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**Trinity DipTESOL scholarship competition – Lesson Outline**

Name: **Group N at BNY Language Corner in Banyoles**

Level: **A2/B1**

Number of students: **5**

**Lesson Topic:**

Feelings about wearing masks during and after the COVID lock-down.

**Communicative Objective/s:**  
Students will be able to *communicate* how different pictures make them feel **using a range of adjectives.**

**Language Objective/s:**  
Students will be able to *express* their ideas using **different adjectives** within the sentence structure “X makes me feel Y”

**Pronunciation Objectives:**  
Students will make further progress when it comes to selecting and producing the three different sounds used for -ED word endings (/ɪd/, /t/, /d/).

**Rationale for the topic and objectives:**

I chose this pronunciation objective as it is a common systemic pronunciation error and it can be observed in this specific group. Mispronunciation of the -ed suffix makes learners harder to understand as, really, they are creating words that do not exist. The tendency in the L1 is to pronounce every vowel as a syllable. See below:

|  |  |  |
| --- | --- | --- |
| WORD | MISPRONUNCATION | CORRECT PRONUNICATION |
| Bored | /bɔːrɪd/ or /bɔːred/ | /bɔːd/ |
| Stressed | /strɛsɪd/ or/strɛsed/ | /strɛst/ |
| Annoyed | /əˈnɔɪjɪd/ or /əˈnɔɪjed/ | /əˈnɔɪd/ |

Highlighting and bringing an awareness to this systemic error will makes it easier for listeners to recognise the words that are spoken reducing any inference with the meaning.

I chose the topic because it is relevant, current, and is having a direct effect on their lives. The online classes are now one of the only ways that they regularly see their peers and this topic gives them an opportunity to communicate meaningfully about the things that are in their lives right now. Students in this country come to the academy thinking about English as a series of grammar exercises. The Academy in which I work seeks to bolster said grammar practice through a games and task-basedapproach. **This emphasis on task-based and games-based learning leads to lessons which are motivating and enjoyable but English is often used in an almost exclusively transactional way, i.e. students are only ever speaking in order to “get the job done”.** Between these two models the more conversational phatic talk is missing. My concern with this group is that as they progress their ability to sustain a conversation is lagging. Covid-19 offers an obvious opportunity for practicing phatic talk. The lesson topic and pronunciation objectives provide a structured way for them to practice conversation.

Wordcount: 284

**Procedure –:**

| Stage/time/groupings | Learner Activity | Stage rationale | Potential problems & solutions |
| --- | --- | --- | --- |
| Test  6mins | Ss discuss screenshared images. | Ask S question about the images, “how does X make you feel, Llorenc?”  Peer discussion engages the Ss. Allows T to observe current vocabulary and pronunciation. | * Ss may not immediately engage. Direct conversation if so, “Llorenc, why don’t you ask Joan?” |
| Teach  12mins | Ss collaboratively match the emojis with feelings adjectives. Slides 3 and 4. | T explains matching task. Ask Ss to read the words. Say, “Tell me when you have an answer.”  As students discuss answers. ask them “are you sure?”, “why?”. Encourage reasoning.  Fill dialogue boxes accordingly.  Error correct.  This task engages and is a teaching phase. | * Ss feel lost with the vocabulary. Use L1 to speculate about unknown lexis. * Ss disagree on word or emoji meaning. Perfect. Will begin a discussion. * Ss forget the functional language needed for the task. Show them the “You say..” prompts. |
| Teach  12mins | Follow T presentation.  Follow T drilling. | T explains slides. Using text as prompts.  Like board work.  Drill often. Involve all Ss.  Before progressing repeat some words. Ask Ss which ending they hear. | * Ss lose attention. Maintain focus with drilling. Praise and ask them to demonstrate if done well. * This stage can overrun. Do not overexplain. Use slide prompts. |
| Teach / Practice  15minutes | Ss listen to the teacher and play the game. | Use first slide as a demo. Over pronounce and repeat helping them understand the game.  Ss write the city on a piece of paper or phone.  Use the examples. Keep score, use table.  Here Ss think about the pronunciation objective. Competition focuses their attention. | * Ss worry about the /t/ and /d/ or find it trivial. Encourage repeating the words with hand on throat. * Ss copy each other. Make sure they write their answers and reveal at same time. * Could exhaust prepped examples. Use -ED adjectives to create another. |
| Teach / Production  7minutes | Write a sentence for each picture on slide. | Elicit examples of the vocabulary from the emoji slides.  Tell Ss to write a sentence for each image in a document or on their phones.  Ss send sentences via email or chat.  Controlled practice phase in preparation for the final discussion. | * Students need the emoji slide to remember some of the words. Send adjective match answers document. * Ss don’t have time. Encourage them to do what they can. |
| Test  8minutes | Ss practice lexis and pronunciation with discussion. | Ask Ss to talk to about pictures. Ss should use the adjectives from the emoji game.  Error correct pronunciation mistakes with the -ed ending.  Returning to initial task helps the Ss see the vocabulary and pronunciation they studied in action and gives a point of comparison for reflection. | * Ss may feel repetition of the task unnecessary. Be clear, the intention is to use adjectives with correct pronunciation. * Ss may not engage. Elicit responses, ask Ss to ask each other how they feel about different things. |

Wordcount: 492