

# Lesson observation worksheet

## B2 / upper-intermediate Pre-university adult EAP (English for Academic Purposes) lesson

Çiğdem’s writing lesson at METU (The Middle East Technical University in Ankara, Turkey) focuses on paragraph construction.

Watch the lesson and then work alone or in groups through this worksheet.

**Notes:** You can use this worksheet separately or in conjunction with the general observation sheet. You can see Çiğdem’s lesson plan in the Teacher Resources / Lesson Plans section of the website.

### Issues

**Answer these questions before you watch Çiğdem’s lesson:**

- 1 If you were teaching a group of late-teenage students who were aiming to study various subjects at an English-medium university, which of the following subjects/activities would you include? Put them in order, where 1 is the most important and 12 is the least important.

- ‘everyday English’ functional dialogues (focusing on things like inviting, suggesting, etc.)
- analysing audio lectures
- de-constructing and then constructing fact-based paragraphs
- essay writing
- group discussions about topics of current interest
- group-based presentations using presentation software/media
- listening to/watching plays and or sketches
- making videos
- poetry – analysing and performing
- songs – for language work and enjoyment
- reading comprehension training with subject-specific texts
- grammar-based language games

- 2 Which of the following ‘older’ pieces of classroom technology would you still like to use? Complete the table.

Classroom technology	Why I would like to use it	Why I wouldn’t like to use it
CD player		
Dice		
Flip chart		
Laminated cards		
Mini-boards		
Overhead projector		
Puppets		
Whiteboard		

### Discuss

**If you have someone to discuss these questions with, find out how they have answered them. If their answers are different from yours, talk about why this is, and see if you can agree.**

(See Chapter 1, Section 1.2, Chapter 11, Section 11.1, Chapter 20, Sections 20.1 and 20.2.)

## Video viewing tasks

### Focus on writing

#### 1 Answer these questions.

- 1 Where are Çiğdem's students, and why are they studying English?
- 2 What word combinations does Çiğdem ask her students to work on?
- 3 Çiğdem asks her students to work in pairs on two separate occasions. What are the differences between the procedure in these activities?
- 4 How does Çiğdem use the OHP?

#### 2 Choose the best answers.

- 1 Çiğdem's lesson is designed to
  - a teach students to analyse compositions.
  - b teach students to write paragraphs.
  - c teach students to analyse paragraphs.
- 2 Çiğdem thinks that
  - a understanding paragraph construction is important for her students' future studies.
  - b reading about Turkish philanthropists is important for her students' future studies.
  - c writing paragraphs is important for her students' future studies.
- 3 Çiğdem thinks
  - a it is impossible to speak English if you can't write it.
  - b it is impossible to write English if you can't speak it.
  - c writing is vitally important for academic studies and for life.
- 4 The students go round the classroom
  - a asking each other what they did at the weekend.
  - b looking for students who have the other half of noun/adjective + noun collocations.
  - c putting the sentences from a paragraph in order.
- 5 Çiğdem asks the students how they will be able to
  - a identify the order in a jumbled paragraph.
  - b make collocations.
  - c write paragraphs.
- 6 The students order the sentences from a paragraph
  - a on their handheld devices.
  - b on strips of paper.
  - c on strips of overhead transparencies.
- 7 The students use pens to
  - a correct each other's work.
  - b underline and circle elements in the paragraph which is projected on the board.
  - c write their own paragraphs.
- 8 For the next stage of the lesson (which is not on the video), the students will
  - a analyse more paragraphs.
  - b read more paragraphs.
  - c write their own paragraphs about some prominent figure.

### Old or new technology?

- 3 What were your reactions to the fact that Çiğdem used an overhead projector (OHP) in her lesson? Would you do the same? If not, how might you achieve the same result that she was aiming for?



## PLAN INTO ACTION: Writing paragraphs

### 1 You are going to teach your students about writing paragraphs. First, decide on the following:

- a topic for your students (not a famous person, as Çiğdem has done that already)
- what you would like them to write (about) at the end of the teaching-learning sequence
- what advice you will give or elicit about how to work out what order the jumbled sentences should be put in
- how you will get the students to re-order the sentences (what software/classroom technology you will use; whether to ask them to work alone, in groups or in pairs, etc.)
- the form they should use to present their final writing
- how you (or they) will evaluate their efforts

### 2 Find a suitable paragraph for the main part of your lesson.

### 3 Teach the lesson. Make a note of how useful you think it was and ask the students how useful they found it. Compare the two.

## Research

Search online for as much information as you can about how paragraphs should be constructed.

Compare the information you have found with how the teaching materials that you use treat paragraph writing (if they do at all).

Decide what paragraph model is the best one to use for your own particular students.

1 Çiğdem's students are at a university (METU in Ankara), improving their English so they can study there. Their degree courses will use English as the medium of instruction.

2 The students have to look for adjective + noun collocation phrases.

3 In the first pairwork activity, the students stand up and go round the room looking for their collocation 'partner'. In the second, they are sitting down working together to put sentences from a paragraph in the correct sequence.

4 She uses the OHP for the paragraph ordering activity. The jumbled sentences are written on strips of overhead transparency film. The first pair of students to decide on the correct order are invited to assemble the finished paragraph on the OHP, and then they identify and mark on the transparencies the different components of the paragraph and the features that helped them put it in order.

2 1 c 2 a 3 c 4 b 5 a 6 c 7 b 8 c

