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МЕТОДИЧНА РОЗРОБКА ЗАНЯТТЯ З АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ ДЛЯ СТУДЕНТІВ 2-ГО КУРСУ

Ця методична розробка презентує групову роботу студентів з обговорення різних типів готелів і включає проєктну діяльність. Запропоновані види завдань поєднують вправи на читання, письмо та говоріння, забезпечують ефективне опанування лексичних одиниць теми та розвивають у студентів уміння, необхідні в XXI столітті.

Ключові слова: практичне заняття; англійська мова; проєктна діяльність; готель; веб-сайт; туристичне агентство; розташування; розміщення; рецепція; типи харчування; лінія пляжу; додаткові послуги.

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МЕТОДИЧЕСКАЯ РАЗРАБОТКА ЗАНЯТИЯ П О АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ ДЛЯ СТУДЕНТОВ 2-ГО КУРСА

Данная методическая разработка представляет работу студентов в группах по обсуждению различных типов отелей и включает проектную деятельность. Предложенные виды заданий сочетают упражнения на чтение, письмо и говорение, обеспечивают эффективное усвоение лексики темы и развивают у студентов умения, необходимые в XXI столетии.

Ключевые слова: практическое занятие; английский язык; проектная деятельность; отель; веб-сайт; туристическое агентство; расположение; размещение; рецепция; типы питания; линия пляжа; дополнительные услуги.

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LESSON PLAN ON ENGLISH FOR SPECIFIC PURPOSES FOR THE SECOND-YEAR STUDENTS

This lesson sequence deals with the discussion on different types of hotels and includes the project work. Suggested activities combine reading, writing, and speaking activities, ensure efficient mastering the topic vocabulary and develop students' 21st century skills.

Key words: lesson plan; the English language; project work; hotel; website; travel agency; location; accommodation; reception; types of nourishment; beach line; facilities.

TOPIC: THE HOTEL OF MY DREAM

A. STUDENTS AND SETTING:

Students: age – 16-17 years, the grade level A2-B2. The students have learned English at school for 9 years and for about 1.5 years at college. There are 10-14 students in the class.

Setting: Pedagogical Professional College where students are studying English for Specific Purposes, e.g., to teach children at primary and pre-schools. Students have access to a multi-media lab where they can scan images, use computers for writing, create PowerPoint presentations, websites, use different computer programs (Microsoft Excel, Microsoft Publisher, Photoshop, Photo Editor, different video editors, etc.) for creating different documents, have the Internet access and use online programs, etc. There is a whiteboard, a projector and 11 laptops. The class meets once / twice per week for one academic year or one academic term respectively. Classes are 80 minutes long and meet once / twice a week. This lesson plan is intended for the second-year students.

B. LESSON BACKGROUND:

Students are working on their reading, writing, and speaking skills. This lesson sequence combines three of them. Listening is also present at the lesson via the teacher's instructions and students' discussion. Our aim is to generalize all knowledge and practical skills. Students have viewed a variety of hotels' websites in their country and other countries, read articles in the travel magazines and the Internet. They will learn to create their own project on the subject. Students will complete a set of tasks that will lead to the creation of a report for their further media projects.

C. LEARNING OBJECTIVES / EXPECTED RESULTS:

Students will apply vocabulary and collocations they have learned through previous writing assignments. They will first work on the text, then they will work in pairs to create a report. They will then work in pairs to evaluate

each others' writings before delivering an oral presentation of their writing about a hotel. In this part of the lesson they will begin the process of writing and peer editing.

D. MATERIALS AND SOURCES:

Materials Paper and pencils. Magazines or brochures of travel agencies with photos of different hotels. This teacher has collected them to inspire writing over the years. In subsequent lessons, the teacher will prepare a checklist of grammar and organization items for students to look for in their partner's work (See Attachment 2).

Sources

1. Sample of the Project «Which Hotel is the Best?» [Presentation Power Point converted in video file] Retrieved from <https://www.youtube.com/watch?v=LkrMdkalClg>
2. Text for reading. Retrieved from <https://u.to/u2RVGw>
3. Search engines (Google, Yahoo, etc.)

E. PROCEDURES / TIMING:

Teacher does / says . . .	Students do / say . . .	Approximate Time
Please, read and translate the text «Holiday Abroad» (https://u.to/u2RVGw). Be ready to answer the questions after the text	Read and translate the text	10 min.
Do after-reading tasks (See Attachment 1)	Do after-reading activities	10 min.
<i>The next two activities take place at the same time. The students work in groups. 2 groups work at the self-access station and other 2 groups work with the search engines and topic vocabulary. Then they change their places</i>		
Use the self-access station to watch and analyze the samples of the projects (one of them – https://www.youtube.com/watch?v=LkrMdkalClg)	Use the self-access station, watch and analyze the samples of the projects	10 min.
Use the search engines (Google, Yahoo, etc.) to find out what abbreviations BB, HB, FB, AI, UAI, etc. mean.	Find out what abbreviations BB, HB, FB, AI, UAI, etc. mean.	5 min.
Revise the topic vocabulary on theme «At the Hotel»	Revise the topic vocabulary on theme «At the Hotel»	5 min.
<i>Approximate time for these two previous activities is 10 minutes because they are held at the same time</i>		
Please, enter the Internet, find the websites of different hotels, compare them and find the best one for you, you would like to write about. Look at magazines or new brochures of travel agencies and decide on a hotel to write about	Explore the sources and choose the best hotels	10 min.
After students return to their seats: You can write a description of the hotel which is best for you, based on the information from the different sources. Use your imagination. Let's get started! You can write as much as you like in any order. Just get some ideas down and include these points: <ul style="list-style-type: none"> - Location - Type of nourishment - The prices - Facilities - The beach line, etc. Let's brainstorm! Then circulates to each student pair to ask if they need help, check what they are writing, and encourage them to just write phrases or ideas to begin with; helps with vocabulary words needed	Begin to write / brainstorm, with the chosen info	15 min.
OK, let's stop for a moment and share what we have written Please turn to your neighbor and tell them what you are thinking about writing. Circulates as students share in pairs; discusses their ideas and encourages them to speak in English to their partner	Stop work and talk to neighbor	10 min.
Calls on several students to talk about their ideas. Encourages them to use English as much as possible to express themselves. Asks partner if his/her presenter has included all points about the ideas using the rubric for peer evaluation (See Attachment 2). Makes notes on topics and comments from students and their partners for evaluation and to decide who will need further help	Report back individually	10 min.
Please add some pictures or video to your report to create a media project and add it into your portfolio. What else do you want to say about it?	File pictures and notes into portfolio as they leave the class	5 min.

F. ALTERNATIVE ASSESSMENT:

As the teacher circulates among the pairs, she will make notes on how students talk about their own and their partner's writing / brainstorming. During oral presentations, the teacher will help students with vocabulary and phrasing as they speak to the group, but not so much that it disrupts their flow of speech. He / she will also take notes on phrase or expressions that students have difficulty with. Later, the teacher will decide, based on her / his notes, whether to work further on vocabulary or review some grammatical structures important to the students' type of writing – narrative, essay, or poetry. The brainstorming papers and picture will eventually become part of the students' portfolio binders, so that they can themselves see how their ideas developed over the course of several weeks. You can find the rubric for peer evaluation (See Attachment 2) which can help students to analyze their own language skills and their mates' ones.

G. CLASSROOM MANAGEMENT:

The teacher gives clear instructions about what learners are to do. At the beginning of class, students are seated in pairs and work with the text & after-reading activities. Then the students organize groups of 3-4 and work at the self-access station and with the search engines and topic vocabulary with changing their activities. Then they will work in pairs to create their writings on the subject.

The teacher circulates to be sure that everyone is on task. This way, she can also be proactive in dealing with any behavioral or other problems that may arise. Also, the teacher encourages pairs to swap partners if they finish early. This means the use of class time is more efficient.

H. REFLECTION:

(a) the samples of the projects for students' analysis are added. The mixed activities are held at the same time. An incentive / reward point in the rubric for a peer assessment of each others' work is included. The rubric will help students realize what is good about their work and what can be developed further. The use of groups to classroom management, in addition to pair discussions within the groups is added. This will make the class more orderly and more effective when students do different activities step-by-step.

(b) This writing assignment uses integrated skills (writing, speaking, reading), and allows students to be creative as they fulfill the assignment. They use information communication technologies and brainstorming, which let them be more creative as they first develop ideas for their topic. They talk to each other about their ideas to help develop them. They will become more aware of the vocabulary and grammar that they need as they talk about the hotel of their dream.

Alternative assessment will be formative, and the teacher will get a good sense of how their vocabulary and sentence structure develops during the oral activity and

then in writing the brainstorming ideas. Also, the teacher will encourage comments about positive aspects of the brainstorm session so that students will learn more about what is good in their ideas / writing. The students use peer assessment in reading and marking each others' papers. This also helps them learn by doing. The portfolios of student collected work is another form of alternative assessment, where students can see for themselves how much they have progressed.

Classroom management is based on giving clear instructions to students for work in pairs & groups with changing their activities and it is also based on teacher's individual assistance or approach to students' individual learning differences. Having students work in groups and swap partners within the group will allow more efficient use of class time and will keep students talking.

Students can show their individual learning differences by selecting different genres or styles of writing to use in responding to a description of the hotel which is best for them. As students write, I will circulate around the room to see if anyone needs help with vocabulary or grammar, but I will try not to interfere with the writing process, and will encourage them to get down ideas at their own level. I will not expect all students to have the same writing skills and need the same time for completing the tasks so some students may need more attention from me.

Attachment 1

Complete the following assignments on the text.

Ex 1. Look through the text and try to answer the following questions:

Where do the Robinsons come from?

Who offered Mr. and Mrs. Robinson to choose Spain for their holiday?

Where did Mr. and Mrs. Robinson decide to go?

What did they collect before going to Spain?

What was the first reason of their disappointment at Heathrow?

What was their room in the hotel facing in fact?

How long did they reach the beach?

What else did the husband and wife dislike during their stay in the hotel?

How long was their Spanish vacation?

Where were they during the second week of their holiday?

Ex. 2. Say why:

The family chose Spain.

The flight was delayed at the airport.

The Robinsons were depressed with their window view.

They got tired when they reached the beach.

They didn't enjoy their journey.

Attachment 2

Rubric for Peer Evaluation

The Categories	The Points for Evaluation	Put the numbers from «0» to «2»
The construction of the text	Introduction	
	The Main Part	
	The Conclusion	
The Points for description	Location	
	Type of nourishment	
	The prices	
	Facilities	
The Plot	The beach line, etc.	
	Vocabulary	
	The Content	
Incentive / reward points	The approving points of view	
The Total		

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Отримано

