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|  | Pädagogische Hochschule Vorarlberg, Bachelorstudium NMS/ Englisch |

**DRAFT OF A LESSON**

Student Teacher(s): Term: Date: Placement-School: Placement Teacher:

Class/Semi-group/: Length of lesson: English book: Co-teaching[ ]

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| **1 Core Topic (of the unit)** | Basic:Supplementary: |
| **1a Subject:**  | English as a foreign language (EFL) |
| **1b Sub-areas/Skills:** | Li/rd/sp/wr/gr/voc/culture/ |
| **1c Topic(s) of today’s lesson:** |  |
| **2a** Previous lesson (in close connection to today’s lesson) |  |
| **2b**  Follow-up topic/theme with regard to today’s |  |

**3 Relevance to National Curriculum, VMS Core-Competences[[1]](#footnote-1), E8 Standards[[2]](#footnote-2) (for class 4) and ESP[[3]](#footnote-3)**

**3.1: Educational & Teaching tasks:**

**3.2: Aims, Content (areas):**

**3.3: Didactical principles:**

**4: Graphic illustration of integrating language skills and content (CLIL principle)**

**5 Summary of essential and topic related (background) information**

(i.e. specific vocabulary, grammar, intercultural, detailed background knowledge, socio-linguistic facts)

**References:**

**6 Reasoning for choice of topic/tasks : (Relevance, prospects, exemplary meaning)**

**7 Preconditions: (Knowledge, skills, attitudes, interests (most) students are already in possession of in order to reach the lesson objectives with teaching support)**

**8 Main Objective(s):** (Competence oriented) [[4]](#footnote-4) **By *the end of the lesson/unit/ the pupils should be able to***

***.***

 ***8.1*  Language-Learning Aims: *During the lesson the learners should learn to ….***

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| Categories of Competencies  |  BASIC [[5]](#footnote-5) (KORA 1-2)  | \*Advanced[[6]](#footnote-6) (KORA 3-4)  |
| CORECOMP.[[7]](#footnote-7) | Cognitive aspects [[8]](#footnote-8) |   |  |
| Skills oriented competence aspect[[9]](#footnote-9) | (liU)(rdU)(IA- or Prod.-sp.)(wr) |  |
| Knowledge oriented competences[[10]](#footnote-10)  |  |  |
| Cross-dynamic competences: [[11]](#footnote-11)  |  |  |
| SUPPLEMENT.[[12]](#footnote-12) | Cognitive aspects [[13]](#footnote-13) |   |  |
| Skills oriented competence aspect[[14]](#footnote-14) | (liU)(rdU)(IA- or Prod.-sp.)(wr) |  |
| Knowledge oriented competences[[15]](#footnote-15)  |  |  |
| Cross-dynamic competences: [[16]](#footnote-16)  |  |  |

**9. Differentiation and Individualisation:**

 **9.1 Differentiated teaching measures:**

**9.2 Individualised learning measures:**

**10. Measures to ensure lesson benefits**

**11 Media and their purpose**

**PLAN OF LESSON PROCEDURE**

Topic:

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| **Teaching stages,[[17]](#footnote-17)**  **T. points, time allocated** | **Skills[[18]](#footnote-18)** | **Content and (differentiated)[[19]](#footnote-19) teaching activities, strategies and (individual) pupils’ tasks and activities** | **Class managem.****L.STR.[[20]](#footnote-20)** | **Media****MI** |
|  |  | \*[[21]](#footnote-21) |  | ViLomKinInterpintrap |
|  |  |  |  |  |
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11 Lesson Preview:

12 Lesson Review: Findings to consider for future lesson planning and teaching

12.1 Trainers’ feedback (with regard to the EPOSTL)

12.2 Personal notes

12.3 What I particularly want to consider in the implementation of teaching

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1. Kompetenzraster der VMS: In: <http://www.individualisierung.org/_neu/> [↑](#footnote-ref-1)
2. Standards: In: <https://www.bifie.at/node/1355> [↑](#footnote-ref-2)
3. ESP Can-do Checklisten: In: <http://www.oesz.at/download/publikationen/praxisreihe_esp_checklisten_druck.pdf> [↑](#footnote-ref-3)
4. Can-do, content-,inter-cultural- and affective oriented objectives [↑](#footnote-ref-4)
5. =grundlegende Bldung [↑](#footnote-ref-5)
6. =Vertiefende Bildung [↑](#footnote-ref-6)
7. Kernstoff [↑](#footnote-ref-7)
8. With focus on form (syntax=understanding the grammatical structure in a sentence) and meaning (semantic= awareness of using the appropriate vocabulary) [↑](#footnote-ref-8)
9. See: KORA Englisch, can-do-statements in ELP and state aims according to different ability groups or individual competences [↑](#footnote-ref-9)
10. With regard to ‘Domains’: (personal, public, educational, occupational, but also knowing lexical grammar terms and words ) In: CEFR: 45ff: [↑](#footnote-ref-10)
11. Person/Group related (affective, social competence, discourse strategies, intercultural c., study-skill strategies) [↑](#footnote-ref-11)
12. Erweiterungsstoff s. LP [↑](#footnote-ref-12)
13. With focus on form (syntax=understanding the grammatical structure in a sentence) and meaning (semantic= awareness of using the appropriate vocabulary) [↑](#footnote-ref-13)
14. See: KORA Englisch, can-do-statements in ELP and state aims according to different ability groups or individual competences [↑](#footnote-ref-14)
15. With regard to ‘Domains’: (personal, public, educational, occupational, but also knowing lexical grammar terms and words ) In: CEFR: 45ff: [↑](#footnote-ref-15)
16. Person/Group related (affective, social competence, discourse strategies, intercultural c., study-skill strategies) [↑](#footnote-ref-16)
17. (1) Pre-Task, (2) Task Cycle (task, planning, report, post-tasks) (3) Language Focus (analysis, practice, optional follow-up) or: . Presenting Phase, Practice Phase, Product phase (Richards/Rodgers 2001): Or: Pre-task Phase (Introduction to topic and task), Task-Cycle (Task, Planning, Report), Language Focus (Analysis, Practice) by Jane Willis,1996 or: Lead in, set-up, run. Post activity(Scrivener 2005), or: ARC= Authentic- use Phase, Restricted-use Phase, Clarification- and- Focus Phase (Scrivener 2005) [↑](#footnote-ref-17)
18. Including level of competence according to Curriculum, KORA or ELP [↑](#footnote-ref-18)
19. State CC: C & *\** for supplementary tasks for fast learners [↑](#footnote-ref-19)
20. Learning strategies: See Extra script [↑](#footnote-ref-20)
21. = Individualisierung nach ‚Vertiefende Allg. Bildung (advanced = KORA 3 & 4) [↑](#footnote-ref-21)