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|  | Pädagogische Hochschule Vorarlberg, Bachelorstudium NMS/Englisch |

**DRAFT OF A LESSON**

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

Class: Group: Length of lesson: English book:

|  |  |
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| **1 Main Topic(s) of today** | Basic:  Supplementary: |
| **2** Previous lesson (in close connection to today’s lesson) |  |
| **3** Follow-up topic/theme with regard to today’s |  |

**4 Main Objective(s):** (Competence oriented) [[1]](#footnote-1) **By *the end of the lesson/unit/ the pupils can..***

**5 Language-Learning Aims: *During the lesson the learners can….***

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| ***C***  ***O***  ***R***  ***E***  ***C***  ***O***  ***M***  ***P.*** | Categories of Competencies | BASIC | **Advanced[[2]](#footnote-2)** |
| Cognitive  aspects [[3]](#footnote-3) |  |  |
| Skills oriented competence aspect[[4]](#footnote-4) | (li)  (rd)  (sp-SI)  (Sp-SP.)  (wr) |  |
| Knowledge oriented competences[[5]](#footnote-5) |  |  |
| Cross-dynamic competences: [[6]](#footnote-6) |  |  |
| ***SUPPLE-***  ***MENT*** |  |  |  |

**7 Summary of essential and topic related information**

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

**References:**

**8 Media and their Purpose**

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| **10 PROCEDURE OF LESSON** |
| 1. **Teaching/Learning points[[7]](#footnote-7)** 2. **Teaching / Learning Stages[[8]](#footnote-8)** 3. **Time allocated** | **Teacher’s Activities:**  (Setting tasks, methodological / didactical approaches / techniques) | **Pupil’s Activities**  (Performing tasks,  skill orientated language practice) | **Teaching model/**  **Class Management/**  **Seating** | **Supporting media** |
|  |  |  |  |  |
| **10 PROCEDURE OF LESSON** |
| 1. **Teaching/Learning points[[9]](#footnote-9)** 2. **Teaching / Learning Stages[[10]](#footnote-10)** 3. **Time allocated** | **Teacher’s Activities:**  (Setting tasks, methodological / didactical approaches / techniques) | **Pupil’s Activities**  (Performing tasks,  skill orientated language practice) | **Teaching model/**  **Class Management/**  **Seating** | **Supporting media** |
|  |  |  |  |  |

11 Lesson Preview:

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

12.1 Trainers’ feedback

12.2 Personal notes

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

1. Can-do, content-,inter-cultural- and affective oriented objectives [↑](#footnote-ref-1)
2. =Vertiefende Bildung [↑](#footnote-ref-2)
3. With focus on form (syntax=understanding the grammatical structure in a sentence) and meaning (semantic= awareness of using the appropriate vocabulary) [↑](#footnote-ref-3)
4. See: KORA Englisch, can-do-statements in ELP and state aims according to different ability groups or individual competences [↑](#footnote-ref-4)
5. With regard to ‘Domains’: (personal, public, educational, occupational, but also knowing lexical grammar terms and words ) In: CEFR: 45ff: [↑](#footnote-ref-5)
6. Person/Group related (affective, social competence, discourse strategies, intercultural c., study-skill strategies) [↑](#footnote-ref-6)
7. Topic? What ‘skill’? What language competence is taught/is practised? (i.e. Writing a report about one’s week, Talk about one’s future plans) See English Standards 11ff [↑](#footnote-ref-7)
8. i.e. 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-8)
9. Topic? What ‘skill’? What language competence is taught/is practised? (i.e. Writing a report about one’s week, Talk about one’s future plans) See English Standards 11ff [↑](#footnote-ref-9)
10. i.e. 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-10)