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Level: German 102

Objective:

After this lesson students will be able to:

- Describe a picture/scene related to the fairy tale Aschenputtel (Cinderella)
- Understand a picture/scene description that is given to them verbally
- Identify elements that are not part of the original fairy tale
- Use the narrative past (generally, not perfectly)

Work that has been done already:

During the last class period we have read the fairy tale of Aschenputtel (Cinderella) already. The text uses the narrative past. We have talked about its function briefly (it a past tense and used in written German).

Pre-Task Phase:

During the pre-task phase, the class as a whole is to sum up the fairy tale to make sure everyone knows what the story is about. The teachers assists and secures the correct story line and repeats what students say using end emphasizing the narrative past. After this the class brainstorms on the important characters which are then to be written down on the board by the students. Essential vocabulary should be used and emphasized by the teacher or whenever students use a new word (which is suggested by the book, such as: the witch, the fairy, the stepmother, king, queen, princess, etc.) and also be written on the board. This should not take longer than 10 minutes.

Now, the teacher tells the student about the upcoming task and hands out the worksheets.

During-Task Phase:

The teacher will pair up students who are at the same language level, particularly listening and speaking level, this will avoid frustration on both sides since they can both understand each other and produce spoken and written language of similar quality. The teacher should walk around but not correct the students unless they obviously misunderstood the task/what they have to do. Before students begin to work, the instructor gives them a total time limit of about 36-40 minutes. The teacher has to make sure students move on to the next part of the task on time. They have 10 minutes for the picture description and drawing activity, 2 minutes to find the correct order, 5 minutes to think of the story/changes they want to tell and to possibly take a few notes, and another 8 minutes to tell their stories to each other. They now have to decide which story they like best, or combine elements of the two stories in order to tell the final version to another group of two. They have another 3 minutes of preparation time. After this, the teacher should pair up groups that are on slightly different language levels to make it more challenging for both sides. Using another 8-10 minutes, the two groups tell each other their stories and, again, have to identify the changes and also take notes so they can retell the other group's story in oral form (using narrative past) as their homework. Students then upload their retold stories to D2L and each student has to listen to about 2 or 3 (depending on the class size) stories and assign points in two categories: 1-10 for the correct use of the narrative past, and 1-10 points for the content. They have to provide short feedback justifying the amount of points they chose to award, and also identify the three changed elements. The stories with the most overall points, can be played during the next class period.

Post-Task Phase:

In the post-task phase students have a clear outcome which are the pictures they drew and also the

stories they haven't recorded. They get to listen to other stories as well and get feedback for their own creativity and also for the form (narrative past). The best 1 or 2 stories can be played in class the next time. The teacher can also use the stories and point out common problems. The pictures, too, can be shown using an overhead projector or document reader, and possibly even be used to interpret the story in more detail (significance of the number 3, the father's role, the different relationships, significance of marriage etc.)

Write Up:

The part that will be graded is the audio recording itself (can it be understood, is it coherent, and did the student use the narrative past?) and also the explanation of how much points the students awarded to other stories and the three identified changed elements (this gives insight into how much of the story they actually understood and if they are able to identify the narrative past if they hear it).

The teacher would (time permitting) provide personal feedback about pronunciation and the use of the narrative past (maybe students struggle with strong verb endings or similar). At this point, the feedback wouldn't be very detailed, but more general, for example: be more confident when you speak, make sure you distinguish between ei and ie, review this chapter's vocabulary etc. But not focusing on single words or similar. The same holds true for the grammar. The teacher tries to identify the overarching problem, points out a few examples, and refers to the relevant explanation in the book.

If the teacher does not have enough time to provide individual feedback, he or she could collect common problems and address them in class (which is probably more likely to happen).

This task promotes learning because it fulfills Rod Ellis' definition of a task: The primary focus lies on meaning (describing the pictures, telling/understanding a fairy tale), it has a gap (the pictures they have to draw, and the three story elements they have to identify), the students need to use their own resources, in other words their own language, vocabulary, and understanding of the narrative past (which they only have encountered in reading yet), and the task has a clearly defined, non-linguistic outcome which are the pictures and also the audio recording.

The larger outcome of the task is not only that students understand and know how to use the narrative past but this task will also help them to become better listeners and to pay attention to details and will also promote their self-esteem and the confidence in their already existing language abilities. This task teaches not only grammar and vocabulary but also the above and, at the same time, German culture. Furthermore, it will show them that language learning is not just the study of grammar but that it can be connected to topics and themes that are interesting and fun.

The teacher is supposed to pair up students and just tell them. For the pair work students should be on a similar level. If students move on to the group work, the levels should be a little bit different to make it more challenging for both. Again, the teacher would simply assign groups.