

УПРАВЛІННЯ ОСВІТИ ШЕВЧЕНКІВСЬКОЇ РАЙОННОЇ У М.КИЄВІ
ДЕРЖАВНОЇ АДМІНІСТРАЦІЇ

ГІМНАЗІЯ
НАЦІОНАЛЬНОГО ПЕДАГОГІЧНОГО УНІВЕРСИТЕТУ ІМЕНІ М.П.
ДРАГОМАНОВА

Методична розробка

МЕДІАЦІЙНИЙ ПІДХІД ДО ВИКОРИСТАННЯ ВІДЕО ЯК ОДИН З
ЕФЕКТИВНИХ МЕТОДІВ УПРАВЛІННЯ КЛАСОМ ПІД ЧАС НАВЧАННЯ
ІНОЗЕМНОЇ МОВИ ОНЛАЙН

Вчитель англійської мови

Наталія Сологуб

У сучасних умовах викладання іноземної мови онлайн використання відео має важливе значення для успішної взаємодії здобувачів освіти та викладачів. Доведено, що використання відео дозволяє залучити всіх учасників навчального процесу до активної взаємодії на онлайн-уроці. Відео надихають і мотивують студентів. Відеозаписи завжди були невід'ємною частиною процесу навчання іноземної мови.

Інтуїтивно ми всі розуміємо, що відео привертає нашу увагу. Використання відео у різний спосіб дозволяє вчителю утримувати увагу учнів на онлайн-уроці, що є вирішальним фактором в умовах навчання онлайн.

Відео не обов'язково використовувати в «традиційному» сенсі. У більшості випадків відео використовується як аудіо, яке супроводжується певним матеріалом для візуалізації. Медіаційний підхід до використання відео на уроці передбачає застосування саме відео та аудіо ряду без залучення самої мови, що значно підвищує мотивацію та спонукає учнів до активного використання іноземної мови під час виконання завдань.

Online lesson plan (based on the use of the video)

Level B2

Topic “Crimes and Criminals”

LESSON OBJECTIVE

In this lesson, students learn how to tell about a crime.

LANGUAGE REFERENCE

Part 1

a cooking show, knit, terrace, sliding doors, a black mask, a scrap, scream, rush, front, door, escape/fetch away/win free/win clear, grab, a landline phone, dial shaking hands, snatch out, break into pieces;

Part 2

crash the bathroom door, chase the fugitive/ the runaway, a medicine cabinet/chest scatter the stuff, ointment, treat the bite, rip the shower curtain, fall down the stairs black out, squat, poke;

Present and past tenses; Modals of speculation and deduction

Lesson stages and activities	Mediation scales and strategies	Online tools, resources and platforms
<p>WARMER</p> <p>Ask students if they know what the word on the screen mean. Encourage students to write their ideas in the chat box. The word is on the screen:</p> <p>WHODUNNIT</p> <p>A whodunnit is a novel, film, or play which is about a murder and which does not tell you who the murderer is until the end. Another word for a criminal story.</p>	<p>Linking to previous knowledge; personalization; eliciting rather than giving information; gamification</p>	<p>Teams chat box (engaging students by asking them to write a short answer in a chat box and give a brief comment by answering your follow-up questions)</p>
<p>Work in teams.</p> <p>1 The group is divided into two teams Team 1 and Team 2. Team 1 is supposed to work in a separate room. They have to listen to the part of the audio (Part 1) and then tell the other team what they think is happening and happened. The teacher focuses their attention on grammar they might need to express their predictions. What grammar do we use to:</p> <ul style="list-style-type: none"> • speculate and deduce; • describe something; • tell a story? 	<p>Facilitating collaborative interaction with peers; collaborating to construct meaning linking to previous knowledge; managing interaction</p>	<p>Teams breaking rooms (dividing students into two teams; setting time limit for working in a room for one team) Google Jamboard (engaging students by asking to discuss the ideas in groups and put the ideas on the board)</p>
<p>2 Team 2 works with a teacher:</p> <p>VOCABULARY FOCUS 1</p> <p>Before watching the video, students are focused on some vocabulary they might need to tell about what is going on in the video. The teacher shares the list of words with the students in the chat box and they also see them on the screen. The teacher encourages the students to ask about the words they don't know</p>	<p>Eliciting rather than giving information; Relaying specific information; facilitating collaborative interaction with peers;</p>	<p>Discussing vocabulary as a class.</p>

<p>and explains the words to the students or asks other students to explain if they can.</p> <p><i>a cooking show, knit, terrace, sliding doors, a black mask, a scrap, scream, rush, front, door, escape/fetch away/win free/win clear, grab, a landline phone, dial</i></p> <p><i>shaking hands, snatch out, break into pieces</i></p>	<p>collaborating to construct meaning; managing interaction</p>	
<p>Watching the video (Part 1)</p> <p>The teacher shows the video to Team 2 and asks to think of the way they can tell about what is happening in the video.</p>	<p>Processing text; mediating concepts</p>	
<p>Work with Team 1</p> <p>The members of Team1 give comments on the ideas they put on the board.</p>	<p>mediating concepts; facilitating collaborative interaction with peers; collaborating to construct meaning; expressing a personal response</p>	<p>Google Jamboard</p>
<p>Work with a partner.</p> <p>The teacher divides students into pairs in which one partner is from Team 1, another is from Team 2. The partner from Team 2 has to tell their partner from Team 1 what was happening in the video.</p>	<p>mediating concepts; facilitating collaborative interaction with peers; collaborating to construct meaning; expressing a personal response</p>	<p>Teams breaking rooms (setting time limit for working in a room)</p>
<p>Class Discussion</p> <p>The members of Team 1 have to say how different the real story from the one they predicted listening to the audio.</p>	<p>mediating concepts</p>	<p>Discussing ideas as a class.</p>
<p>Swap Roles</p> <p>Team 1 and Team 2 swap roles and work on the video (Part 2) and audio (Part 2) in the same way.</p>		

<p>Read the text again. Work with a partner and discuss the questions.</p> <p>1 Not only novels are adapted into films. What other types of books can be made into films? What other ideas do filmmakers use to create films?</p> <p>2 What is the difference between an adapted screenplay and an original screenplay?</p>	<p>Processing text; mediating concepts; facilitating collaborative interaction with peers; collaborating to construct meaning; expressing a personal response to creative texts</p>	<p>Teams breaking rooms (setting time limit for working in a room); Jamboard (students discuss in pairs; put their ideas on the board and then comment their ideas)</p>
<p>PROJECT</p> <p>1 Look in a newspaper or on the Internet and find a news story about someone who did something wrong. It could be an actor, a criminal, a sportsperson or someone else. Now write about the story in your own words. Include this information: ■ Who the person is ■ What the person did ■ What you think about what they did and why ■ The ‘moral’ of the story – what it tells us about people who do wrong things.</p> <p>2 Tell your story to the rest of the class</p>	<p>Mediating a text; processing text; encouraging conceptual talk</p>	