***LESSON PLAN FOR TEded Lesson***

Tutor: Osman Course/Qualification: Level, ESOL

Subject: Using new technology in ELT group 12 students

Week Number: 30 Date: 16.05.2018 Location: DMU, VP 3.05

***Topic: TEded***

Previous knowledge of similar TEded already students learned, so they are familiar this TEded topic instructions.

So that Last lesson information of Teded topic may essential to ensure fruitful learning in this session: - (this requests to be confirmed and re-capped)

Students will be in groups of 4 for varying length of time, some listening comprehension ideas recap from Teded ESOL video clip (for beginners).

***Aims of the session (Teachers intension)***

* . Learners should be able to achieve use of *verb BE* proficiency.
* Teacher draw attention to common mistakes after listening video.
* To ensure that students familiar with sentences provided in video clip.
* To provide an enjoyable and exciting activities in think part MCQs

**Learning outcomes/ objectives**

* Adopting the formative assessment strategy of observation and discussion
* The teacher will be able to evaluate the extent to which the learning objectives have been achieved.
* The teacher will ask the learners answer the MCQs questions that have been discussed in the short video clip.
* The teacher will assess the learner’s receptive skills by asking them activity concept check questions.
* The learning outcomes will be to gauge the other listening comprehension.

***How will teacher meet the different needs of individual students (differentiation?)***

* Feedback after initial introduction of short video listening
* Concept questions design to assess listening comprehension
* Monitor of activities during exercise

***How will teacher meet the different needs of individual students (differentiation?)* (For listening comprehension)**

* Using the learner-centred approach of Teded listening
* Variation of individual, pair, group work.
* The teacher’s role during the lesson Abe to facilitate the different level of listening throughout not only short video clip provided during lesson.
* Teacher will make interruptions from time to time to ensure that the learning activities are conducted as needed, hence will discover weak listeners as ESOL beginners.

***Materials***

* Teded lesson created
* Sentences provide through video clip using of verb BE
* Scaffolding prompts for any learner who miss listening.
* Listening activity handouts will be distributed.

***Problems and solutions (are there any particular problems to anticipate and how would you solve them)***

* Students experience the challenge of understanding short video clip.
* Students are using simple English that contains less colloquial phrases
* Students find it difficult to listen to formal conversations in the real formal classrooms of the ESOL/ESL lessons in youtube lessons.
* Students hardly understand concepts unrelated to their environment

***TEded Listening table lesson plan and timing schedule***

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| ***Teacher activity*** | ***Checking of learning*** | ***Timing*** |
| Will explain various ways in using English, so they are prepared to listen (video clip).  Show video clip about verb BE  Explain sentences on video, ask them to listen again and ask learners to answer the questions.  Distribute listening activity handouts, check activity done rightly, in the requisite way.  Arrange students into groups and monitor their work after listening video clip. | Do motivation of pre-listening plenary activities  Use concept questions on video clip  Monitor exercise (listening activity) plenary feedback.  Notice ESOL learners to recap, what they have learned and monitor regularly.  Provide feedback and correct errors and mistakes.  Total timing | 2  mins  5  mins  5  Mins  4  Mins  5  21  mins |
| ***Students Aim*** | ***Students Activity*** | ***Interaction*** |
| To enhance listening as they interpret specific information.  To make students listen video carefully and interpret information.  Use listening lesson in context, watch, think, dig deeper and discuss.  Rehearsal summaries and their respective commentaries to aid in checking the understanding of the listening.  Practice listening part and show practical understanding. | To enable learners to match what is listened in class with real-life situations.  Learners will be able to infer the meaning of verb BE as they predict content.  Learners will be listening for details in combination with the gist.  Learners take it in turn to listen and description of listening comprehension.  Answer questions after listening video clip, and monitor group work. | S-Plenary  T-S, plenary  Pairs T-S  Pairs  Group |