employee? Teacher elicits “I am \_\_\_\_\_” by modeling “I am very focused. I know what I have to do. I can focus on what I have to do.” Teacher uses body language and waits for students to suggest meaning. (focused = centrado; focus = foco)

Teacher says “Talk to your neighbor for one minute. What makes you a good employee?” (Sts in this class have heard employee before. If some don’t remember: “A good worker”) Teacher elicits responses.

Teacher hands out handout sheet 1. She asks students to select 5 words that are true for them.

Students will recognize some as cognates. Others, like reliable, have come up in previous lessons but were not dealt with explicitly. Students report their five preferences. Teacher corrects (but doesn’t drill) pronunciation.

T asks “What exactly do these words mean?” Instructs students: “Match the words and their definitions. Work with two partners.” Teacher shows answers and clarifies questions.

T tells students: “Now make three statements about yourself. Think first. Then talk with your group.”

Teacher calls on individuals. Checks for errors, concept checks and gives positive feedback.

Pronunciation: Teacher asks what the color and the big letters mean. Then she drills the individual words, some standing up, in a variety of ways, supported by a slide.

Grammar aim to prepare for the communicative activity:

teacher hands out second sheet. Who asks these questions: the **employer** or the **candidate**?

Students read, discuss, decide. Individual students come to board and wrote in correct questions.

Simulation:

Employers interview candidates.

Teacher puts chairs in facing rows. Gives instructions first to candidates. Concept checks instructions. “What do you have to write down now? When can you start the interview?”

Then Teacher instructs the interviewers and concept checks instructions.

Candidates play themselves, employers try to answer their question at the end based on the information on their sheets.

Teacher monitors. When most of the pairs are done, teacher gives feedback on emergent language and on target language (adjectives, question forms)

Students change positions and roles and repeat.

Teacher again gives feedback.

At the end, teacher gives a link for self-study.

Flexibility: If it becomes apparent that students are having trouble with the role play and we have time problems, I will change the communicative activity to pair work formulating one strength and one weakness, and one question they want to ask the interviewer.

### Materials

- Class profile, Learner profiles, Appendix/detailing learning styles (sensory preferences, personality types, degree of generality) and learner strategies (14 pages)
- Handout (2 pages), role play cards (2 pages)
- Presentation (10 pages)