

AfL Lesson Example 2 (English Language)

Subject	English Language	Level / Stream	Sec 2 Express
Topic	Spoken Interaction	Class size	41
Lesson Duration	1.5 hour	Date conducted	4 March 2019
Prior knowledge	In the previous lesson, students <ul style="list-style-type: none">- had the rubrics for spoken interaction explained to them- listened to and evaluated samples of differing standards of spoken interaction	Student profile	Students are of mixed ability with some students who are outspoken. They enjoy having group discussions.














Intended Learning Outcomes









1. Respond to questions for a given picture.
2. Substantiate points through the use of personal details and opinions.
3. Contribute ideas and consider other points of view.
4. Assess themselves and their peers on what makes a good spoken interaction.

Accompanying materials

- Rubrics for Spoken Interaction
- Spoken Interaction Discussion A

Lesson

AfL process	Timestamp	Activity	Tips/Remarks
 Explaining	[00:00]	Teacher recaps what students have learnt in the previous lesson.	
 Exploring		Teacher elicits responses from students on the criteria to assess spoken interaction.	
 Explaining		Teacher gives out the rubrics that detail the levels of the criteria they have discussed.	 Rubrics can guide students to self- or peer-assess.
Jigsaw Activity – Expert Group			
 Exploring	[01:51]	In their expert groups, students are to think of their own responses in relation to the picture and questions given, jot them down in their worksheet and discuss them with their team members who have the same picture and questions as them.	 Exchanging of ideas allows students to have richer responses and offer suggestions to one another.
 Engaging	[02:10]	Teacher listens to a student's response and poses questions for students to think about when he feels students have gone off track.	 Take the time to listen in on what students say as they discuss in their groups. Sit down with them if necessary.
	[02:30]	Students move to their home groups.	
	[02:39]	Teacher explains the next activity where students have to take turns speaking and have their peers assess them.	 Remind students to use this opportunity as practice before their formal assessment.
 Explaining	[03:18]	Teacher reiterates the criteria students will be using to assess their peers for the lesson that day.	 Discuss criteria regularly with students.
 Engaging	[03:38]	Teacher reminds students to record their self-reflection and peer feedback in the space provided.	 Students sometimes need deliberate reminders to record their own learning.





Jigsaw Activity – Home Group		
 Exploring	[03:57]	Students present their responses to their home group for their peers to assess.
 Engaging	[04:42]	Students give feedback to the presenter in their group while the presenter records down the feedback. Students use the rubrics to guide them in giving feedback to the presenter.
 Explaining		
 Engaging		
	[05:59]	Student self-reflects on her presentation and the peer feedback given.
 Exploring	[06:01]	Teacher gets individual students to volunteer their responses to each of the picture given.
 Exploring	[06:15]	Teacher asks a series of questions to get students to elaborate more on their response.
 Explaining	[06:23]	Teacher rephrases what the student says.
 Explaining	[06:32]	Teacher highlights what is meant by a good example as modelled by the student he calls out to present.

✎ For groups that struggle to peer evaluate, the teacher can provide more guidance by sitting down with them, listening and giving tips on the presentation and peer feedback.

⌚ Get students to record their presentation and peer feedback while in their home groups. The teacher can selectively choose to listen to the recordings after class.


✎ This allows struggling students to think how else they can elaborate their points and how they can prompt their friends during peer evaluation.

✎ Modelling speech and replacing similar words can help boost students' vocabulary and competency.

 Explaining  Engaging	<p>[06:54] Teacher gets students to nominate the good and the less competent speakers and justify their evaluation.</p>	<p> Invite the good speakers to present to the class and get his/her team members to give their feedback.</p> <p> Elicit what students struggle with during the activity (e.g. finding a personal experience to share, eye-contact, grammar, etc.) and share tips (or get other students to share) on how to overcome such challenges.</p>
--	---	--

Legend

 Alternative activities

 Time saving tips

 General remarks

Planning stage

Before the lesson was conducted, the teacher made modifications to the original lesson plan based on discussion with the research team:

- Created rubrics in student-friendly language to be distributed to the students during the lesson
- Designed more specific questions related to the pictures (as opposed to using the same question across all pictures) for students to discuss
- Provided space in the handouts for students to write down their reflections and the peer feedback that they receive.

This lesson is part of a series of assessments conducted throughout the year. Students are given opportunities to keep on improving their skills before they are formally assessed during the September holidays where they have to upload a podcast.

Spoken interaction is one of the oral components that students will be assessed on in their national examinations at secondary four. The curriculum is designed progressively, starting with certain components from secondary one. As they move up to secondary two and three, more components are added in and the standards expected become higher. By secondary four, students are expected to have learnt the necessary skills that will help them prepare for the national exams.

Follow-up

In the subsequent lesson, the teacher reviewed with the class what was lacking in their responses and explained to them how they can improve.

Post-Lesson Reflections

Although the discussion may not be fruitful for some groups during the first run of such an activity, it is felt that teachers should not be discouraged but continue to improve upon the lesson as some benefits are still obtained. “As we progress, there will certainly be some form of improvement and learning as we can see from the March holiday homework (which was after this lesson was conducted). We can see that... they attempt to put in personal response and all that.”

“As much as I will like the conversation to be self-directed by the students so as to encourage free flow of ideas without inhibition due to my presence, I realized in retrospect that it is better for me to spend more time listening in to conversations of the groups and steer their conversations, making it more focused. I should also assess their assessment of each other. This can make their thinking visible to everyone in the group so that everyone in the group knows the rationale of the assessment. My input into their assessment of their peers is also helping the members of the group to learn the points to look out for in assessing each other.” (EL teacher, interview).

To ensure students are held accountable and take the activity seriously, they may be told that they have to present their responses to the whole class afterwards.

Comment by research team: It may be good for the teacher to illustrate clearly some exemplars of success criteria, and discuss openly with students. This could facilitate a more fruitful group discussion later. If students are deemed to be ‘off target’, teacher could reflect on whether it is that the ‘summative assessment criteria’ should need some moderation (rather than for instance just trying to direct them to what the teacher wants them to say). This admittedly is not easy for the teacher, and we suggest that the department could reflect on the formative-summative assessment criteria continuum, and develop clearer exemplars that are level-appropriate. This could ease some tension between the formative-summative orientations of assessment.

Points to Ponder

Reflect on your daily AfL practices in class.

- 1) Are your students able to articulate explicitly the expectations or standards you have of them for every lesson?
- 2) How much of the lesson time in class do you maximise to elicit evidence of individual students’ progress in their learning?
- 3) Do you provide opportunities and make connections for students to progressively work on improving a similar skill / topic?

Acknowledgements

This project was funded by the National Institute of Education (NIE), Nanyang Technological University, Singapore (RS 3/18 LWS). Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of NIE.

We would like to thank Mr Alfred Liu Hao Wei and Woodlands Ring Secondary School for their contributions in the making of these resources.

Source:

Dr Leong Wei Shin, Project RS 3/18 LWS funded by the National Institute of Education (NIE), Nanyang Technological University, Singapore. Adapted by Knowledge Mobilisation Unit, Office of Education Research, NIE, 2019. This resource may be reproduced for educational and non-commercial purposes only. If you wish to adapt or reproduce this resource, please contact haslinda.ismail@nie.edu.sg.