

Using EPOSTL to analyze a lesson

Sample Lesson: “Duration, 3b”

Background info: year 3, GIBS, 26 kids, last period of the morning. 3b is a very active class, in period 6 they resemble a bag of fleas.

The present perfect tense had been introduced in year 2 but the class wasn’t using it correctly.

Goal: Revision of the three main notions of the pres. perf. tense (one at a time) in the course of several weeks

Objective for this lesson: When talking about the duration of a state learners should be able to use the present perfect tense automatically and spontaneously.

In this lesson focus your attention on the following main issues:

1. **Teaching of Grammar** (EPOSTL, p 27)
2. **Interaction with Learners** (EPOSTL, p 41)

Step 1:

Before watching the video read the EPOSTL descriptors concerning “Grammar” and “Interaction with Learners” and briefly discuss them in your group.

Tip: In your discussion reformulate each of the descriptors as a question:

Example: EPOSTL E.1: I can introduce a grammatical item and help learners to practice it through meaningful contexts and appropriate texts.

Rephrase for a specific situation: **How can I introduce** the use of the present perfect tense to express “Duration” and help learners to practice it through meaningful contexts and appropriate texts?

Collect ideas in your group.

Step 2:

While watching the sample lesson ask similar questions:

E1: How does the teacher introduce the present perfect tense to express “Duration” and help learners to practice it through meaningful contexts and appropriate texts?

C1: How does the teacher keep and maximize the attention of the learners during the lesson?