

## Project Template for “Shaping the Way We Teach English”

**Module(s):** 8 Authentic Materials &  
9 Critical Thinking Skills

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### Give information for:

- Students' age(s): 13-14
- # of students: 14

- Language level: Pre-intermediate
- Other (optional):

### My Class Now (Snapshot)

Provide a description of the item in your classroom that you are targeting for change:

Pre-activity: Activating students' background about their hometown; collecting information and pictures; searching websites.

Discussion: Sharing information.

Post-activity: Writing travel prospects in groups.

Follow up activity: Sharing prospects; advertising tours.

Role-playing (travel agencies and clients).

### My Class in the Future (Vision)

Provide a description of what you expect the item to look like after you've made the change:

Pre-activity: + Visiting travel agencies.

Discussion: + Socratic questions.

Post-activity: Writing travel prospects in groups for

- a) tourists
- b) businessmen
- c) politicians

Follow up activities:

+ Role-playing (travel agencies and clients):

- a) tourists
- b) businessmen
- c) politicians

+ Deciding about the best prospects and putting them on the blackboard.

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### **Technique(s)** I use *now*.

- Communicative Approach
- Collaboration
- Integrated skills
- Pragmatics
- Group work

### **Material(s)** I use *now*.

- Pictures (visuals)
- Student-made prospects

### **Technique(s)** from this module that I *will* use.

- Experiential Learning
- Problem-based learning (critical and creative thinking)
- Analysis
- Inquiry-based learning

### **Material(s) or ideas** from this module that I *will* use.

- Travel agencies' prospects (printed texts)

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### Additional Explanation from Project Creator

In “My Class in the Future(Vision) you described and predicted a change that you would like to see happen in your class. Provide additional information for the following related items. Write as though you are informing a person who knows nothing at all about your educational setting.

1. The benefits I predict from this change:
  - Variety of activities for a topic.
  - Arouse students curiosity.
  - Tap into meaningful existential questions.
  - Touch students’ lives and surroundings.
  - Learn how to participate constructively and cooperatively.
2. Challenges I expect: Problems with the vocabulary.  
Doing an activity too fast or too slowly (that can ruin the process).  
Visiting travel agencies.
3. How I will address those challenges:  
Support the students with the target vocabulary and ideas.  
Think carefully about timeline and manage the process attentively.  
Support students with the addresses (maybe + parental assistance).
4. Steps needed in order to complete the change:  
Plan all the activities. Explain the task properly. Provide students with some useful expressions. Get information about travel agencies. Prepare questions for the discussion. Prepare some additional authentic materials: pictures, printed texts.
5. Timeline for completing the change: 1.5-2 weeks.

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6. How I will assess the degree of success of the change:

	<b>Prospects (analytic rubric)</b>
<b>Excellent</b>	Superior completion of the task, content appropriate, ideas well developed. Text readily comprehensible. Variety of complete sentences and of cohesive devices. Rich use of vocabulary. Control of basic language structures. Few or no errors in spelling and punctuation.
<b>Good</b>	Completion of the task. Ideas adequately developed. Text comprehensible, requires minimal interruption on the part of the reader. Emerging variety of complete sentences, some cohesive device. Accurate use of vocabulary for this level. Emerging control of basic language structures. Mostly accurate spelling and punctuation.
<b>Satisfactory</b>	Partial completion of the task. Text mostly comprehensible, requiring interruption on the part of the reader. Use of complete sentences, few cohesive devices. Inaccurate use of vocabulary. Emerging use of basic language structures. Inaccurate spelling and punctuation.
<b>Unsatisfactory</b>	Minimal completion of the task. Text barely comprehensible. No cohesive device. Inaccurate use of vocabulary. Inaccurate use of basic language structures. Inaccurate spelling and punctuation.

In discussion, the analytical rubric will be used for assessment (task completion, comprehensibility, fluency, level of discourse, vocabulary, grammar).

For role-playing it would be better to apply performance-based assessment.

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### Project Reviewer Comments

1. Is the proposed change clear (the snapshot of “My Class Now” vs. a vision for “My Class in the Future”)?

It's clear done. It will work for a large group as well.

2. Do the steps and the amount of time allotted for the change seem realistic?

In my opinion it's better to spend 1-1,5 week.

3. What do you believe to be the strengths of the proposed change?

It is very important to bring an exciting, real-life topic to the class to get them know what and why to speak.

4. Do you perceive any additional challenges and/or have additional advice for meeting challenges related to the proposed change?

Take planning to include the following: considering the students, not only thinking of the content, materials and activities.

5. Does the type of assessment match the goals and outcomes of the proposed change?

Yes, but may be it will be relevant to use holistic rubric at the end of the theme.