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**Abstract**

This study focusses on how lesson study influences on teacher professional development. Through this professional development process, teachers’ aim was to improve the teaching and learning process. After determining the aims of the study, our next task was to receive results. In this way, we arranged to conduct five cycles including the following things:

1) Collaborative lesson planning;

2) Teaching and observing three students: more-able student (A), middle-able students (B), less-able student (C);

3) Interviewing three students to know their opinion about the lesson;

4) Post lesson discussion;

5) New collaborative lesson planning based on discussing findings (feedback)

During the lesson study, our team used various teaching methods and strategies such as developing productive skills (writing and speaking) through listening and reading activities, conducting debates and discussing film genres. In addition, during the lesson, the team used various differentiated tasks to cover all lesson objectives, criteria-based assessment, and interactive technologies.

**Summary**

This work describes all the steps made by like-minded teachers to improve teaching practice in lesson study (LS) project. During the project, there were studied the works of Peter Dudley and Chichibu Toshiya. The project was designed according to the third type of LS: a group of teachers studied one topic and each teacher had own aim connected to the topic. This case study is relevant to Nazarbayev Intellectual School (NIS) since the school holds the project annually to reach high results in teaching practice, and organizes conferences among state schools to share the experience.

**The research questions:**

- How to develop productive skills during the lesson?

- What active learning methods influence the productive skills development?

- How to choose appropriate teaching methods to meet students’ needs?

After determining the aims and research questions, our next task was to receive results.

**Research methods**

As we have mentioned earlier, the team members had their own aims to investigate.

Cycle 1- ‘How interactive technologies can help students of different levels to develop writing skills.’ The method used was ‘interactive writing.’

Cycle 2 - developing writing skills (writing a report) through context analysis. The method used was jigsaw reading and self-reflection report.

Cycle 3 was how to improve students’ speaking skills through differentiated tasks? The method was conducting a debate and role division.

Cycle 4 was about developing speaking skills by reading authentic stories. The method used was a crazy professor reading and listening.

Cycle 5’s aim was to see how interactive technologies could help students of different levels to develop speaking skills. The method used was making a mind map in groups.

**Results of lesson study**

Conducting a lesson study was useful in our teaching practice in several ways:

- keeping all stages of LS cycles;

- receiving positive feedback from students;

- improving teaching practice (learning new teaching approaches);

- improving students’ performances (summative assessment results)

Evidently, the LS project had a great impact on teams’ work and contributed to its professional development. As a team, we chose the right aim to investigate since students are struggling with expressing their opinions in both forms of writing and speaking.

**Conclusion and discussion**

Lesson study is a long-lasting process, which requires patience and responsibility. After the LS project, the team reached the goal by finding the answers to all research questions. Students could easily respond to the questions and expressed opinion. In addition, all three-leveled students have shown excellent results on summative assessment for unit and term.

The post-lesson discussions helped us to reach the aim. Having analyzed the lessons, the students’ responses and the interview answers, a new task for the team was to think about how to improve teaching and how to reach the goal. We were thinking about new approaches, which facilitated developing productive skills.

What is more, a map of gifted and talented students, which was made by school psychologists, helped us to concentrate more on students’ needs. The tasks were organized according to the students’ learning styles**.**

**Introduction**

Reflection is a significant practice in teaching. The ability to conceive what and how we are teaching, and to reflect on our actions as teachers to identify what works best for our students, is a target to succeed in teaching. Reflecting is the process of thinking critically about experiences and enables teachers to link theory and practice.

Nowadays there are myriad ways of improving teaching practice. One of reflecting on teaching practices is lesson study. Lesson Study helps experienced as well as inexperienced teachers to learn. Because, through its processes of joint planning, joint observation, and joint analysis, we have to imagine learning collectively (Dudley, p1). As teachers, we always should keep in mind that students can learn just not on the same day or in the same way. They learn the material on their own pace and through different learning methods and strategies. A number of learning approaches have been implemented to meet students’ needs in this study.

Through this professional development process, teachers’ aim was to improve teaching and learning by collaboratively planning a lesson, conducting it, reflecting on its effectiveness, revising it, and then possibly repeating the process. Many of the qualities of lesson study, including its cyclical and collaborative nature, seem to make it the ideal tool for promoting reflection.

**Chapter 1.**

* 1. **What is a Lesson study?**

Lesson Study (LS) is a highly specified form of classroom action research focusing on the development of teacher practice knowledge. It has been in use in Japan since the 1870s.

LS involves groups of teachers collaboratively planning, teaching, observing and analyzing learning and teaching in ‘research lessons’. They record their findings. Over a cycle of research lessons, they may innovate or refine a pedagogical approach that will improve pupils’ learning and which will be shared with others both through public research lessons and through the publication of a paper outlining their work (Dudley, p1).

Lesson study is popular in East Asian countries, the UK, and the USA. In the UK, it is widely applied ‘case pupils’ in lesson studies. It focuses on the students’ learning needs and behavior. Case pupil study concentrates mostly on pupils’ individualities. So instead of teaching to a ‘middle’ with groups of high and lower achieving pupils on either side, Lesson Study helps teachers to be more aware of the needs of individuals in their subsequent teaching, but seemingly without being overwhelmed by the experience. Lesson Study can, therefore, be very useful for finding out about and improving the learning of children who are underperforming, who have specific needs or who are from groups of learners who typically underachieve such as children from deprived households or looked after children. It gives them forensic visibility which is needed if teachers are to monitor their learning and progress and ensure they succeed.

In the USA, LS has a significant impact on pupil’s learning as a result of teacher learning. The study reflects a positive impact on pupil’s learning. Lesson Study has been used successfully in this country to improve teaching techniques and pupil progress in core subjects in primary and secondary schools and to develop broader pedagogic approaches such as assessment for learning.

There are three types of Lesson study. The first type is when team members choose one topic to study. In other words, all team members negotiate to find useful information to reach one aim over lesson cycles. The second type is called a teacher-volunteer, when a teacher conducts the lesson and a group of experienced teachers observes it. Then, the teacher receives feedback both positive and areas to work on. Finally, the teachers conduct another lesson to meet all areas to work on. The last type of LS is working in a team and having one common topic, but each teacher has own aims correlating to the common topic.

* 1. **Why do we need a Lesson study?**

The most important part of teaching is the ability to carry out reflection and make an analysis of own work. The belief that teachers should be reflective about their practice is not new. It is grounded in the ideas of John Dewey (1933), who defined reflection as “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends” (p. 9), and described reflection as a specialized form of thinking that moves beyond impulsive actions, actions based on trial and error, routine actions, or those that are guided by convention or endorsed by authority – all of which prevent individuals from engaging in much thought about the reasons for and effects of their actions. Reflection prompts learners to relate new information to prior knowledge, apply specific strategies in novel tasks, think in conceptual and abstract terms, and understand their own thinking and learning strategies, thus facilitating the growth of knowledge and development of higher-order thinking skills. Furthermore, proponents of reflection (maintain that a focused and critical consideration of our own behavior, which happens as a part of reflection, enables us to make intelligent and informed decisions, as well as to become independent learners – all desirable attributes for teachers.

This professional development practice, which originated in Japan, engages teachers in a process of systematically examining their teaching, with the goal of becoming more effective. The process centers on teachers working collaboratively on a "study lesson" – first planning it, then teaching it, observing it, reflecting on it, critiquing it, revising it, and optionally repeating the process. To provide focus and direction throughout the process, the teachers select an overarching goal and related research question to explore.

**Chapter 2. Lesson Study running stages**

* 1. **A group formation**

The school carries the Lesson study project annually. Moreover, each teacher has to think and create a professional development goal for a year (PDG). This goal should be reflected in every lesson. Therefore, lesson study project was an excellent chance for teachers to formulate a group, who have similar PDG.

In the English department, five teachers, who has own PDGs, have found a common topic for investigation as “Developing productive skills through active learning methods.”

The trainers supported Lesson study teams, organized seminars, and answered all the questions during the project.

As a result, a group of like-minded volunteers was created, interested in one idea, supported by a talkative relationship and faith in fruitful cooperation.

* 1. **Study the Lesson study**

A group leader, who was an initiator of forming LS group, organized the first meeting. On the agenda was to know the initial knowledge of lesson study, to create a topic, to discuss the literature to study and to arrange the meeting dates.

The group members filled in Lesson Study Bridge handout to show their basic knowledge (Appendix1). Next step was to discuss the literature review. There were presented the works of Peter Dudley, Toshyia Chichibu, and the works of previous years School teams. However, the most debatable issue was to find a topic to investigate since most teachers have their own professional development goals. According to the PDGs, some teachers wanted to develop either writing skills or speaking skills through different active learning methods. Having studied the types of research, we conferred and agreed to choose the third type of LS: to make one common topic for both speaking and writing as productive skills, and teach the skills through various ways.

After determining the aims of the study, our next task was to receive tangible results. In this way, we arranged to conduct five cycles including the following things:

1) Collaborative lesson planning;

2) Teaching and observing three students: more-able student (A), middle-able students (B), less-able student (C);

3) Interviewing three students to know their opinion about the lesson;

4) Post lesson discussion;

5) New collaborative lesson planning based on discussing findings (feedback)

In his work, Peter Dudley indicated this cycle in the following way:



The grade was identified individually by every teacher. Three-leveled-students were selected according to their responses during the lessons and summative assessment results.

* 1. **Lesson study cycles**

“Starting something new or making a big change requires effort, persistence and motivation… Focus on doing your best now and celebrate every step of the way,” as it is indicated in the saying, the way toward the finish line was difficult. Despite the rough road, one thing makes us happy that we could work as one team and reached one goal together.

**Cycle 1**

**Collaborative planning of the first lesson.** The most important stage of our project was planning and conducting lessons.

**Research lesson 1.**

**Lesson objectives:**

* plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics
  + - * read independently a limited range of short simple fiction and non-fiction texts

In this first research lesson, the observers planned to see how the learners usually work within a lesson. Members of the group discussed the lesson stages and made some changes. We decided to include the “Brainstorm stage” to give them a chance to generate ideas. Also, the members discussed the expected results on two tasks and distributed the roles of group members. We prepared the interview questions.

The key priority was: “Developing productive skills through active learning methods.”

In the result of our first meeting, we discussed the following:

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| **Areas to discuss** | **The result of the discussion** |
| The lesson plan | Teachers decided to add the Brainstorming stage to help students to generate ideas |
| Expected results for students A, B and C | Teachers identified the expected results for each student on two tasks. (Reading for detail and writing a science fiction story) |
| Interview questions | 1. What did you like most about the lesson? 2. What did you learn? What can you do now, that you could not do it before? 3. What can you do better? 4. Which part of the lesson was the most effective? 5. What would you change in this lesson? |
| Distribution of members’ roles | A.Y. observes student A  G.R. observes student B  L.M. observes student C |
| Lesson plan materials preparation | Teachers prepare resources according to their roles. |

After the second meeting, the lesson plan looked like:

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| **Long-term plan Unit:****7.2B Space and Earth**  **(Language with content)** | | | | **School: NIS of Chemistry and Biology Ust-Kamenogorsk** | | | | |
| **Date:** | | | | **Teacher name: S.M.** | | | | |
| **Grade: 7** | | | | **Number present:** | **absent:** | | | |
| **Theme of the lesson:** | | | | The Time Machine (Reading and Pre-writing: Science fiction ) | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **7.W1** plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics  **7.R4** read independently a limited range of short simple fiction and non-fiction texts | | | | | | |
| **Lesson objectives** | |  | | | | | | |
| **All learners will be able to:**   * Revise vocabulary * Learn about science fiction * Make 5 questions to the text * Write a science fiction story according to the criteria   **Most learners will be able to:**   * Read the text and make 3-4 grammatically correct questions   **Some learners will be able to:**   * Spell all the words correctly (A Spelling Bee activity) * Make 5 grammatically correct questions * Write a proper science fiction story according to the criteria. | | | | | | |
| **Assessment criteria** | | Learners have met these objectives if they can write a science fiction story of 80-100 words without any grammar mistakes using 4-5 topical vocabulary and 3-4 linking words | | | | | | |
| **Value links** | | Respect; Cooperation; Lifelong learning | | | | | | |
| **Cross curricular links** | | * History * Literature | | | | | | |
| **ICT skills** | | PPT | | | | | | |
| **Previous learning** | | Film genres | | | | | | |
| **Plan** | | | | | | | | |
| **Stage name and aim** | **Timing** | | **Procedure** | | | | | **Interaction Pattern and Resources** |
| **Lead in:** to set the context and activate Ss schemata | 1’  3’ | | Introducing LO  **A Spelling Bee** is a classic spelling game which will help students spell and review words from their vocabulary lists. Divide your class into two teams and have each team stand along an opposite wall of the classroom. Give one word at a time to each student, alternating teams. If the student spells the word correctly, she/he goes to the end of the line until her turn comes up again. If she/he spells the word incorrectly, she/he sits down. The last team standing wins. | | | | | T-Ss, PPT slide 1  T-Ss, PPT slide 2 |
| **Reading for gist:** to present the model; to develop reading for gist | 6-7’ | | **Pre-reading**   * Elicit from learners if they have ever read any science fiction. * Make sure learners understand what the genre means * Learners understand the genre of Science Fiction. (W)   Learners read the text about the genre of Science Fiction to check their ideas | | | | | T-Ss  S-S  PPT slide 3 |
| **Reading for detail:** to elicit the structure of the piece of writing (a covering letter); to develop reading for detail | 10’ | | * They read the text again then write 5 questions for their partner to answer. * Learners peer assess the questions before answering them. Teacher monitors to make sure the questions are correct and encourages self-correction where necessary. * Learners exchange extracts, read and answer the questions. Then ask Ss to think of the features of science-fiction story according to their texts. | | | | | T-Ss  S  S-S  PPT slide 4 |
| **Focus on the language 1:** to provide ss with useful language to complete the writing task | 4-5’ | | Explain that learners are going to write a science fiction story.  Ss work in pairs. Ss look at the science fiction story and discuss the parts of the writing task | | | | | T-Ss  S-S  HO 1 |
| **Brainstorming:** to generate ideas | 1’ | | After they brainstorm, plan and write about the positive and the negative aspects. Make sure learners use correct tenses and determiners. | | | | | S |
| **Writing:** to develop writing skills | 10-13’ | | **While-writing**   * SS write a sample of science fiction story.   (If time allows) Final draft (I)  Peer review. Learners look at each other’s work and state two things they like about it and one area of improvement. (P, f) | | | | | S |
| **Feedback:** to focus on content and accuracy | 2’ | | At the end of the lesson, learners reflect on their learning:   * What has been learned * What remained unclear * What is necessary to work on   Homework: Revise vocabulary | | | | | T-Ss, PPT slide |
| **Additional information** | | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | | | | **Assessment – how are you planning to check learners’ learning?** | **Health and safety check ICT links** | |
| By task : By individual support taking into account individual abilities of learners.  Reflection at the end of the lesson and teacher summary provides support for progress and achievement. | | | | | | Ongoing  FA Writing  Peer assessment | Health promoting techniques  Breaks and physical activities used.  Points from Safety rules used at this lesson. | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | | | | | | Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson. | |
|  | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson? | | | | | | | | |

**Conducting and observing the first lesson**

**What should we observe?**

While conducting the first lesson, teachers were observing the students A, B, and C.

The teacher suggested that student A would work better than students B and C. Student A had been working faster than other students. However, student B was answering the teacher’s questions actively and gave full answers. Student C had support from a teacher, while students A and B worked on their own.

**How should we observe?**

Before the lesson started, observers had chosen their places, so it was convenient to see how the students A, B, and C work. Students should not know that they are being observed, as it can affect their learning.

**How should we take notes?**

Teachers prepared the plan of observation, where the time for each stage was shown. They also had the lesson plan, prepared by teacher S.M. We took notes on how much time they needed for particular tasks, so we could take it into consideration the next lessons.

**Why should we observe?**

After our observation, we discussed the questions:

1. What did we achieve after the first observation?

2. What could we change?

The interview showed that student A and B liked the lesson, the tasks were interesting and easy. Student C mentioned that it was challenging to make interrogative sentences.

Each teacher was observing a particular student.

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| **Lesson planning, observation, and discussion diagram** | | | Teaching priority | | | Teacher/observer |
| **Aim of the Lesson Study:** To see how interactive technologies can help students of different levels to develop writing skills  **Method of Lesson Study**: Interactive writing | | | | | | |
| Current achievements and success criteria  Describe your possible expectation towards students achievements at the end of the lesson | Under a study Student A ....................  **Success criteria for this focus group** | | Under a study Student В..........................  **Success criteria for this focus group** | | Under a study Student С...........................  **Success criteria for this focus group** | |
| **Lesson stages** | How do you expect a student(s) A’s response? | *How is he/her answer in reality?* | How do you expect a student(s) B’s response? | *How is he/her answer in reality?* | How do you expect a student(s) C’s response? | *How is he/her answer in reality?* |
| **Beginning**  **lead-in activity**  **4 min** | Student A will spell all the words correctly | Student A spelled all the words correctly | Student B will spell most of the words correctly | Student B spelled all the words correctly | Student C will spell some words correctly, sometimes with teacher support | Student C spelled some words correctly, without the help of his teacher |
| **Body part**  **Reading**  **15-16 min** | Student A will actively share his/her ideas, she understands the genre of Science fiction | Student A tried to share his/her ideas, but she kept silent, she understands the genre of Science fiction | Student B will share his/her ideas, but will not take an initiative to tell answers to the whole class | Student B shared his/her ideas actively, told answers to the whole class | Student C will keep silent and will answer if he/she will be asked individually. | Student C kept silent. |
| **Body**  **Brainstorming and writing**  **19-20 min** | Student A will be a leader and share his/her ideas.  Student A will be the first to share ideas and help others if they have difficulties while writing. Student A will finish earlier than others. | Student A was a leader and shared his/her ideas.  Student A was the first to share ideas. Student A finished earlier than others. | Student B will actively participate in brainstorming and share his/her ideas. Student B will make some grammar mistakes. | Student B participated actively in brainstorming and shared his/her ideas. Student B made some mistakes in Past simple and Present perfect. | Student C will passively participate in brainstorming and sometimes will share his/her ideas. Student C will make a lot of grammar mistakes. | Student C did not participate in brainstorming. |
| **Feedback**  **2 minutes** | Student A will give detailed self-reflection analysis by giving specific examples of his / her performances with almost no grammar and vocabulary errors | Student A gave a detailed self-reflection analysis by explaining the reason | Student B will give the general self-reflection analysis by giving few specific examples of his / her performances with almost no grammar and vocabulary errors. | Student B gave detailed self-reflection analysis by explaining the reason | Student C will answer “yes” or “no” | Student C tried to give full answers, however made some grammar mistakes |
| What were the students able to do? (What progress have they made and what are the confirmations?) | Student A will read quickly and make 5 grammatically correct questions, answer his/her partners’ questions correctly. Student A will be able to develop writing skills through writing a science fiction story. Student A will be able to give detailed description of a story and its components. | Student A read quickly and made grammatically correct questions, answered his/her partners’ questions correctly. Student A developed writing skills through writing a science fiction story. Student A gave a detailed description of a story and its components. | Student B will read the text and will be able to make 5 grammatically correct questions. Student B will be able to develop writing skills through writing a science fiction story. Student B will be able to describe a story and its components. | Student B read the text and made 5 grammatically correct questions. Student B developed writing skills through writing a science fiction story. Student B described a story and its components. | Student C will read and make 5 questions with some grammar mistakes. He/she will be able to develop writing skills through writing a science fiction story. Student C will be able to describe some components of a story. | Student C read and made only 3 questions with some grammar mistakes. He/she developed writing skills through writing a science fiction story. Student C described some components of a story. |
| Preliminary ideas | Student A will make some suggestions about changing the stages of the lesson. | Student A liked all activities and did not suggest anything to change | Student B will like all activities and will not suggest anything to change | Student B liked all activities and did not suggest anything to change | Student C will write in the last column of feedback paper ‘I like everything’ | Student C answered ‘I liked everything’ |

**Cycle 2**

After the first cycle, having discussed positive and working towards sides of the lesson, and having analyzed the students’ answers on the interview, the group came up to the conclusion that there is a need to pay attention more on differentiated tasks. During the second meeting, on collaborative lesson planning discussion, the group suggested designing differentiated tasks for every activity covering all three Learning objectives.

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| **Areas to discuss** | **The result of the discussion** |
| The lesson plan | Teachers decided to add the Leading stage to help students to generate ideas |
| Differentiated tasks | To prepare three levelled-texts, and differentiate every activity according to students needs |
| Expected results for students A, B and C | Teachers identified the expected results for each student on two tasks. (Reading for detail and writing a report) |
| Interview questions | 1. What did you like most about the lesson? 2. What did you learn? What can you do now, that you could not do it before? 3. What can you do better? 4. Which part of the lesson was the most effective? 5. What would you change in this lesson? |
| Distribution of members’ roles | S.L. observes student A  G.R. observes student B  K.A. observes student C |
| Lesson plan materials preparation | Teachers prepare resources according to their roles. |

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| **Long-term plan:**  **MIND SPORT** | | | | | **School: Ust-Kamenogorsk** | | | | |
| **Date: 04/11/2018** | | | | | **Teacher name: A.Y.** | | | | |
| **Grade 10**  **Duration : 80 min.** | | | | | **Number present:** | **absent:** | | | |
| **Theme of the lesson:** | | | | | **Imagination and creativity. Learn about human brain** | | | | |
| **PD: Developing academic writing skills through context analysis and students’ self-reflection** | | | | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | | | **Main aim:**  **10.W6** write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics  Sub aims:  **10.S2** ask complex questions to get information about a wide range of general and curricular topics  **10.R2** understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics | | | | | |
| **Lesson objectives** | | | | **All learners will be able to:** apply some of the topic-specific vocabulary whilespeaking and writing, answer some of the questions while reading  **Most learners will be able to:** apply most of the topic-specific vocabulary while speaking and writing, answer most of the questions while reading  **Some learners will be able to:** apply all of the topic-specific vocabulary while speaking and writing, answer all of the questions while reading | | | | | |
| **Success criteria** | | | | Students achieve if they do 80% of the given task appropriately | | | | | |
| **Value links** | | | | Respect for self and others. Cooperation. Academic honesty. Students will foster these values through pair work and class work while discussing their personal thoughts and ideas. Remind students about following the rules of academic honesty while students are given individual task and FA. | | | | | |
| **Cross curricular links** | | | | Arts and Psychology | | | | | |
| **Previous learning** | | | | Imagination and creativity, Arts terms | | | | | |
| **Stages** | **T** | **Planned activities** | | | | | | | **Interaction Pattern** |
| **LO**  **Lead in:** to activate Ss interest to the topic | **3’**  **10’** | Ss should complete feedback paper after each activity. There will be devoted 3 minutes for completing each feedback. There are 4 activities and 8 minutes in total.Ss think over the topic question: “Is imagination more important than knowledge?” individually, then they share their ideas with their elbow partners and then the T conducts the whole class discussion.Ss are introduced some facts about Albert Einstein and his ideas on this question.Differentiation. While students are explaining to each other T should observe weather students are expressing their opinion, and support if it is necessary.Assessment: Teacher’s observation | | | | | | | T – Ss  T  Ss-Ss  Ss - T |
| **Reading for detail:** to develop reading for detail | **15’** | Ss are divided in three groups with mixed ability students and students in the groups read different texts (**differentiated texts** with content suitable for students’ level). Students are assigned to write important notes and make a plan of explanation the content. Once Ss are ready with planning, they retell the plot of the texts. Ss share the knowledge their gained and make an analysis map of common and distinctive features of three texts.  **Assessment:** according to the rubrics | | | | | | | T  Ss-Ss  Cl |
| **Brainstorming:** to generate ideas  **Task preparation**: to develop writing sklill  **Task performance:** to write a report  **Feedback:** to focus on content and accuracy | **10’**  **5’**  15’ | Teacher divides students into three groups. The task is within a minute students should name a person and his famous work. The game has 3 circles meaning that groups should write 3 people and inventions/art/sculpture/building. Who gives as many answers that group is winner. The aim of the activity is to relate English with other subjects (interdisciplinary subjects)Differentiation: MAS should support LAS and help to remind other subject topics **Assessment:** Teacher gives points for the group who could manage the time and give answers.  Ss watch the video, take the notes how to write a report. The reflection paper after each activity helps them to form a report.    Ss write a report about today’s lesson. Feedback notes will help to organize the report. The task is organized as self-study material.  **Assessment** is done by criteria  **Differentiation:** for LAS will be given clear instruction of how to write a report  Teacher is monitoring and taking some notes while ss are writing the report. T writes mistakes on the board sentences or phrases, and elicits the correct form of them.  Also, As a feedback, Ss are introduced LO where they can see whether the Ss are achieved them during the lesson. | | | | | | | T  SS  SS-T  T  S  T  S  T  Ss |
| **Additional information** | | | | | | | | | |
| **Differentiation – Differentiation by the task**   * Students who have diverse needs in the classroom will be placed in groups with   students who can help them stay on task or understand the assignment. Because  many of the activities in this lesson are group  activities, students with disabilities  will be monitored by the teacher to ensure understanding and comprehension of the activities, so  instruction will not be modified.   Many problems have been addressed   by the supportive format of the notes and activities. Students who  complete all work ahead of the class will be given some enduring  understanding  questions to investigate and answer in their reflective journal. ()   * Pairing students for activity appropriately * Knowing the levels of English that the learners have – requiring answers to different level questions from students with different levels of fluency and knowledge of vocabulary * Written assignment – differentiation in topics given to students   Questioning techniques – using 5W’s and H, questions based on Blooms Taxonomy | | | | | | | **Assessment – how are you planning to check learners’ learning?**  Monitor learners to check they can pick up specific details when listening to facts of their classmates.  Observe learners when participating in discussion. Did the group dynamics work? Did each learner contribute to the discussion? If not, why not? (e.g. didn’t understand what to do; not so confident speaking English; not interested in topic; other)  Record what they considered they had learned from the lesson. | **Health and safety check ICT links**  Ensure that when students speak, that their views are respected by all class members even if some students and teacher disagree.  Word processing  Research | |
| **Reflection** | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1:**  **2:**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1:**  **2:**  **What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?** | | | | | | | | | |

As we noted earlier, to improve the teaching practice, teachers were observing the whole lesson, and they paid much attention to the quality and the organization of the differentiated tasks.

Post-lesson interview results have shown that three students were equally engaged into the learning process, and all of them enjoyed the tasks. They could cope with the tasks on time and on their own pace. The table below indicates the possible students’ actions before the lesson and their real actions after the lesson.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson planning, observation, and discussion diagram** | | | Teaching priority | | | Teacher/observer |
| **Aim of the Lesson Study:** To see how context analysis can help students of different levels to develop academic writing skills: writing a report  **Method of Lesson Study**: Analyzing the text through various comprehensive activities and providing self-reflection | | | | | | |
| Current achievements and success criteria  Describe your possible expectation towards students achievements at the end of the lesson | Under a study Student A ....................  **Success criteria for this focus group** | | Under a study Student В..........................  **Success criteria for this focus group** | | Under a study Student С...........................  **Success criteria for this focus group** | |
| **Lesson stages** | How do you expect a student(s) A’s response? | *How does he/her answer in reality?* | How do you expect a student(s) B’s response? | *How does he/her answer in reality?* | How do you expect a student(s) C’s response? | *How does he/her answer in reality?* |
| **Beginning Brainstorming activity**  **Thinking through the question. Develop speaking skill**  **7-8 minutes** | Student A will actively discuss the question with the partner by providing full extended answers, and will be the first who wants to share opinion with the whole class | While doing group discussion expresses his opinion giving supporting ideas and examples.  Class discussion: first to read, first to share his opinion. | Student B will actively discuss the question with the partner, but will not take an initiative to share opinion with the whole class | Student B freely expresses her idea about imagination giving examples. S/he speaks fluently. S/he preferred staying quite during the whole class ideas sharing. | Student C will passively discuss the question with the partner by providing short answers, will not take an initiative to share opinion with the whole class | Group work: Student C was the first of his/her group who expressed his/her opinion on the question.  Student C listened to his group mates carefully and added more ideas. |
| **Body part**  **Contest. Developing Speaking skills**  **10-12 minutes** | Student A will be a leader and help others to remind other subject topics, and name some inventors and their works | Actively participates reminding the names of inventors and their works.  Was among the firsts to complete the reflection note. | Student B will actively participate and can give some correct answers | Student B was the first to write the inventor’s names on the board. While giving feedback she noted her points of view briefly. | Student C will passively participate and sometimes will name famous inventors and works | Student C was the last one to come up to the board because he was busy finishing his/her feedback on the first activity.  Student C listened to his/her group mates first then wrote his/her ideas on the board. |
| **Body**  **Developing reading skills**  **20 minutes** | Student A will quickly read the text, and will be the first who finishes reading and who is ready for discussion. Student A will try to give only important parts of the text. Student A can take an initiative to make a map of common items of three texts | Gives ideas on how to present the information on the map and takes an initiative to make a map.  Didn’t show the will to present their map! | Student B will be the second students who finishes reading, and will give detailed information of the text. Student B can take a marker to write some common items of three texts | During the group work to draw a poster, Student B used only English language to communicate with others. She was asking questions which means she was involved in the group work. | Student C will be the last student who finishes the reading the text, and will describe the text in short with lots of grammar mistakes and missing important parts of the text. Student C will not take an initiative to make a map of common things | Student C asked his/her group mates questions on the task, wrote his/her own ideas on the map. However, Student C didn’t participate in group discussion. |
| **Feedback completion**  **5 minutes** | Student A will complete the table of feedback with short answers, indicating only bullet points of the activities | While doing group discussion expresses his opinion giving supporting ideas and examples.  Class discussion: first to read, first to share his opinion. | Student B provides full extended writing of each activity describing each activity in details | Student B provided extended answer to each category of the feedback. | Student C writes in short with lots of grammar mistakes | Student C wrote the main points of the activities using bullet points. |
| What were the students able to do? (What progress have they made and what are the confirmations?) | Student A will complete feedback as self-reflection to each activity. Student will develop comprehension skill on his own pace through reading the text. | Student A completed feedback as self-reflection to each activity. Student developed comprehension skill on his own pace through reading the text. | Student B will complete feedback as self-reflection to each activity. Student will develop comprehension skill on his own pace through reading the text. Student | Student B completed feedback as self-reflection to each activity. Student developed comprehension skill on his own pace through reading the text. Student | Student C will complete feedback as self-reflection to each activity. Student will develop comprehension skill on his own pace through reading the text. | Student C completed feedback as self-reflection to each activity. Student C worked in a group and shared his ideas on the task. |
| Preliminary ideas | Student A will suggest teacher to change some activities while completing the feedback table | Student A suggested teacher to change some activities while completing the feedback table | Student B will like all activities and will not suggest anything to change | Student B liked all activities and suggested to change brainstorming activity | Student C will write in the last column of feedback paper ‘I like everything’ | Student C wrote suggestions to the first activity and wrote no suggestion to the second one. |

After the lesson observation, three teachers conducted an interview with three target students A, B, and C. The table below shows their answers

|  |  |  |  |
| --- | --- | --- | --- |
| **Interview questions** | **Student A** | **Student B** | **Student C** |
| 1.What did you like most during the lesson? | I liked the completing the feedback table because at the end of the lesson it helped to write a report | I found the information given in the article quite informative to extend my overview. In addition, the group work involving sharing ideas on the board was interesting. | The second activity – Reading. I liked making notes and using them in the following activities. |
| 2.What did you learn? What can you do know that you could not do before? | I could write a report before, and now I can | I have never known about the fact about Mozart and there were the new words that I have not applied before. | It was like usual lesson. We just practiced reading and listening skills. |
| 3. How can you improve your performance? How well can you do that? | I could reflect my actions on feedback sheet. | Making a plan will be helpful to improve the effectiveness of my performance during the lesson. | I can talk about inventions and their importance. |
| 4. Which part of the lesson was more productive for you? | Reading part was useful where we read three different texts and found the correlation between them | The planning process encouraged us to think creatively. | I prefer individual work because I can use my knowledge and try to improve skills. |
| 5. If this lesson was conducted in different grade, then what would you like to change and why? | I would like to slightly change reading part because the texts were of different volume. Some ss read them quickly some were still reading | I would not like to change anything. | Nothing. |

**Conducting and observing the second lesson**

**What should we observe?**

While conducting the second lesson, teachers were observing the students A, B and C. As home-teacher predicted, all three students have shown the predicted-results almost in all activities.

**How should we observe?**

Teacher-observers placed in the classroom and watched the target-students (A, B, and C) unnoticeably without interfering the teaching process.

**How should we take notes?**

Home-teacher prepared the lesson plan paper and discussion diagram. Teacher-observers completed discussion diagram.

**Why should we observe?**

After our observation, we discussed the questions:

1. What did we achieve after the first observation?
2. What could we change?

Interview showed that student B and C liked the lesson, the tasks were interesting and easy. Student A mentioned that he would change some stages of the lesson.

So, having conducted the second cycle of the lesson study, the next stage was to discuss the lesson. As teachers noticed, the rubrics of the writing task were given beforehand. It would be better to be created by students. In addition, as the student A suggested, the differentiated task for reading was poorly developed. An excellent idea for discussion for the next meeting of cycle three was to think properly about differentiated tasks and criteria of the lesson.

**Ученики ни в коем случае НЕ должны знать, что у них задания дифференцированы, иначе это полный провал урока (celta, Осама)**

**Cycle 3**

As a result of the second lesson’s analysis, it was suggested allowing students to create the assessment criteria to evaluate the debate outcomes by themselves. Considering the fact that Student C was shy and not ready to give spontaneous answer, s/he would be given a simplified task, which is to create a prepared speech on the topic of the debate.

|  |  |
| --- | --- |
| **Areas to discuss** | **The result of the discussion** |
| The lesson plan | Before proceeding to the debate, teachers suggested to include the brainstorming part that will be helpful for students to revise their past knowledge and prepare for the debate. |
| Differentiated tasks | Student A and B participate on the debate, providing arguments with reasons and examples, whereas weaker students create a prepared speech on the debate topic. |
| Expected results for students A, B and C | Teachers identified differentiated tasks flowing from the students’ abilities. Student A and B take part on the debate. Student C will create a prepared speech. |
| Interview questions | 1. What did you like most about the lesson? 2. What did you learn? What can you do now, that you could not do it before? 3. What can you do better? 4. Which part of the lesson was the most effective? 5. What would you change in this lesson? |
| Distribution of members’ roles | S.M. observes student A  Y.A. observes student B  K.A. observes student C |
| Lesson plan materials preparation | Teachers prepare resources according to their roles. |

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| --- | --- | --- | --- | --- | --- | --- |
| **Key Question: Why animals need to be protected?** | | | | | | |
| **Lesson Objectives**  **/content** | **Key words** | **Time** | **Student's action** | **Teacher’s action** | **Indicator of successful outcome – Assessment** | **Resources** |
| 8.S2ask more complex questions to get information about a range of general topics and some curricular topics  **8.S3** give an opinion at discourse level on a range of general and curricular topics  **8.S4** respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics | **POLAR BEAR**  vulnerable  decline  carbon dioxide  greenhouse gases  exhaustion  carnivores  donation  conservation  resistance to  **BEES**  agriculturalist  vanish  at alarming rate  threaten  crops  contribute to Ving  pollinate  lucrative  harvest  trace  swarm  estimate  cold snap  at a loss  come up with (an idea, an answer)  stressed out  **Debate:**  Main argument  Rebut  Reiterate  Cross examination  Timekeeper  jury / chair | **5 min** | Students discuss the lesson objectives. | Introduce the lesson objectives. | Discussion | Slide 1 |
| **20 min** | **Brainstorming** (saving polar bears and honey bees)  Based on their prior knowledge and the knowledge they gained from previous lessons, groups write as many reasons why those two creatures have to be protected. Group 1 is responsible for giving reasons why honeybees have to be protected, while group 2 give reasons for saving polar bears.  Later both groups share their ideas in the whole class discussion. | **Brainstorming** (saving polar bears and honey bees)  Split the class into two groups. Assign each group to give arguments and reasons for saving the species that they were given. | Answers to the questions, sharing information orally | Articles about (honey bees, polar bear and saiga) and tasks |
| **15 min** | **DEBATE RULES AND STRUCTURE**  Students get a worksheet with debate rules and structures. They read the information on the worksheet and explain it to their peers and answer the questions asked by the teacher. In addition, they take notes while a teacher is explaining the debate terms.  After that, they create the assessment criteria that will evaluate their performances during the debate. | **DEBATE RULES AND STRUCTURE**  **Introduce the key words:**  *Main argument (argument of the first speaker)*  *Rebut (deny)*  *Reiterate (state)*  *Cross examination (asking questions)*  *Timekeeper*  *jury / chair*  Teacher asks the following questions:   * What does the first, second and the third speaker do? * What are the rules of debate?   Present the topic **“Which of these two species (honey bees or polar bear) needs to be protected?”**  Distribute the roles (speakers, a timekeeper and a jury). Provide each group with the card with the certain species (honeybees and polar bears) that they will be defending on the debate. | Students are familiar with debate rules and format | Assessment criteria created by students  role cards,  topics |
| **25 min**  **10 min** | **Debate for strong students:**  Question: “Which of the two animals needs to be protected? Why?”  Students are divided into teams and state their position providing arguments, evidence and an explanation.  **Differentiation:** Less able students just state their positions in the written form (prepared speech) and later share their points of view with the whole class.  **QUESTIONS AND ANSWERS:**  both teams answer the questions asked by a teacher or students  Jury gives comments and feedback and defines the winner team. | **More able students:**  Observes the debate process  **QUESTIONS AND ANSWERS:**  ask questions  provide feedback | Discussion (arguments, explanations, facts about animals, solving problems) | Assessment criteria created by students |
| **5 min** | **Plenary**  Students write about two things that they found useful and then give one recommendation concerning the lesson. | **Plenary**  Tell students to write about two things that were useful for them and give one recommendation. |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson planning, observation, and discussion diagram** | | | Teaching priority | | | Teacher/observer |
| **Aim of the Lesson Study:** How to improve students’ speaking skills through differentiated tasks?  **Method of Lesson Study**: Improving students’ speaking skills though the debate. | | | | | | |
| Current achievements and success criteria  Describe your possible expectation towards students achievements at the end of the lesson | Under a study Student A ....................  **Success criteria for this focus group** | | Under a study Student В..........................  **Success criteria for this focus group** | | Under a study Student С...........................  **Success criteria for this focus group** | |
| **Lesson stages** | How do you expect a student(s) A’s response? | *How does he/her answer in reality?* | How do you expect a student(s) B’s response? | *How does he/her answer in reality?* | How do you expect a student(s) C’s response? | *How does he/her answer in reality?* |
| **Brainstorming** (saving polar bears and honey bees)  20 min | Student A will provide several strong facts and arguments. | Student A was able to give extended statements accompanied with facts and evidence. | Arguments given by Student B will be strong enough, but with some missing facts and evidence. | Student B managed to give strong arguments accompanied by solid reasons and evidence. The way he presented his statements was persuasive. | Student C will give reasons for protecting the animal, but will not prove it with evidence. | Student C gave two reasons for saving the animal, but she found it difficult to provide evidence. |
| Explaining the debate rules  15 min | Student A will provide a clear explanation of the debate rules. He / she also correctly explains the debate related terms. | Student A was discussing the debate rules with her classmates, and also explained some stages, thus helped her classmates | Student B will not have problems with understanding the debate rules. However, he / she doesn’t attempt to share his idea in an open ended class feedback unless he / she is asked by the teacher. | Answered to the teacher’s question. Student B is responsible for the Team A. | Student C is reluctant to express his / her own view. In case he / she is asked a question, he / she spends quite a long time on thinking before giving an answer. He / she produces simple sentences with some grammar errors that may not cause comprehension problems. | At this stage Student C preferred staying silent, although she has a clear understanding of the debate rules. |
| Debate  25 min | Student A will build a well structured speech by giving strong arguments with supporting ideas, explanation, facts and examples. | Student A prepared an argumentative speech, providing it with some examples. However, she experienced some hesitations while presenting some facts. | Student B provides arguments with supporting facts, examples and reasons. However, some given reasons may not be strong enough to prove the argument. Also, he / she may make grammar errors that do not cause comprehension problems. | Student B presented why government should protect Honeybees. As a speaker, Student B was confident, clearly explained the reasons with facts for protecting this type of animal. Student B could manage to finish his/her speech on assigned time (1 minute). He had some minor mistakes during his speech, which didn’t interfere on understanding the content of his speech. He could manage the scene by moving from place-to-place, and use gestures. | Student C is a timekeeper.  He / she writes the argument with reasons that he / she will present later on. | Student C gave two reasons for protecting a threatened animal applying the knowledge from the topic. However, she struggled with giving counter argument to the statement given by a teacher. |
| Questions and answers  10 min | Student A will always ask questions he / she is curious about and is totally ready to answer the questions addressed to him / her. | Student A put one question while the speaker from the second team was presenting his speech. Also she put one question after the debate and answered the opponents question with the help of classmates in her team. | Student B will always ask questions he / she is curious about and is ready to answer the questions addressed to him / her. However, he / she may have a problem with giving full and correct answer that meet the questioners’ expectancy. | Student B took an initiative to write a question. Student B answered Teacher’s question by providing full-extended answers, not the group’s question. Student B didn’t take an initiative to ask question from the opposite team. Student B didn’t agree with Jury’s feedback and tried to prove his/her state. And, his comment was accepted. | Student C avoids asking questions even if he / she doesn’t understand something. | Student C did not ask any question. |
| Plenary  5 min | Student A writes the detailed self-reflection analysis by giving specific examples of his / her performances with almost no grammar and vocabulary errors. | Student A writes the detailed self-reflection analysis: She enjoyed asking confusing question to opponents. | Student B writes the general self-reflection analysis by giving few specific examples of his / her performances with almost no grammar and vocabulary errors. | Student B wrote only two sentences as a feedback that the lesson was informative and describing his role. As sentences were short, he didn’t have any mistakes. | Gives full sentences with some grammar errors. He / she is rather good at expressing his / her point of view in a written form. | She needed more time to think than other students did, but she was able to provide extended feedback with minor grammar errors. |
| What were the students able to do? (What progress have they made and what are the confirmations?) | Student A shows a good performance throughout the lesson despite he / she remains silent in some parts of the lesson. | Student took part in every stage of the lesson. | Student B shows a good performance throughout the lesson despite he / she remains silent in some parts of the lesson. | Student showed a good performance during the lesson. He presented his speech, wrote a question to the opposite team, and argued with jury’s decision and proved his statement | Student C is introduced with the structure and the process of the debate. He / she learns to provide an argument and justification from their peers. He / she is able to apply the knowledge he / she gain after the long period of preparation process. | Student C was able to express her point of view using the PEEL strategy through the prepared speech. However, she needs more practice to produce unprepared speech. |
| Preliminary ideas | Student A make some suggestions about changing the stages of the lesson. | Her classmate Anel was controlling our speaking time, she thinks that it would be better if Anel could also take part in the debate, and time could be controlled on the board by computer. Next she thinks, it would be better, if they hold their discussion standing face to face, not sitting in their groups. | Student B may have some ideas about changing the lesson content. | Student B said that it would be better if they were given extra time to prepare for the debate. | Student C will prefer remaining passive in all parts of the lesson. | Student C was passive the whole lesson and responded only she was asked directly. |

After the lesson observation, three teachers conducted an interview with three target students A, B, and C. The table below shows their answers

|  |  |  |  |
| --- | --- | --- | --- |
| **Interview questions** | **Student A** | **Student B** | **Student C** |
| 1.What did you like most during the lesson? | She enjoyed putting questions | He liked the group work. He acted as a captain of the group. Being a captain is a hard role because it is difficult to control and distribute the roles of others | I really loved the part of the lesson when students defended their team’s point of view. |
| 2.What did you learn? What can you do know that you could not do before? | She learnt how to control her feeling and do not get nervous. She learnt to construct her speech. | Debates – is very a good speaking tool to overcome fear in front of the public. I could learn how to conduct debates and know the rules of debate procedure. | Now, I can apply new topical words correctly. Also I can use the PEEL strategy more effectively. |
| 3. How can you improve your performance? How well can you do that? | She could construct her speech more logically | I can improve my presentation in front of the class. Next time, I will be more confident and construct my speech more logically. | I need more practice to produce unprepared speech defending my own point of view. |
| 4. Which part of the lesson was more productive for you? | The most effective part was when she tried to find some grammatical mistakes in her opponents’ speech. | Working in a group was very interesting where we created a poster. We searched information collaboratively and gathered our findings to shape a poster. | Preparation part for the debate, I was acquainted with debate rules that I will be using in further practice. |
| 5. If this lesson was conducted in different grade, then what would you like to change and why? | Her classmate A. was controlling our speaking time, she thinks that it would be better if A. could also take part in the debate, and time could be controlled on the board by computer. Next she thinks, it would be better, if they hold their discussion standing face to face, not sitting in their groups. | Generally speaking, I wouldn’t change anything because I liked all the steps of the lesson, but I can give advice to a teacher to give few minutes before the debates to think through the arguments | I wouldn’t change anything. |

**Conducting and observing the third lesson**

**What should we observe?**

During the lesson each teacher was given one student (A, B and C) to observe. As it was predicted initially, Student A succeeded in providing argumentative speech in favour of polar bears. She also succeeded in asking smart questions to the opposite team. Student B’s performance was beyond the expectation, as he could fully explain the importance of the honeybees, clearly providing the strong reasons with facts and examples. He was quite confident and managed to conquer the audience’s attention by moving from one place to another and using gestures smartly. In the concluding part of the lesson, he expressed his disagreement with the jury’s decision and could defend his team. As far as Student C struggles with giving spontaneous speech, she created a speech to talk about the importance of honeybees, using PEEL strategy and her past knowledge she gained from the unit. However, she struggled to answer the higher-order thinking questions asked by the teacher.

**How should we observe?**

Teacher-observers placed in the classroom and watched the target-students (A, B, and C) unnoticeably without interfering the teaching and learning process.

**How should we take notes?**

The lesson plan, interview questions and the table to evaluate the students’ performances were prepared beforehand.

**Why should we observe?**

After our observation, we discussed the questions:

1. What did we achieve after the first observation?
2. What could we change?

Students, who gave an interview, noted that the brainstorming part of the lesson was interesting and effective to prepare for the debate. They said that the debate was helpful in terms of overcoming the fear of speaking in front of the public. Student A said that she enjoyed asking questions to the opposite team members. She noticed that Student C remained passive during the debate and suggested that Student C should have also participated in the debate. Another suggestion of her was to hold the debate having students standing face to face, not sitting in their groups. Student B suggested giving a little time for preparation before starting the debate. Student C didn’t suggest anything.

Overall, most of the students could construct strong arguments accompanied by accurate facts and examples. However, the rebuttal part of the debate was the most challenging, as only Student B managed to rebut counter-arguments. The reason why the rebuttal part was not successful is that students had very little practice of rebutting counter-arguments. In the future students need to practice to rebut through the tasks requiring critical thinking skills. During the debate, the rest of the students noticed that Student C was not involved in the debate and was given a simplified task to create a speech. Therefore, it is recommended to plan the following lesson, so that students did not realize that they are given differentiated task.

**Cycle 4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Short-term plan unit:** 7.3A Entertainment and Media (Language with content) | | | **School:** NIS of Chemistry and Biology in Ust-Kamenogorsk | | | |
| **Date:** 18.01.19 | | | **Teacher name: L.S.** | | | |
| **Grade:** 7 | | | **Number present:** 9 | Absent:0 | | |
| **Theme of the lesson:** | | | Home reading | | | |
| **Career goals.** | | | Development of speaking skills through feedback. | | | |
| Learning objectives(s) that this lesson is contributing to | | **7.L2** understand most specific information and detail of supported, extended talk on a range general and curricular topics**;**  **7.S6** communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges. | | | | |
| Lesson objectives | | **All learners will be able to:** | | | | |
| * Talk about the first chapter of the “Jungle book” (settings, plot, main characters);   **Most learners will be able to:**   * Answer 65% of the reading task correctly; * Create a dialogue making minor grammar mistakes.   **Some learners will be able to:**   * Give all correct answers in the reading task; * Create a dialogue using given information applying appropriate vocabulary and grammar. | | | | |
| Assessment criteria | | Learners have met these learning objectives if they:   * Give 85% of correct answers in the reading task | | | | |
| Value links | | Respect for self and others. Cooperation. Academic honesty. Creativity. Students will foster these values through pair work and class work. Remind students about following the rules of academic honesty while doing individual tasks. | | | | |
| Cross curricular links | | This relates to Literature. | | | | |
| ICT skills | | Be able to retrieve information from the Internet | | | | |
| Previous learning | | No prior knowledge is needed here. However, most learners will have prior knowledge of some of the vocabulary associated with Entertainment and Media. | | | | |
| Plan | | | | | | |
| Planned timings | Planned activities (replace the notes below with your planned activities) | | | | | Resources |
| Beginning  1 min  13’  Middle  5-7’  16 min | Teacher introduces Learning and Lesson Objectives.  Students had to read at home chapter one of the Jungle Book. Now they will listen to it to trace the new vocabulary and the manner of speaking of the main characters. While listening Students are suggested taking notes on unfamiliar words and expressions.  Reading comprehension check: students have to complete Task 1. The task is to identify whether the sentence is True or False.   * The story takes place in one of the African countries. True / False * Wolves are friendly to Tabaqui. True / False * Sher Khan has to tell in advance when he wants to come to hunt. True / False * Animals must not hunt man, as this may cause troubles. True / False * The baby boy was very scared. True / False * Wolves usually met when it was a new moon. True / False * Bagheera paid for the boy’s life. True / False   True/ False (answers: 1. F, 2. F, 3. T, 4.T, 5.F, 6. F, 7.T.  Differention: MAS will be asked to correct False sentences.  Task 2. Open-ended questions. There are 3 questions that students have to answer.   * What is Wolf- Pack? * Why did the wolves protect the boy? * What did the boy learn in the jungles?   Performance: Students will be outlined roles and they will have to act out chapter 1. | | | | | Slide 1  video  <http://www.englishbysongs.ru/index.php/glossaries-audiobooks/48-jungle-book-audiobook/1013-jungle-book-chapter-1-mowgli-s-brothers>  Slides 2  Slide 3 |
| End  3’ | **Feedback:** Ss answer the question: Where can you use or apply the skill you have developed today in everyday life?  **Home Task:** Revise the words and expressions | | | | | Slide 4 |
| Additional information | | | | | | |
| Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?   * **Task:** MAS-correct false sentencing referring to the text. * **Group Work:** Students collaborate **Individual support** | | | | | **Assessment – how are you planning to check learners’ learning?** | Health and safety check |
| Differentiation by individual support, taking into account individual abilities of learners | | | | | Ongoing assessment  Peer assessment | Breaks and physical activities used. |
| Reflection  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | | | | Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson. | |
| I think that learning objectives have been achieved, as the students were able to give correct answers to open-ended questions and correctly identify False or True sentences. Moreover, MAS could correct false sentences. As for acting out, I think, we needed more time to allocate for this task. I have tried to stick to timing, but I will take more time for creative tasks in future. | |
| Summary evaluation  What two things went really well (consider both teaching and learning)?  1: Listening while watching was good, as the students could feel the sound, voices of the main characters.  2: Reading comprehension task- finding specific information was good, as students, while identifying True/False sentences could have self-assessment on how well they understood the chapter.  What two things would have improved the lesson (consider both teaching and learning)?  1: more differentiated tasks: LAS could have been given some cards with phrases that they might have used while preparing.  2: allocate more time for acting exercises.  What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson? I have learnt that my class likes acting. | | | | | | |

Observing and discussing 4th lesson of the Lesson Study.

The observation results have been made up into a table:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson planning, observation, and discussion diagram** | | | Teaching priority | | | Teacher/observer | | | | |
| **Aim of the Lesson Study:** Develop speaking skills through reading authentic stories  **Method of Lesson Study**: Reading authentic stories | | | | | | | | | | |
| Current achievements and success criteria  Describe your possible expectation towards students achievements at the end of the lesson | Under a study Student A ....................  **Success criteria for this focus group** | | | Under a study Student В..........................  **Success criteria for this focus group** | | | Under a study Student С...........................  **Success criteria for this focus group** | | | |
| **Lesson stages** | How do you expect a student(s) A’s response? | *How is he/her answer in reality?* | | How do you expect a student(s) B’s response? | *How is he/her answer in reality?* | | How do you expect a student(s) C’s response? | *How is he/her answer in reality?* | Examples/questions | |
| Beginning  Watching a video | Student A can easily name the characters, settings. | The student was quite active, trying to give the names of the characters, their features and settings. | | Student B will be able to identify the characters and settings. | Student B correctly identified the characters by giving short simple answers. He didn’t take initiative to speak first but answered all the questions when he was asked. | | Student C struggles in naming the characters and settings | Student C could name only one character of the story. His answer was short containing only few words. He could not answer teacher’s leading questions. |  | |
| Body part  Reading comprehension | Student A will actively participate in doing and checking the task. | The student finds no difficulties while identifying True/False sentences, also, if asked, can correct false sentences. | | Student B will actively do the task, but will not take an initiative to tell answers to the whole class or correct false sentences. | He could correct the false statement reading the answer from the text, but did not explain it in his word. He feels a bit worried when the teacher’s question is directly addressed to him. | | Student C will probably find difficulties in answering the open-ended questions and will not participate in correcting the false sentences. | Student C didn’t understand the teacher’s question concerning the task 1 – identifying T/F/ statements  Student C put pluses and minuses instead of writing T/F. He/she answered 4 statements correctly out of 7.  When the teacher asked the meaning of the phrase student C was the first who explained the meaning.  Student C answered correctly all open-ended questions. He/she knows all the meaning of the words which teacher asked. But, he always speaks quietly as nobody hears him. |  | |
| Body  Acting out chapter 1  Developing Speaking skills | Student A can create own dialogue in order to perform, makes minor grammar mistakes. | Student A found a few difficulties while performing, made some grammar mistakes, which do not cause a problem for understanding. | | Student B will actively participate in discussion of the performance. Student B will use new vocabulary and make some grammar mistakes. | Student B was mostly passive. He spoke giving short sentences with no grammar errors. | | Student C avoids asking questions even if he / she doesn’t understand something.  He/she may use the copy to perform the role. | Student C tried to act out the role according to the story, but he could only show the action by gestures and couldn’t express himself. |  | |
| **Feedback**  **3 minutes** | Student A answers feedback question trying to explain where he/she can use gained knowledge and skills. | Take initiative to give feedback, makes minor grammar and pronunciation mistakes. | | Student B may give feedback to where they can use developed skills. | Student B was able to generally analyse his performance. | | May give feedback with grammar mistakes. | When the teacher asked a reflective question at the end of the lesson he couldn’t answer. He was thinking a lot. |  | |
| What were the students able to do? (What progress have they made and what are the confirmations?) | Student A will learn new vocabulary and apply it appropriately in his speech. Student A finds a few difficulties while performing. | While acting out the roles tried to use new vocabulary. | | Student B will learn new vocabulary and apply it appropriately in his speech. Student B will be able to develop speaking skills acting out the chapter. | Generally, student B demonstrated his speaking skills by giving short simple sentences with almost grammar errors. | | Student C learns how to act out from their peers. He / she is able to apply the knowledge he / she gain after the long period of preparation process. | Student C learns how to act out from their peers. He / she is able to apply the knowledge he / she gain after the long period of preparation process. |  |
| Preliminary ideas | Student A will make some suggestions about changing the stages of the lesson. | Student A did not suggest anything to change in the lesson. | | Student B will like all activities and will not suggest anything to change | Student B was quite satisfied with the lesson and didn’t suggest anything to change. | | Student C will prefer remaining passive in all parts of the lesson. | Student C will prefer remaining passive in all parts of the lesson. |  |

|  |  |
| --- | --- |
| After the lesson observation Students A,B and С were asked several questions and the following was revealed: Student A. | |
| 1.What did you like most during the lesson? | Student A: role-play.  Student B: Acting out the story was interesting and fun, as we practiced speaking and enjoyed it.  Student C: Reading the tale was very interesting. |
| 2.What did you learn? What can you do, that you couldn’t do before? | Student A: Improved speaking skills, has become more confident.  Student B: The level of my English hasn’t changed much but I learned some new words from the story.  Student C: All four skills have been developed through doing home assignments. |
| 3. How can you improve your performance? How well can you do that? | Student A: Speak with more confidence.  Student B: Reading and speaking practice will help to improve my English.  Student C: I can learn lots of words and I will use them in my speech. |
| 4. Which part of the lesson was more productive for you? | Student A: Reading, as they had to identify which statement was True or False explaining their answer.  Student B: The video was really helpful to understand the story and memorize the pronunciation of some unknown words  Student C: Open-ended questions. I could think, and try to find from the text. |
| 5. If this lesson was conducted in different grade, then what would you like to change and why? | Student A: To let more time for role-play.  Student B: I wouldn’t change anything.  Student C: Teacher’s assistance on explaining some phrases and making the scene more interesting. |

Having analysed the lesson outcome we have come to the following conclusions:

1. The listening part was an integral part of the reading, as the students were able to practise listening through reading and enrich their vocabulary;
2. The reading tasks were chosen properly in order to get the general understanding of the Chapter understanding;
3. Learners liked acting out.

However, there were some drawbacks which have to be considered in the future:

1. To use different types of differentiated tasks in order to cover the needs of different-level students;
2. To allocate more time for creating and acting, as the learners have to think not about what to say, but how to say, and how to act;
3. To practise giving the arguments and explanations more in order to improve argumentative skills.

**Cycle 5**

**Collaborative planning of Lesson 5**

The last cycle of the Lesson Study

As a result of the discussion on Cycle 4 we have decided to devote Lesson 5 to developing *speaking skills* through using interactive technologies.

**Lesson objectives:**

* give an opinion at sentence and discourse level on an increasing range of general and curricular topics;
* communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges.

As well as in the previous cycles of the lesson study Students A, B and С of Grade 7 were chosen.

|  |  |
| --- | --- |
| **Student** | **Description** |
| Student A | an active student who does not hesitate to share his/her opinion, supports others and leads a group |
| Student B | a quite active student who needs some time to think before answering questions |
| Student С | a quite passive and unconfident student who is not willing to share his/her opinion, prefers to be quiet in all parts of the lesson |

Taking into consideration all observations and feedback from previous lessons, some changes were made into the preliminary lesson plan. In order to achieve the lesson objectives, it was decided to use one of the interactive technologies - “Mind Map”. It was expected that communicative learning would help students develop cognitive skills: this activity would help both Student A with organizing his/her thoughts and Student С with being involved into the lesson and expressing his/her opinion. Moreover, interactive communication and work with peers enables students to think of the strategy of performing the task, to compare results and assess each other.

After the discussion, the revised lesson plan looked like this:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Long-term plan unit:** 7.3A Entertainment and Media (Language with content) | | | **School:** NIS of Chemistry and Biology in Ust-Kamenogorsk | | | | |
| **Date:** | | | **Teacher name: A.K.** | | | | |
| **Grade:** 7 | | | **Number present:** 12 | | **absent:** - | | |
| **Theme of the lesson:** | | | Describing a film | | | | |
| Learning objectives(s) that this lesson is contributing to | | **7.S3** give an opinion at sentence and discourse level on an increasing range of general and curricular topics  **7.S6** communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges | | | | | |
| Lesson objectives | | **All learners will be able to:**   * hold a discussion about the film “The Impossible” (the scene and the characters); * differentiate film genres.   **Most learners will be able to:**   * make a mind map; * give example to the adjectives (vocabulary activity).   **Some learners will be able to:**   * apply 4-5 new vocabulary appropriately in their speech; * justify their answers. | | | | | |
| Assessment criteria | | Learners have met these learning objectives if they:   * apply 3-4 new adjectives in their speech appropriately | | | | | |
| Value links | | Respect for self and others. Cooperation. Academic honesty. Students will foster these values through pair work and class work. Remind students about following the rules of academic honesty while doing individual tasks. | | | | | |
| Cross curricular links | | This relates to Art | | | | | |
| ICT skills | | PPT | | | | | |
| Previous learning | | Film genres | | | | | |
| **Plan** | | | | | | | |
| Planned  timings | Planned activities | | | | | | Resources |
| Beginning  7’  2’ | **Lead-in Watching the trailer of the movie “The Impossible”**  Students watch the video <https://www.youtube.com/results?search_query=the+impossible+trailer> , after watching T asks several questions to find out the attitude towards the film:  *Questions:*  *Have you watched the film?*  *Do you like the genre? (adventure film)*  *Do you know anything about the plot, settings and characters?*  *What do you think about the film (plot, acting)?* T asks Ss to describe the film.  Teacher elicits the topic (describing a film) and introduces the lesson objectives | | | | | | PPT  Slide 1  Video  PPT Slide 2 |
| Middle  12’  17 min | **Describing the film**  Draw Students’ attention to the adjectives and explain that they can be used to describe films.    Ex 5. Students check answers in pairs. Check answers as a class.   1. Predictable 2. Dull 3. Gripping 4. Moving 5. Violent. 6. Serious 7. Spectacular   ***Differentiation: More able students:*** Students think of an example of a film for the types of films : comedy, documentary, horror film, thriller, western.  ***Less able students:*** Students work in pairs and think of a film for each of the adjectives in ex 5. Encourage them to explain their choice.  **Making a mind map – describing a film/cartoon**  1. Students are divided into three groups. They are to make a mind map on the one of the given films/cartoons. They should include genre, actors/stars and their acting, characters, setting, plot, special effects. Students are asked to use new words and expressions in their speech.  Differentiation: Less able students may refer to the Slide 6. C:\Users\kemperbayeva_a.ukk\Desktop\Nursery-Rhyme-image-1.png  More able students are asked to justify their answers.   1. Presenting mind maps. Peer assessment.   Assessment criteria:   |  |  | | --- | --- | | **Descriptor** | **Yes/No** | | A group describes plot, characters and/or actors’ playing |  | | A group uses 3-4 new adjectives to describe their film |  | | A group justifies their answers |  | | All members of the group speak |  | | | | | | | PPT Slides 3-5  Handout 1  PPT  Slide 6  poster, felt-tip pens |
| End  3’ | Feedback:  Discuss with your students the following questions: *1.What is the most important thing you have learned?*  *2.What could you do very well?*  *3.What was difficult?* | | | | | | PPT  Slide 7 |
| Additional information | | | | | | | |
| Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners? | | | | **Assessment – how are you planning to check learners’ learning?** | | Health and safety check | |
| Differentiation by individual support, taking into account individual abilities of learners.  Differentiation: by task – *More able students:* Students think of an example of a film for the types of films : comedy, documentary, horror film, thriller, western  *Less able students:* Students work in pairs and think of a film for each of the adjectives in ex 5. Encourage them to explain their choice.  Offer differentiation by support if necessary for those who need extra help. | | | | Ongoing assessment  Peer assessment | | Breaks and physical activities used. | |
| Reflection  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | | | Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson. | | | |
|  | | | |
| Summary evaluation  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson? | | | | | | | |

**Conducting and observing the Lesson 5**

The collected data during observation was noted down in the table. According to the observation outcomes, the lesson objectives were achieved. The suggested activity “Mind map” worked out well. The received answers of Students A, B and C coincided with the possible answers given by their teacher.

At the end of the lesson Students A, B and С were interviewed. The following questions were asked:

1. What did you like most during the lesson?
2. What did you learn? What can you do now, that you couldn’t do before?
3. How can you improve your performance? How well can you do that?
4. Which part of the lesson was more productive for you?
5. If this lesson was conducted in a different group, then what would you like to change and why?

All three students pointed out “Mind Map” strategy as the most liked and productive activity of the lesson.

Student A noted that he/she was able to apply new vocabulary by working with others in a group and sharing ideas.

Student B considered this activity to be effective as he/she could learn how to use new vocabulary appropriately and by expressing his/her own opinion to the class he/she will improve his/her public speaking skills.

As for Student С this activity was useful as they could share their ideas and prepare a speech together in a group.

According to the observers, Students A, B and С could understand the lesson objectives and through peer-assessment students were able to identify their level of achieving the lesson objectives. Besides, students could self-assess themselves on how well they did each activity as well as could give ways of improving particular skills.

During the discussion of Lesson 5 the following recommendations were proposed:

* To devote more time to collaborative planning and discussion. In the process of conducting this lesson study a group of teachers hold meetings to plan lessons, observe students and discuss the outcomes collaboratively. Hence, each teacher gained valuable knowledge by sharing their ideas and new teaching technologies.
* To keep using various interactive technologies. As the answers of the Students A, B and С show these kind of activities have proved successful in developing speaking skills.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson planning, observation, and discussion diagram** | | | Teaching priority | | | Teacher/observer | |
| **Aim of the Lesson Study:** To see how interactive technologies can help students of different levels to develop speaking skills  **Method of Lesson Study**: Making a mind map in groups | | | | | | | |
| Current achievements and success criteria  Describe your possible expectation towards students achievements at the end of the lesson | Under a study Student A ....................  **Success criteria for this focus group** | | Under a study Student В..........................  **Success criteria for this focus group** | | Under a study Student С...........................  **Success criteria for this focus group** | | |
| **Lesson stages** | How do you expect a student(s) A’s response? | *How is he/her answer in reality?* | How do you expect a student(s) B’s response? | *How is he/her answer in reality?* | How do you expect a student(s) C’s response? | *How is he/her answer in reality?* | Examples/questions |
| **Beginning lead-in activity Watching a video**  **8 minutes** | Student A will express his opinion on the video giving full answer justifying it | Student A expressed his opinion on the video giving short answer | Student B will express his opinion on the video | She needed some time to formulate her thought before expressing her thought. She formed a correct sentence, but spoke slowly. | Student C sometimes will participate during the discussion. He will mostly keep silence and think a lot | Group work: Student C was the first of his/her group who expressed his/her opinion on the question.  Student C listened to his group mates carefully and added more ideas. |  |
| **Body part**  **Vocabulary introduction**  **12 minutes** | Student A will actively participate in doing and checking the task. Student will ask the meaning of the unknown words. | Student A actively participated in doing and checking the task. | Student B will actively do the task, but will not take an initiative to tell answers to the whole class | Student B:   * did not understand the task at the beginning and only started to do it after she was explained by another student. * did the task alone. * identified the words correctly. * pronounced some of the words incorrectly. * gave an example to the films genre. | Student C will be the last who finishes the task and will have mistakes. | Student C was the last one to come up to the board because he was busy finishing his/her feedback on the first activity.  Student C listened to his/her group mates first then wrote his/her ideas on the board. |  |
| **Body**  **Making a mind map**  **Developing Speaking skills**  **17 minutes** | Student A will be a leader and share his ideas, divide roles among group mates.  Student A will be the first to present a mind map and help others if they have difficulties while presenting. Student A will give extended answers. | Student A was a leader and shared his/her ideas, divided roles among group mates.  Student A gave extended answers. | Student B will actively participate in making a mind map and share his ideas. Student B will use new vocabulary and make some grammar mistakes. | Student B:   * sometimes spoke in Kazakh and Russian during the map creating activity. * was quite active while creating a map, gave several ideas. * continued writing after the teacher said “Stop writing”. * presented her description in short sentences without grammar errors. * was carefully listening to her classmate who gave feedback. | Student C will passively participate and sometimes will share his ideas. Student C will give short answers and make a lot of grammar mistakes. | Student C asked his/her group mates questions on the task, wrote his/her own ideas on the map. However, Student C didn’t participate in group discussion. |  |
| **Feedback**  **3 minutes** | Student A will write detailed self-reflection analysis by giving specific examples of his / her performances with almost no grammar and vocabulary errors | Student A didn’t write detailed self-reflection analysis. S/he didn’t have any grammar and vocabulary errors | Student B writes the general self-reflection analysis by giving few specific examples of his / her performances with almost no grammar and vocabulary errors. | Student B analysed her work giving general recommendations without specific examples. | Student C writes in short with lots of grammar mistakes | Student C started making notes as soon as the recording began. Student C wrote short answers. |  |
| What were the students able to do? (What progress have they made and what are the confirmations?) | Student A will learn new vocabulary and apply it appropriately in his speech. Student A will be able to develop speaking skills through making a mind map. Student A will be able to give detailed description of a film and its components. | Student A remembered new vocabulary quickly and applied in his speech. Student A described a mind map Student A described a film and its components. | Student B will learn new vocabulary and apply it appropriately in his speech. Student B will be able to develop speaking skills through making a mind map. Student B will be able to describe a film and its components. | Student B correctly used the new vocabulary while describing a film. | Student C will learn new vocabulary and sometimes apply them in his speech.  will be able to develop speaking skills through making a mind map. Student C will be able to describe some components of a film. | Student C wrote the main points of the activities using bullet points. |  |
| Preliminary ideas | Student A will make some suggestions about changing the stages of the lesson. | Student A liked the lesson and didn’t want to change anything | Student B will like all activities and will not suggest anything to change | She noted that practicing the topic related vocabulary in context and through definitions was quite effective. Also creating a mind map was useful to improve their speaking skills. What she suggested was to practice more grammar and include some other new words related to films. | Student C will write in the last column of feedback paper ‘I like everything’ | Student C completed feedback as self-reflection to each activity. Student C worked in a group and shared his ideas on the task. |  |

1. **Summarizing Lesson Study**

As it was indicated at the beginning of the research, reflection is a significant practice in teaching. By reflecting on the work done, the team had performed an excellent work, conducting five cycles including all the stages of lesson study:

1. The team has chosen a relevant topic and an aim to study. Firstly, every teacher has own professional development goal, and secondly, students have problems in producing any type of writing and speaking styles. During the study, teachers paid much attention to the development of those skills through various active learning methods. Students were actively involved into the learning process.
2. Joint lesson planning helped teachers to overcome any problems concerning teaching methods and strategies, also sharing different ideas.
3. Prediction of each student’s responses facilitates to analyze each activity and make any adjustments in case of necessity. It also helps to prepare differentiated tasks for different levelled-students.
4. Teaching and observation sharpen both teachers and students. Teachers prepare for the lesson with a great enthusiasm and students want to show themselves when they see guests.Думаю, не стоит это писать Moreover, teacher-observers write a report for each identified students (A, B, and C)
5. Interviewing students contribute to look at the lesson through the students’ eyes. In other words, as teachers, we can see how students feel during the lesson and what they think about the lesson. Therefore, interviewing students helped to plan another cycle during the project.
6. Lesson discussion and receiving feedback is an excellent tool of reflection. Teachers can see both positive and negative sides of the lesson. They identify the ways of improving further and can highlight the drawbacks to exclude in the next cycle.
7. Meeting for the new cycle facilitated to brainstorm new ideas, to create a new lesson plan keeping in mind all positive and working toward sides of the previous lessons, to think about every individual student, and to create differentiated tasks, etc.

Evidently, lesson study project helped us to develop the ability to conceive what and how we were teaching, and to reflect on our actions as teachers to identify what works best for our students.

**4. Teachers’ feedback**

**M.S. Personal reflection**

Our project encouraged me to be reflective in my teaching. I really enjoyed working with colleagues and realized how beneficial collaboration is. I also developed different specific approaches to help students develop particular skills.

What worked well in my lesson? Why?

1. I tried to use different types of feedback
2. I elicited answers before reading the text.
3. My lesson was more student –centered.

Priority areas to work on in the next lessons:

1. I prepared a differentiated task for strong students and it kept them busy, however it would be better to differentiate the number of the questions they should make. Student C could make only 3 sentences in the given time.
2. In the stage of focusing on the language, I should have given them more time, while working in pairs, students had some misunderstandings.
3. In the stage of writing, some students finished earlier, so it would be better to prepare additional task for fast-finishers.

The post-lesson discussion revealed observations for each student and led planning for research lesson 2.

**S.L. Personal reflection**

Having completed the cycles of Lesson Study I have come to the conclusion that:

1. Joint planning enables teachers to have more efficient lessons and grow professionally by learning from each other;
2. Through analyzing A,B,C students’ possible answers and outcomes the teacher can alter and improve planning and teaching techniques;
3. Post-lesson interviews are a good tool to understand students’ needs and the way for teachers to self-reflect in order to identify own achievements and failures while planning and teaching.

However, it was difficult to set time for joint planning because of tight schedule. Moreover, one cycle is not enough to assess real knowledge of A, B, C students, as some of them, seeing the observers, preferred to stay aside.

**K.A. Personal reflection**

During the Lesson study project, I have found the following important things to mention:

* Through collaborative planning and discussion I learned a lot from my colleagues and improved my teaching practice.
* We could reflect on our work, find and correct our mistakes.
* Collaboratively chosen activities were efficient.

Moreover, the next issues I have found as drawbacks of the Lesson study

* Lack of time. Due to different workload it was difficult to manage to gather and discuss.
* A long process. It takes much time to discuss planning, observing lessons and making analysis.
* Presence of observers in the lesson distracts students from the lesson. They become shy and don’t work as they do in usual lessons.

**K.G. Personal reflection**

Participating in Lesson Study allowed me to see the following positive points:

* Cooperating with other teachers, dealing with the same problem, we tested several methods and techniques that could be the key to the questions we were researching.
* Working in teams of other teachers allows to improve the quality of teaching.
* Lesson Study allows a teacher to see the lesson from students’ perspectives.

However, Lesson study requires a lot of time and hard work. Additionally, teachers’ observing process make some of the students more shy which affects the result of their work.

**Group leader A.Y. Personal reflection**

From the first days of the new academic year, I was thinking about leading the Lesson study project. The coordinator of the lesson study at NIS encouraged me to form a group of deliberate teachers, think about the topic and the aim. I was inviting teachers to join the group and finally, we were five intentional teachers, who wanted to improve teaching practice.

There started new challenges as a lack of time to meet and discuss the stages of LS as the group formulated. Every participant was busy with teaching and doing the school-cares. Finally, we could find the time, place, and date to have the first meeting. Another problem was to conduct the post-lesson discussion since most teachers have the lessons until the end of the day. Therefore, we had to postpone the discussion to the next days. Moreover, sometimes the teacher-conductors came up with ready ideas to the lesson planning discussion, and the group accepts the ideas adding some changes. This helped to save the time, which was scarce in our team case.

What we have learned from the lesson study is:

* to appreciate time and tried to manage it;
* to think about every student. This means we predicted activities how well three types of students could cope with them. Paid much attention on productive differentiated tasks;
* to be able to accept criticism and to learn to be flexible;
* to develop critical thinking skills through thinking about various activities and solve any problems
* to work collaboratively as one team, and appreciate each other.

Evidently, Lesson study facilitated to reflect on our work, and work for beneficial result.

**5.What did the team gain from Lesson study?**

Conducting lesson study was useful in our teaching practice in several ways. We learned how to work collaboratively as one team, how to analyze the lessons, how to reflect on both positive and negative sides, and find solutions in case of necessity. After each lesson cycle, the group had a new target to fulfill the parts to improve in the new cycle. For example, as for the first cycle, the group noticed to improve *differentiated tasks*, and suggested the second-teacher-conductor to include differentiated tasks to cover all lesson objectives. After the second cycle, the group decided to pay much attention on *criteria* in the third cycle, which are created by students themselves during the lesson. For cycle four, the group decided to look at differentiation and criteria-based assessment again since teachers wanted to improve them better. For the last cycle five, the group decided to develop speaking skills through using *interactive technologies.* In this way, all five cycles were aimed to use different teaching methods and strategies to improve teaching and learning practice

Lesson study is a long-lasting process, which requires patience and responsibility. To meet the requirements of the process, as a team we created the following rules:

**Responsibility:**

1. Teachers should join a team voluntarily without external force. There should be a great motivation to work as one team and wish to hold a project: otherwise, the chain of work would be broken.
2. It is important to have a leader in the team. And, all members of the team should abide the rules and instructions told.
3. Each group member should work equally, and ask a help in case of necessity. Nominate the roles of team members: record keeper, minutes writer, organizer etc.
4. Nominate the observers of target students.
5. It is important to keep all recordings and meeting minutes to write a report.
6. Each team member should keep his/her own record book to have a final reliable reflection.

**Lesson planning:**

1. Arrange a time, a date, and a place for the meetings
2. The topic and aim should be chosen correctly and purposefully since the whole process is relied on it.
3. Enough handouts and materials to study

**Teaching the lesson. The teacher should:**

1. make sure that class is ready for the lesson
2. print out all lesson handouts, lesson plan (for observers too)
3. write a prediction paper for all three students’ answers beforehand.
4. actively participate in discussion section after the conducted lesson

**Observation. Observers should:**

1. bring all necessary materials
2. observe the target students carefully
3. make notes and complete the discussion diagram
4. interview the students after the lessons
5. actively participate in the discussion of conducted lesson and give feedback to the lesson.

**Interview:**

The questions of the interview should be simple and short. They must be aimed to the specific lesson activities to get students opinion in order to write reliable data.

**Lesson discussion:**

1. The observed lesson should be discussed immediately after the lesson, or on that day.
2. All members of the group should participate in the discussion to identify the strong and weak sides of the lesson activities (how well activities worked with each student of A, B, and C)
3. Each member should provide his/her own opinion to improve the next cycle of the lesson. Moreover, the recordings should be kept as for evidence to write a report.

**Literature:**

1. A handbook, P. Dudley, Cambridge, 2014
2. Ideas for establishing Lesson study communities, A. Takahashi and M.Yoshida, 2014
3. How we think? John Dewey, CU,1933
4. Руководство по реализации подхода Lesson study, Астана, 2013