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| **Name** | Iryna Korobejnikova |
| **Brief description of context, location and time (size of classroom, facilities/resources available, time of day, lesson length, etc)** | The classroom is small with the moveable desks and chairs. The desks are arranged in rows. There is enough space for students to move around. The lesson takes place on Tuesday and lasts for 90 min. Facilities include: computer, blackboard, textbooks, handouts. |
| **Brief description of learners (how many, age, level, special needs/behavioural issues, etc)** | Fifteen students aged between 16 mixed ability  average B1 level. Four students demonstrate a lack of concentration and tendency to lapse into L1. |
| **How does the lesson fit with your syllabus/timetable?** | The topic of the lesson “ Writing a job application letter” fits with the syllabus |
| **Learning outcome** | By the end of the lesson students will be able to:   * Review letter writing techniques. * Examine letters of application for a job and work experience. * Create their own letter of application for a job/work placement. |
| **Materials and references (attach worksheets)** | O. Karpiuk ‘English 10’ Pupil’s Book ; handouts; posters, an example of ‘a job application’ letter. |
| **Anticipated problems** | Some groups may finish the task of putting the ideas into the mind map before other groups. |
| **Proposed solutions** | The fast finishers should provide help to the other groups. |

**LESSON PROCEDURE**

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| **Time** | **Teacher activity** | **Learner activity** | **Interaction** | **Stage aim** |
| *5 min* | Give learners the essay title ( a job application letter) and ask them to answer the question “What is your dream job? Why do you like it?” Ask them to write one idea on a piece of paper. | Students work in pairs asking and answering the questions. Every student writes his/her idea on a piece of paper. | T-S, S-S | To set a context and get the students interested , to generate ideas |
| *7min* | Split students into groups and ask them to think about the most important, relevant ideas.  Draw a mind-map on the board using ideas from the different groups. | Students in groups put the ideas onto a mind-map. | S-S, T-Ss | To encourage group work and focus ideas |
| *10 min* | Give students in groups an example of a genre ask them to identify the function of different paragraphs in a piece of writing, the features and language. | Students read a job application letter and refer the headings to the appropriate parts of the letter. | T-S, S-S | To focus on a model text:  to raise students’ awareness of the organization of the letter |
| *10 min* | Give students a writing piece ( a letter ) and ask them to complete it. | Students read the letter and complete it. | Ss | To practice reading for gist and for detail. |
| *3 min* | Ask students to write a draft plan | Students in groups write a draft plan of their work, including how many paragraphs and the main points of each paragraph. | S-S | To organize ideas |
| *20 min* | Ask students to write the first draft expressing their personal opinions | Students write the first draft individually. | Ss | To shape the overall ideas in general |
| *10 min* | Ask pupils to exchange their drafts so that students become the readers of each other's work. | The students exchange their drafts with each other. The teacher monitors and makes suggestions.  Students get feedback from their peers and the teacher on what they have written. | S-S, S-T | To give feedback individually on peer’s letter |
| *25 min* | Ask students to write a final  draft | Students cut or add information to their text and review  the paragraphing.  They look at the teacher’s language feedback and change the grammar and vocabulary if necessary. | Ss | To revise first draft based on peer comments.  To develop writing skills |

**REFLECTION**

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| **What went well? Why?**  **(refer to the learners, learning outcomes and stage aims, lesson procedures, tasks / activities and materials)** | The aim of the lesson was to develop students’ writing skills.  I wanted to show my students that the writing of a text is a process made up of several steps. I think, I achieved what I wanted to achieve.  The topic and genre were suitable for the age of my students.  Students worked in groups as much as possible, they shared ideas and knowledge. They had a good opportunity for practicing speaking, listening and reading skills. Using students’ own ideas made writing more meaningful.  The high point of the lesson for me was generating and focusing ideas. In groups they discussed which of the many ideas were the most important. It helped to draw out appropriate verbal language on the topic from learners. The students were active and this stage of the lesson was rather effective.  The students interacted with the models of good writing and became accustomed to how good writing looks in English. The examples of the genre gave students some language chunks they could use in their own writing. In the example of ‘a job application’ letter the students identified the functions of the paragraphs: reasons for writing; how I found out about the job; experience, skills and abilities; closing paragraph asking for a interview. It increased their awareness of the organization of the letter. Writing drafts involved the students completely. |
| **What didn’t go well? Why?**  **(refer to the learners, learning outcomes and stage aims, lesson procedures, tasks / activities and materials)** | As soon as the students had finished to write the first draft , I asked them to comment on what they liked or disliked about the piece of work or what they found unclear, so that these comments could be incorporated in the final draft. Some students had weaknesses in the stage of ‘getting feedback from their peers’ on what they had written. They found it difficult to give a feedback to their peers concerning the content, word choice and clarity of the writing pieces. So, they required more teacher’s support. Nevertheless, most of the students could point out a major problem with grammar and spelling.    There were not enough time for lower-level students for redrafting. They were allowed to finish their work at home.  While generating ideas, students became a little noisy but it didn’t interfere with the process of learning. |
| **What changes will I make next time? Why?**  *If you taught the same lesson again, what would you do the same? What would you do differently? What have you learned about lesson planning? What have you learned about classroom management? What have you learned about teaching techniques? What have you learned about your learners?* | If I taught the same lesson again, I would give out another guidance sheet at the beginning of each peer review which students could refer to (“Is the main idea clear?” “How would you rate the development?” and so forth.) Students would rate each element, from the thesis statement down to the grammar and mechanics, on a three point scale of “strong” “fair” and “needs work.”  I believe, this lesson is a good opportunity for students to develop their writing skills and get prepared for final writing test. |