Proposal of a presentation activity for a lesson plan to be carried out with students in the second year of Baccalaureate

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Abstract
This paper aims at analysing and describing a proposal for the presentation activity of a lesson plan to be carried out in a class with 30 students in the second year of Baccalaureate. The topic of the lesson plan is related to shopping so vocabulary connected to it will be taught. Moreover, students will have the opportunity to practice the passive voice. Most importantly, we have to take into account the presence of students with special needs.
Keywords: proposal, presentation activity, lesson plan, Baccalaureate, students with special needs

Título: Propuesta de una actividad en la parte de presentación para un plan de estudio a llevar a cabo con estudiantes en el segundo año de Bachillerato.

Resumen
Este artículo tiene como objetivo analizar y describir una propuesta para una actividad en la parte de presentación de un plan de estudios a llevar a cabo en una clase con 30 estudiantes en el segundo año de Bachillerato. El tema del plan de estudio está relacionado con el tema de las compras, así que se estudiara vocabulario relacionado con esta área. Además, los estudiantes tendrán la oportunidad de practicar la voz pasiva. Sobre todo, tenemos que tener en cuenta la presencia de estudiantes con necesidades especiales.
Palabras clave: propuesta, actividad de presentación, plan de estudio, Bachillerato, estudiantes con necesidades especiales.

INTRODUCCIÓN Y JUSTIFICACIÓN

The name of the unit that we are going to explain and describe is "Going Shopping". During this unit the passive voice will be studied as well as vocabulary related to shopping. Thus, this lesson is specially focused on the passive voice in the context of shopping. The P-P-P methodology and a remediation activity are used throughout the lesson plan and it is completed with one out-class activities. In a general way, the activities are focused on both form and meaning, and they develop an ongoing approach by means of collaborative work. For its part, the activity for the high intellectual quotient is designed to take advantage of their skills. It has been composed from an inductive approach though audiovisual material and it intends to incite interaction and collaborative work too.

This lesson is written and designed for 30 SS of 2º Bachillerato. Two of them are high intellectual quotient students and four of them have learning disabilities. Most of the students in this class have the adequate knowledge to successfully complete the lesson. However, there are four students below this level due to their learning disabilities. Moreover, two of the students have high intellectual quotient, and so, they are above the mean level of the class. As prerequisite skills for the students, they should be more than confident with some shopping vocabulary and have a previous knowledge of the formation of the passive voice. Also, they need to know the formation of past participle of the verbs, specially the irregular ones.

MARCO TEÓRICO Y CONCEPTUAL

Time allotted for the activity

These practice activities will take about 7-8 minutes within the lesson. 2-3 minutes for the first part of the activity and 4-5 minutes for the second one.

In-class activity Objectives

SS should be able to recognize and understand the main difference between passive and active voice.

Learn about passive voice in the context of shopping.

Check what SS know.

Push the SS to arrive at an explicit understanding of some target grammatical structure.

Help the SS to think in English.

Prepare SS for a period of concentration.

Activate SS' prior knowledge.

Provide fluency and accuracy with the speaking activity.

Provide the SS with a reading to develop their skills of reading for specific information.

Instructional Procedures

A) Description of the planned instructional activity

1. Structure explained in L2 in order to help the SS to think in English from the beginning of the lesson. Certainly, such as Watkins (2014) says: "learning requires exposure to the language and it makes sense to maximize this through using English as much as possible" (p.8).
2. I would gain SS attention from the first stage of the activity by asking them personal and relevant questions for their daily lives in the context of shopping. Thus, the activity would be related to previous knowledge and real life experiences.
3. Watkins (2014) affirms that "motivation is clearly important in language learning and impacts on how long a learner perseveres in the task and how much effort they invest in it" (p.7), thus SS would be motivated and engaged in learning by speaking and being actives from the beginning of the lesson. Each student will be able to have time to talk in English.
4. According to Thornbury (2001), the teacher should develop SS' self-reliance by encouraging them to work rules out of themselves in order to conducive to learner autonomy too.
5. Emphasize the usefulness of the language which is being learnt. Watkins (2014) says that the teacher should "encourage the learners to think about the beneficial impacts learning English might have on their lives and regularly gave praise" (p.16).
6. SS would deal with the reading activity by translating mentally and transferring, it is to say, SS would apply L1 knowledge to understand and produce L2.

   o The activities will be focused on procedural knowledge.
   o The teacher "supports what is said with other things that will help understanding such as gestures" thus "using such visual clues will help the learners understand the meaning the teacher wants to cover" (Watkins, 2014: 22).

- o Speaking clearly and at an appropriate speed to deliver the activities but in a natural way. "We all speak at a range of speeds, depending on the situation we are in and often a teacher needs to speak at the slower end of this range, but still naturally" (Watkins, 2014: 22).
- o A good balance of language skills is used (listening, speaking and reading).
- o Students would be instructed by an explicit instruction. They will be instructed to elicit rules from the examples they are exposed to. According to Watkins (2014) "explicit teaching involves the teaching drawing attention to specific language items" (p.45). Thus, dealing with explicit grammar teaching, we will be focused on "engaging learners, making explanations clear and concise, showing how the piece of language is used in context […]" (Watkins, 2014: 44).
  - The grammar teaching will involve inductive approach because "learners are presented with examples of language use and, from the examples; work out the rules for themselves" (Watkins, 2014: 44). According to Thornbury (2001), there are some advantages of encouraging learners to work rules out for themselves: The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability; students are more actively involved in the learning process, rather than being simply passive recipients; It is an approach which favours pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge. […] (p. 54).

B) Teaching techniques

1. The teacher writes two columns on the blackboard (Passive Voice and Active Voice).
2. The teacher gains SS' attention by asking them some simple questions about shopping: "Do you like shopping in the sales? Which kind of things?", "Do you ever shop online? What do you usually buy?"
3. SS are expected to answer with their own opinion and experiences.
4. The teacher is expected to write the answers on the blackboard under the Active Voice column. He/She is expected to write the exact words that the SS said.
5. The teacher regains SS' attention by providing them with a handout which includes one story about a bank robbery. (Passive Voice and Active Voice can be found in this dialogue).
6. The teacher provides SS with the instructions in L2.
7. SS are expected to read the text. After that, they are asked to underline the Active Voice sentences in green. Besides, they are asked to underline Passive Voice sentences in red. Both of them should be done in pairs.
8. The teacher regains SS' attention by asking them for the sentences.
9. The teacher is expected to write them on the blackboard.
10. SS will be able to correct the activity.

CLASSROOM LAYOUT AND GROUPING OF STUDENTS

The activities will be taken place in class.The first activity will be individual and the second one will be done in pairs, given that "if the problem-solving task is done collaboratively, and in the target language, learners get the opportunity for extra language practice" (Thornbury, 2001: 54). In the second activity, SS would be organized by their abilities and capacities: A student with a good English level will be with a student with lower level thus the learning process will be favored and a co-operative work will be done.

MATERIALS, RESOURCES AND TECHNOLOGY

On the one hand, we will need printed materials such as the reading activity "Passive voice – story telling", available in: *http://www.eltbase.com/vtr_item.php?type=mat&matid=159&lid=18*.

On the other hand, the teacher will need other instructional materials such as a blackboard and some chalk in order to write the SS' answers and the SS will need a pen, a rubber, a red highlighter and a green highlighter to do the reading task.

ASSESSMENT

Firstly, in order to give SS' feedback, Thornbury (2001) explains that it is important to note that "failure to provide some negative feedback may have a damaging effect on the learner's language development in the long run; on the other hand, providing only negative feedback may be ultimate demotivating" (p. 126). In addition to that, Thornbury (2001) also says that "correction is not the only form of feedback that teachers can provide when responding to errors. Other options include positive feedback, clarification requests, and reformulation" (p. 126). On the one hand, the clarification requests appear frequently in real conversation and they are a friendly way of signaling to the student that her or his message hasn't been very clear. On the other hand, with reformulations, which are examples of covert feedback, "the hope is that the student will take the veiled correction on board but will not be inhibited from continuing the flow of talk" (Thornbury, 2001: 118).

Secondly, I will measure the student's success with an informal evaluation: performance-based assessment will be used to evaluate the students in order to assess their language proficiency. SS will be expected to answer clearly.

Finally, if we focus on the types of assessment recognized by the CEFR, the assessment would be a knowledge assessment because it "requires the learner to answer questions which can be of a range of different items types in order to provide evidence of the extent of their linguistic knowledge" such as the lexis and the grammar already learned (CEFR, 2001: 187).

STUDENT PRODUCTS

The SS products would be related to productive skills as well as to receptive skills. On the one hand, during the first activity, they will be able to generate an oral production in order to answer to teacher's questions. On the other hand, productive skills will be performed in the second activity thus a reading activity will be done.

In this way, a database will be used in order to view the progress of individual students on each assignment. Thus, the teacher will be able to view all outcomes results for a specific student progressively.

ADAPTATIONS FOR SPECIAL LEARNERS

On the one hand, in reference to SS with learning disabilities, their handouts will be different. The passive voice sentences will be already highlighted in red and the active voice sentences will be already highlighted in green. In this way, it would be easier for them to recognize and understand the difference between passive and active voice.

On the other hand, in relation with the 2 SS with a high intellectual quotient, the number of the verbs wouldn't be available for them. Thus, their cognitive development will be developed and they will be motivated instead of being bored.

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