

<b>Teacher Candidate</b> : KARDESLER DRAMA	
<b>School / Class</b> : High School 12 <sup>th</sup> Grade	
<b>Instructor</b> : TUNCER CAN	
<b>Estimated time of lesson</b> : 45'	
<b>Number of students</b> : 20	
<b>Level of class</b> : Intermediate/ Upper-intermediate	
<b>Overall objectives of the lesson:</b>	By the end of the term, -Students will be able to communicate fluently and accurately in routines and familiar contexts requiring direct exchange of information and personal opinions, by developing critical thinking abilities on real life situations.
<b>Behavioural objectives of the lesson:</b>	By the end of the class, -students will be able to identify social identities and roles of gender - Students will be able to compare individualism vs community and evaluating decisive powers of the society and culture having role on individual decisions. (adopting critical thinking and raising cultural and social awareness) -students will be able to discuss how society and social norms shape people's lives.
<b>Teaching point:</b>	The subject matter of the lesson is "marriage as a social structure". <u>Speaking:</u> They will discuss on the given situation represented in virtual context of a video (machinima) in the frame of their own social contexts.
<b>Timetable fit:</b>	In the previous lesson, -students learned how to express their ideas and feelings in different contexts and situations -Students learned how to state reasoning and justify their reasons. -Students learned some fillers (I think, I mean, first of all, for example etc.) to maintain higher level of fluency.
<b>Assumption(s):</b>	-Students will find the topic and video, familiar and interesting. -Students may be reluctant to speak in L2.
<b>Problem(s):</b>	-There might be technical problems within the physical context of the classroom. -Students might not want to participate in the discussions. - All students might not have chance to speak. -Students might show a tendency to speak in their L1.
<b>Solution(s):</b>	-Students will be chosen randomly to join the discussions to create a natural way of speaking (achieving unpredictability).
<b>Class profile:</b>	The number of the students is 20 and appropriate number for both pair and group work. In general Sts are eager to learn and participate.
<b>Materials /aids:</b>	-Pictures, machinima,
<b>Techniques used:</b>	- Whole-class discussion / Group discussion/ Socratic dialogue / Brainstorming/Creative Writing

ACTIVITY/ STEP	INTERACTION / TIMING	PROCEDURE	AIM(S)
<b>Motivation / warm-up</b>	(5'-7')  T-Ss S-T  (brainstorming)	<p><b>-Teacher comes to class and greets students</b></p> <p><b>-Teacher shows an art picture to sts and asks them to guess dimensions and ideas related to the topic. (See Appendix A)</b></p> <p><b>-Teacher shows related pictures or videos of actual tragic incidences from media (news, television, social networks) related to the marriage.</b></p>	<p><b>-To create stress free environment</b></p> <p><b>-To activate students' previous knowledge about expressing ideas and feelings.</b></p> <p><b>-To relate the topic with real life situations.</b></p>
<b>Pre-task</b>	(7'-9')  T-Ss Ss-T  (whole class discussion)	<p><b>T ask questions such as ;</b> <i>What do you think about the social expectations?</i></p> <p><i>What do you think about concept of "family" and "marriage"?</i></p> <p><i>Can you give an example about how your behaviours are shaped by the wishes of your family or society in which you live?</i></p> <p><i>Have you ever felt the pressure from your environment when you are supposed to make a decision about sth?</i></p> <p><b>Teacher collects answers and asks follow up questions.</b></p> <p><b>If wanted, T can use Socratic Dialogue technique to direct the initial phase of speaking on personal experiences. (optional)</b></p>	<p><b>-to activate students' world knowledge about the topic</b></p> <p><b>-to get students familiar with theme.</b></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Task-cycle</b></p>	<p>(15')</p> <p>T-SS S-S T-S</p> <p>(Group discussion)</p>	<p><b>-Teacher introduces the video to the class</b>  <b>Machinima :</b>  <i>In the video, there is a person who finds himself in such a situation that he feels the pressure to the bone he is expected to make a decision which will affect his whole life maybe!</i>  <b>In groups of 4, students plan their point of views and personal opinions and then by taking turn discuss on what the man/the woman in the given video can/should do as the next step. (They will continue the story.)</b></p> <p><i>Teacher is an moderator of the discussion session giving time to each group and controlling the environment (notes the fossilized errors, focus is on fluency)</i></p>	<p><b>-to create authentic situations to provide a context for students to speak.</b></p> <p><b>-to provide meaningful input for the discussion part.</b></p> <p><b>-to make students create meaningful language outcome.</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Language focus/Follow-up</b></p>	<p>(10')</p> <p>(whole class discussion)</p> <p>T – Ss Ss-Ss</p>	<p><b>-Teacher writes the errors on the table to discuss them with the whole class. (if necessary)</b></p> <p><b>- Teacher comments on sts' performances and asks them to evaluate themselves.</b></p> <p><b>-Teacher gives homework to Sts which asks for deconstructive and creative writing task on the given topic. (A poem, caricature, slogan, parallel story, how it should have ended, essay, mocking writing, playbook etc.)</b></p>	<p><b>-to let sts evaluate their own performances.</b></p> <p><b>-to give students opportunity to be creative.</b></p>

**Notes on Adaptability of the Lesson Plan:**

As the subject matter of the lesson is a universal concept including multi-dimensions; from local social identities and social values to macro-cultural perspectives all around the world, the lesson plan become more flexible and adaptable. For instance, it can be adapted to intercultural learning contexts, requiring more sensitive approach in application, but giving enriched opportunity for creative ideas and language outcomes. It is also highly possible that this plan may be used for both ELT classrooms and literature classrooms with the aid of the poem used in the machinima (Unknown citizen by W.H Auden)

# Appendices

## Appendix A:

