

З ДОСВІДУ НАВЧАННЯ МОВ У ВИЩІЙ ТА СЕРЕДНІЙ ШКОЛАХ

TETIANA DRUZHCHENKO (Ukraine)

ORCID ID: 0000-0002-8295-9674

DEVELOPING READING SKILLS IN SECOND YEAR STUDENTS MAJORING IN SECONDARY EDUCATION IN A DISTANCE LEARNING ENVIRONMENT

Abstract

The publication is a detailed lesson plan on the topic «Clothes and Fashion. Dress code» within the course of the English language currently taught in a distance learning environment. The lesson focuses on developing reading skills such as scanning and reading for details in the second-year students majoring in Secondary Education (CEFR level B1). The lesson is also aimed at developing students' speaking and writing skills as well as enhancing vocabulary. It has been demonstrated how traditional peer interaction can be brought into the digital space via Zoom breakout rooms, enabling an essential increase in student talk time in the English classroom. The importance of giving clear task instructions followed by ICQs during the online class has been highlighted. The techniques for providing feedback during accuracy work and fluency work have been differentiated and applied.

Keywords: lesson plan, distance learning, dress code, reading for specific information, reading for details.

LESSON PLAN (LENGTH 80 min)

LEVEL B1

TOPIC/THEME: Dress Code

LESSON FOCUS: Reading

AIMS:

Main:

- ✓ By the end of the class, the students will be better able to read for specific information as well as to read for details in the context of dressing appropriately for work.

Subsidiary:

- ✓ To develop Ss speaking and writing skills;
- ✓ To review vocabulary to describe clothing.

CLASSROOM MANAGEMENT: ANTICIPATED PROBLEMS AND SOLUTIONS

Problem 1: The power will go off.

Solution 1: All the class materials will be uploaded to Google Classroom in good time, which will enable the teacher to work from the phone.

Problem 2: Not an equal number of students for working in pairs.

Solution 2: Ss will be asked to work in a group of three and regrouped throughout.

RECEPTIVE and PRODUCTIVE SKILLS: ANTICIPATED PROBLEMS AND SOLUTIONS

Problem1: Ss might be unfamiliar with the words and phrases such as «supervisor», «unfair», «supply», «spokesperson», «sign», «guidelines» and «petition» while reading for specific and detailed information.

Solution 1: The meaning will be conveyed through providing some definitions (matching task), asking CCQs to check Ss' understanding.

Problem 2: Ss will lack ideas for the productive skills extension activity to write a short dress code for a particular job.

Solution 2: Ss will be provided with the questions they will have to answer.

AIDS AND MATERIALS Zoom, Google Classroom, Google images, handouts.

Acronyms

CCQ concept checking question

FB feedback

GW group work

HO handout

ICQ instruction checking question

OC open class i.e. interaction between the teacher and st/students 'in public'

OCFB open-class feedback

Ss students

T teacher

Stage	Procedures	Aims	Timing and Interaction
Lead-in	<p>T: Hello! It's my pleasure to see all of you here. How are things? How's it going? How's everything? Today we're going to talk about a dress code and how important it is for people of different occupations. HO1 (screen sharing) Please look at the picture of the two men in the office. Which of them is dressed inappropriately for work? Why? <i>What about you?</i> What sort of clothes do you wear in the place you study? Is there a dress code or can you wear what you like? Do you think that dress codes are necessary? For what sort of jobs? Why? OC</p>	To generate interest in the theme / context of the text	T-Ss 6» 9.50-9.56
Pre-text discussion	<p>HO2 (screen sharing) Task: Today you are going to read a news story with the following headline: Wear high heels or go home, receptionist told but first you'll have 5 min to discuss a few questions with your partners in breakout rooms. ICQs: How many questions do you need to answer? (3) What are the questions? How much time will you have? (5 min) Pair work (breakout rooms) To monitor OCFB</p>	To generate interest in the text, and to help Ss prepare to read	T-Ss 9» 9.56-10.05
Pre-teach vocabulary	<p>HO 3 (screen sharing) Task: And now please look at the words in the left-hand column and match them to their correct definitions in the right-column. (students work individually first, then they type their answers in the</p>	To pre-teach meaning of words necessary for the tasks to be set	T-Ss 9» 9.56-10.05

	<p>chart box) Answer key: 1. b; 2. c; 3. a; 4. f; 5. d; 6. g; 7.e. CCQs: 1. Supervisor Can supervisors give advice to people in the office about their work? (yes) Can supervisors tell people what to do at work? (yes) 2. Unfair Is it unfair to cheat on tests? (yes) Is it unfair to use drugs in sports? (yes) 3. Supply Can companies supply food to restaurants? (yes) Can job agencies supply workers for offices? (yes) 4. Spokesperson Does the President of Ukraine have a spokesperson? (yes) Do all private companies have a spokesperson? (no) 5. Sign Do you need to sign any documents when you buy a flat? (yes) Do you need to sign a receipt from a clothes store? (no) 6. Guidelines Do some companies have guidelines for what to wear at work? (yes) Do chefs need to know safe cooking guidelines? (yes) 7. Petition Is it a formal document? (yes) Do people ask for something in this document? (yes) Can only one person sign it to get a response from the government? (no) OC</p>		
<p>Reading 1 (for specific information)</p>	<p>HO 4 (Google Classroom) Task. Read the article and answer the questions (screen sharing). ICQs: How many questions do you need to answer? (3) Can you make notes while reading the article? (yes) OC</p>	<p>To give SS practice in reading for specific information</p>	<p>T-Ss 5» 10.15-10.20</p>
<p>Reading 2 (for detailed comprehension)</p>	<p>HO 4 (Google Classroom) Task: Now read the article again. Decide if the statements are <u>true</u>, <u>false</u> or <u>not stated</u>. Correct any that are false. ICQs: Do you have to do the task orally or in writing? (in writing)</p>	<p>To develop Ss' skills for reading for detailed information</p>	<p>T-Ss 10» 10.20-10.30</p>

	<p>If the statement is false, do you need to correct it?(yes)</p> <p>Answer Key:</p> <ol style="list-style-type: none"> 1. False. She was sent home for wearing the wrong kind of shoes, but not fired. 2. True. 3. Not stated. 4. False. She was employed by Portico. 5. True. 6. False. Her employer will review the dress code. 7. False. Dress codes are not illegal, neither are different dress codes for male and female employees. 8. True. <p>OC</p>		
Post –text discussion	<p>HO 5 (screen sharing)</p> <p>Task: Work in groups of 3 to discuss the questions with your partners:</p> <ul style="list-style-type: none"> • Who do you understand more, Nicola or her employer? • Why do you think the dress code require women to wear high heels? • Is it reasonable for employers to have dress codes or to have different dress codes for men and women? • Would you sign her petition? Why (not)? • What factors are important when setting a dress code? <p>GW</p> <p>To monitor</p> <p>OCFB</p>	Give students an opportunity to respond to the content of the text and express their opinions	<p>T-Ss</p> <p>S-S</p> <p>T-Ss</p> <p>13»</p> <p>10.30</p> <p>10.43</p> <p>–</p>
Productive skills Extension Activity	<p>HO 6 (screen sharing)</p> <p>Task: Imagine you work for a job agency and you were asked to write a short dress code for one of the jobs below (5 – 7 sentences).</p> <ul style="list-style-type: none"> • English teacher • Office receptionist • Librarian • Shop assistant (bakery) • Shop assistant (boutique) <ol style="list-style-type: none"> 1. Why is a dress code necessary for this profession? 2. What should people in this line of work wear? 3. What should they avoid wearing? <p>Task: Now please work in groups of 3 and read out your dress code to your partners in the group. They must guess the job.</p> <p>ICQs: Can you use the name of the profession</p>	To exploit the text for writing practice using the topic of the text	<p>T-Ss</p> <p>S-S</p> <p>T-Ss</p> <p>17»</p> <p>10.43</p> <p>11.05</p> <p>–</p>

	<p>when reading out your dress code to the partners? (no) Do you need to listen for the key words in the dress code description in order to guess your partner's profession? (yes)</p> <p>GW To monitor OCFB</p>		
FB on accuracy	To pay attention to Ss' accuracy (to write examples of good and bad English, to elicit which sentences are fine and which are not) (screen sharing)	To encourage Ss and provide them with FB	T-Ss 3» 11.05-11.08
FB on Ss performance	To comment on Ss strengths and those areas that need improving	To encourage Ss and evaluate their work in class	T-Ss 2» 11.08-11.10

HO 1

Look at the picture of the two men in the office. Which of them is dressed inappropriately for work? Why?



Google image retrieved from <https://smallbusiness.chron.com/appropriate-wear-company-dinner-20575.html> on 25.11.2021

HO 2

You are going to read a news story with the following headline:

Wear high heels or go home, receptionist told

- In what sort of place do you think the receptionist works?
- Why might her employers want her wear high-heeled shoes?
- What positive and negative things can you say about high-heels?



Google image retrieved from <https://www.independent.ie/irish-news/receptionist-at-pwc-told-dress-in-high-heels-or-go-home-34707500.html> on 25.11.2021

HO 3

Match the words to their correct definitions.

1. supervisor /'su:.pə.vaɪ.zə/ (noun)	a) to give something that is needed to someone
2. unfair /ʌn'feə/ (adjective)	b) someone who controls a group of workers
3. supply /sə'plaɪ/ (verb)	c) not morally right, or not treating people in an equal way
4. spokesperson (noun)	d) to write your name on a document to show that you agree with it
5. sign /saɪn/ (verb)	e) a written request to a government etc. that is signed by many people
6. guidelines /'gaɪd,laɪnz/ (noun)	f) someone who speaks officially for a government or organization
7. petition (noun)	g) advice or rules about how to do something

HO 5

Work in groups of three to discuss the questions with your partners:

- Who do you agree with more, Nicola or her employer?
- Why do you think the dress code require women to wear high heels?
- Is it reasonable for employers to have dress codes or to have different dress codes for men and women?
- Would you sign her petition? Why (not)?
- What factors are important when setting a dress code?

HO 6

Write a short dress code for one of the jobs below (5-7 sentences).

English teacher	Office receptionist	Librarian	Shop assistant (bakery)	Shop assistant (boutique)
				

Google image retrieved from <https://blog.gaijinpot.com/english-teacher-assessments-a-guide-to-getting-your-contract-renewed/> on 25.11.2021

Google image retrieved from <https://www.istockphoto.com/search/2/image?phrase=receptionist> on 25.11.2021

Google image retrieved from <https://www.vox.com/culture/2018/8/11/17674528/librarian-women-too-dangerous> on 25.11.2021

Google image retrieved from <https://www.istockphoto.com/photo/male-shop-assistant-demonstrating-fresh-delicious-pastry-in-bakery-gm1167985701-322320029> on 25.11.2021

Google image retrieved from <https://www.shutterstock.com/ru/search/shop+assistant> on 25.11.2021

- Why is a dress code necessary for this profession?
- What should people in this line of work wear?
- What should they avoid wearing?

HO 4

Task 1 Read the article and answer the questions below:

1. Why was Nicola Thorp sent home from work?
2. Why did she complain?
3. What is she trying to do now?

Task 2 Read the article again. Decide if the statements below are true, false or not stated. Correct any that are false.

1. Nicola Thorp was fired for wearing the wrong kind of shoes.
2. She said high-heeled shoes were unsuitable for her work.
3. The company does not have a dress code for men.
4. She was employed by PwC.
5. She knew she had to wear high-heeled shoes when she started the job.
6. Her employer refuses to change the dress code.
7. The dress code was illegal under UK law.
8. She is trying to get the law changed.

An office worker in London has been sent home from work because she refused to wear high-heeled shoes.

Nicola Thorp, a receptionist at the offices of finance company PwC, arrived for work wearing smart flat shoes. But her **supervisor** told her to go out and buy a pair of high-heeled shoes or go home.

Ms Thorp explained that she needed to spend nine hours a day walking around the office and that high-heeled shoes were uncomfortable.

She also pointed out that the dress requirement was unfair as it did not apply to male colleagues. She asked how flat shoes would prevent her from doing her job.

She was given no explanation, and when she refused to buy high-heeled shoes, she was sent home without pay.

PwC later pointed out that the dress code was not theirs. They said it was set by the agency Portico, who supplied reception staff for their offices.

A **spokesperson** for Portico said that Ms Thorp had signed their appearance **guidelines**. However, he said they would review these as a result of what had happened.

According to UK law, employers can demand that staff follow 'reasonable dress code standards'. They can also set different dress codes for men and women providing there is 'an **equivalent** level of smartness'.

Ms Thorp has since set up a **petition** demanding that the laws be changed. Ten thousand people have signed so far, which means that by law the government must give a response.

REFERENCES

High Heeled Shoes Reading. URL: <https://ru.scribd.com/document/426460687/high-heeled-shoes-reading-pdf> (accessed: 25.11.2021).

Wear High Heels or Go Home. URL: <https://www.eltbases.com/article-166-wear-high-heels-or-go-home> (accessed:25.11.2021).

Cambridge Dictionary. URL:<https://dictionary.cambridge.org/> (accessed:25.11.2021).

З ДОСВІДУ НАВЧАННЯ ПЕРЕГЛЯДОВОГО ТА ВИВЧАЮЧОГО ЧИТАННЯ СТУДЕНТІВ ДРУГОГО РОКУ НАВЧАННЯ СПЕЦІАЛЬНОСТІ «СЕРЕДНЯ ОСВІТА» В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

Дружченко Тетяна

Анотація

Ця публікація є розгорнутим планом-конспектом практичного заняття з дисципліни «Іноземна мова (англійська)» для студентів другого року навчання спеціальності «Середня освіта (українська мова і література)», які володіють англійською мовою на рівні B1 (Intermediate), згідно з загальноєвропейською системою градацій мовних рівнів (CEFR). Метою заняття є розвиток умінь переглядового та вивчаючого читання у межах теми «Clothes and Fashion. Dress Code», поряд з розвитком умінь говоріння та письма. Всі етапи заняття підпорядковані досягненню його мети. Пропонуються завдання для парної та групової роботи студентів у сесійних залах (breakout rooms) платформи Zoom, що дає можливість суттєво збільшити час синхронної розмовної практики, якою охоплені всі студенти групи. Демонструються різні види зворотного зв'язку та їх реалізація на занятті. План-конспект заняття розроблений з урахуванням усіх принципів комунікативної методики викладання іноземної мови.

Ключові слова: план-конспект заняття, дистанційне навчання, дрес-код, переглядове читання, вивчаюче читання.

БІО

Tetiana Druzhchenko, PhD, Assistant Professor, Department of Teaching Methodology of Ukrainian and Foreign Languages and Literatures, Institute of Philology, Taras Shevchenko National University of Kyiv, Ukraine. Her areas of research interests include teaching ESP, teaching language skills based on differentiated approach.

E-mail: imagine_tanya@ukr.net