

Open Research Lesson “The Mixed-Up Chameleon”

Version 4, a shortened variation of the original RL to be downloaded from
https://www.ph-noe.ac.at/fileadmin/root_phnoe/MitarbeiterInnen/The_mixed-up_chameleon.pdf

Research question: *Does the RL design provide the pupils with the necessary language skills to demonstrate an understanding of a story using gesture, picture cards, words, phrases, or sentences, and to describe fantasy animals?*

Sub-questions:

- (1) Can they draw a fantasy animal from written instructions exploiting the new vocabulary?
- (2) Can they exchange information about the animal using a set of familiar phrases and the new vocabulary in an information-gap scenario?
- (3) Can they describe the animal to the class using a set of mostly familiar phrases and the new vocabulary?
- (4) Can they identify several fantasy animals from spoken descriptions?

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Reflection: Karin Biswanger, Fiona Lackenbauer, Regina Müller, Claudia Mewald; Zoom, 26th & 27th Nov. 2020

Version: 4

Date: 23.10.2020

Place: PVS Baden

Context: year 4, primary school, EFL pupils, 9-10 years old

Starting competence

| General | Learner A | Learner B | Learner C |
|---|--|--|--|
| <p>Pupils have had English in primary school for 3 years. Years 1& 2 used an integrative approach and a weekly learning time of approx. 45 minutes; years 3 & 4 offer a weekly English lesson (45 minutes). Year 4 started 09/20, learning opportunities in year 3 were reduced by a lock-down followed by strict safety measures. In the skill “Spoken Production” (SP), the pupils are able to give short information about familiar topics using very simple language, in “Spoken Interaction” (SI) they can interact with adults and children on familiar topics using very simple language. They can ask for something, ask simple questions, and give simple answers in classroom settings.</p> | <p>Can give short information about familiar topics using simple language when provided with multisensory support. Language (SP): knows English words for different animals, colours, basic adjectives (e. g. big, small...) and pronounces them correctly. Can answer in full sentences, can ask questions, understands simple classroom phrases and instructions in English.</p> | <p>Language: basic vocabulary on animals, colours, adjectives, (speaking and writing skills) Can say simple English sentences/ phrases with visual support. Can ask questions, understands instructions, can describe animals and can repeat or recite simple text elements (e.g. from stories).</p> | <p>A pupil with reading and writing difficulties. Language: basic vocabulary on animals, colours, adjectives, can understand classroom language, describe a pet with visual support (mind-map) and the teacher’s help.</p> |

Target competence (anticipated)

| General | Learner A | Learner B | Learner C |
|---|--|--|---|
| <p>Listening: Can understand a simple story. Can identify animals from spoken descriptions.</p> <p>Reading: Can read simple instructions</p> <p>SI/SP: Can give short information about animals using very simple language with the help of phrases on the worksheet M3. Can interact about animals using very simple language, ask questions, and give simple answers about animals.</p> | <p>L/OP: Knows and uses body parts and animal words in sentences and links sentences. Can speak about the chameleon's feelings and reasons. L: Can identify all animals from spoken descriptions.</p> <p>R: Draws the fantasy animal following the written instructions without help.</p> <p>SI/SP: Hardly needs the supporting phrases on worksheet M3 when presenting the animal; might add colours.</p> | <p>L/OP: Can use words for animals and their body parts in phrases/half sentences to show understanding. Can identify most animals from spoken descriptions.</p> <p>R: Might need help with the written instructions.</p> <p>SI/SP: Description of the animal is probably not clear (speaks too quickly, doesn't add colours, lacks vocabulary); requires help from peers or teacher. Phrases on M3 are not enough support to describe the animal independently.</p> | <p>L/OP: Understands parts of the story and sometimes shows understanding through holding up the right picture. Speaks in isolated words rather than phrases. Can identify some animals from spoken descriptions.</p> <p>R: Will require help with the written instruction through having them read out or translation.</p> <p>SI/SP: Might need the phrases/ visual support and teacher's support when exchanging information about and presenting the animal.</p> |

Target performance (anticipated)

| General | Learner A | Learner B | Learner C |
|---|---|---|---|
| <p>L: Ps show understanding through showing and naming picture cards –using words and phrases to name animals, animal body parts and colours</p> <p>R: Ps draw fantasy animals.</p> <p>SI: Ps ask each other and/or give information about their fantasy animal and find their twin.</p> <p>SP: Ps describe their animal in front of the class.</p> | <p>L: Listens attentively, does not get distracted, participates actively and without being asked in the listening comprehension activities: uses T/F cards effectively, names reasons why the chameleon is not happy in English, if asked, knows any vocabulary.</p> <p>R: Draws an animal correctly without help.</p> <p>SI: Is effective in asking for and giving information about the animal.</p> <p>SP: Describes the animal without support. Hardly any mistakes impair understanding.</p> | <p>L: Listens attentively most of the time, participates actively and without being asked in the listening comprehension activities: uses T/F cards correctly most of the time, if asked, knows most of the vocabulary.</p> <p>R: Draws an animal correctly but may need some help.</p> <p>SI: Is effective in asking for and giving information about the animal.</p> <p>SP: Describes the animal without support. May make some mistakes.</p> | <p>L: Is not expected to listen attentively throughout and might get distracted easily; will participate in T/F activity, but not always effectively; might respond to questions in German.</p> <p>R: Will only succeed in drawing the animal with the help of peers and/or teacher.</p> <p>SI: Will make attempts to ask for and give information about the animal—but seldom with success. May only use words or phrases with the intonation of a question.</p> <p>SP: Is not expected to describe the animal in full sentences but will respond to questions by peers or the teacher. Many</p> |

| | | | mistakes might impair understanding. |
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| Observed performance | | | |
| General | Anisa | Iris | Florian |
| <p>L: Ps showed interest during the reading (smiles, laughs) and active participation through naming animals—some words had to be prompted by the teacher: seal, polar bear, fly, trunk, neck ... Ps understood sentences about animals in the “True/False” (one generally false response about the fox was most probably caused by the double negative) and “Find your twin” activities, and in the presentation—they could identify their twins and the right numbers of the fantasy animals on the board.</p> <p>R: Most Ps understood the text, some asked the teacher or peers for help to draw fantasy animals. Almost all pupils asked for</p> | <p>L: Anisa showed active participation throughout; she named animals: giraffe, turtle, polar bear. Apart from the tricky question about the fox, she got all answers right in the “True/False” activity. She followed instructions immediately and correctly.</p> <p>R: Anisa could read the text and asked for confirmation about its odd content (several legs). She looked at the board where words were displayed but she could draw her animal independently.</p> | <p>L: Iris showed active participation throughout but she did not seem as outgoing as others; she named one animal: fish. Apart from the tricky question about the fox, she got all answers right in the “True/False” activity. She followed instructions correctly but it seems she was observing her peers to find out what to do in addition to the input she received.</p> <p>R: Iris started to read the text but she asked for help quickly. She asked for words rather than looking at the board.</p> | <p>L: Florian showed readiness to participate by raising his hands regularly and could name an animal: butterfly/ fly. After the presentation he was very spontaneous in confirming the right number to the peers/teacher.</p> <p>R: Florian understood words in the text, but not the whole content. For example he drew the beak and one fin, but he had to ask the teacher and his peer for help to finish his drawing: The teacher provided information about the number of</p> |

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| <p>feedback on correctness of their drawings.</p> <p>SI: Ps were successful in asking each other and/or giving information about their fantasy animal and they found their twins, some cheated a bit by looking at each other's pictures and acquiring visual clues.</p> <p>SP: All ps could describe their animal in front of the class, some had to be prompted while others spoke clearly and without help; some pupils added information using "and" without help.</p> | <p>SI: In the "Find your twin" activity Anisa described her animal to others fluently, making only small mistakes in verb/noun agreement (have vs. has).</p> <p>SP: In the presentation Anisa spoke fluently and clearly without any mistakes. She connected her sentences with "and".</p> | <p>SI: In the "Find your twin" activity Iris was listening rather than telling, responding with yes or no.</p> <p>SP: In the presentation Iris was hesitant and did not seem enthusiastic.</p> | <p>fins and his peer translated the word "tail" for Florian.</p> <p>SI: In the "Find your twin" activity Florian did not take an active role but remained a respondent saying "yes" or "no" to give information about the features of his animal. This strategy was still successful.</p> <p>SP: In the presentation it became obvious that Florian can produce sentences but it takes some effort.</p> <p>Florian: <i>Me animal has ... three red legs.</i> Teacher: <i>And?</i></p> <p>It seemed Florian was happy to have produced the first sentence and might have felt he was done. However, he knew very well how to carry on.</p> <p>Florian: <i>And one small beg.</i></p> |
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| | <p>Observing Anisa, I got the impression she feels at ease in all skills. She was ready to talk and participate in all activities. Based on the assessment grid for speaking (p.8) , Anisa would have achieved "4".</p> | <p>Observing iris, I got the impression she feels most at ease in listening. She was ready to talk and participate in the "Find your twin" activity. I am not sure if she feels at ease talking in front of the class. This should be followed up in the interview. Based on the assessment grid for speaking (p.8), Iris would have achieved "2".</p> | <p>Teacher: <i>And one small beak. Yes. Very good.</i> Sophia: <i>My animal has five orange fins and one long tail.</i> His partner Sophia produced the two sentences without any help..</p> <p>From observing Florian, it seems that listening is his strongest skill and reading is his weakest. He is ready to talk and can say even more when prompted. We only observed minor mistakes which do not impair understanding. He responds to praise with smiles and seems to gain confidence by being praised. Overall, he did better than expected. Based on the assessment grid for speaking (p.8), Florian would have achieved an overall "3", scoring even "4" for "impression of motivation and enthusiasm" but only "2" for naturalness.</p> |
| <p>Suggested changes in the RL or teaching and learning material:</p> | | | |

The teacher might demonstrate the “Find your twin” activity with a colleague or pupil and put a card with the drawing on the board to exemplify the dialogue.

Word cards for body parts could use plural where appropriate: legs, ears, flippers, fins ec.

Remarks: The teacher had never taught or spoken to the class before.

Assessment grid for spoken production

| Delivery | 4.0 (++) | 3.0 (+) | 2.0 (~) | 1.0 (✓) |
|--|--|---|---|--|
| Impression of motivation and enthusiasm | throughout | most of the time | often given | sometimes given |
| Self-confidence | smiles and continuous eye contact | some eye contact | eye contact attempted | no eye contact |
| Voice | clear and always loud enough for class | clear and almost always loud enough for class | not always clear or loud enough for class | hardly ever clear or loud enough for class |
| Language | | | | |
| Linguistic range (vocabulary, phrases, structures ...) | good | sufficient | limited to deliver content | extremely limited |

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| Naturalness (pronunciation, intonation & stress) | sounds natural | sometimes unnatural | often unnatural | sounds unnatural |
| Fluency | hardly any hesitations, pauses, false starts | some hesitations, pauses, false starts | several hesitations, pauses, false starts | many hesitations, pauses, false starts |
| Accuracy | hardly any mistakes, message clear | some mistakes, message clear | some mistakes | many mistakes |
| Overall mark | | | | |