

Teacher: Mlle PERCHE Maeva

High School: *Lycée Charles Poncet, Cluses (74)* — **Level:** *Seconde* i.e. 15-16 year old students

I. GENERAL OVERVIEW OF THE PROJECT	2
A) TITLE	2
B) CULTURAL LEARNING AIM	2
C) TASKS	2
D) LINGUISTICS LEARNING AIMS	2
II. GROUP WORK N°1: ROUND ROBIN GROUP WORK	2
A) INTRODUCTION	2
B) TASK BASED PLANNING FORM	3
III. GROUP WORK N°2: JIGSAW GROUP WORK	5
A. INTRODUCTION	5
B. TASK BASED PLANNING FORM	5
IV. PERSONAL FEEDBACK	6
A. ROUND ROBIN BRAINSTORMING	6
B. JIGSWAY GROUP WORK	7

ANNEXE

8

Teacher: Mlle PERCHE Maeva

High School: Lycée Charles Poncet, Cluses (74) — **Level:** Seconde i.e. 15-16 year old students

I. General overview of the project

a) Title	MURDER STORY
b) Cultural learning aim	Discovering detective literature.
c) Tasks	<p>You are a group of detectives investigating on a murder that happened in your school. Miss PERCHE was killed. Five English teachers are suspected. BBC news has asked you to talk about it:</p> <ul style="list-style-type: none">– Firstly, you will have to introduce the crime, the victim, the suspects and you will have to make hypothesis concerning the investigation. (task n°1) → (video)– Then, you will prepare the questions you will ask to “your” suspect.– Secondly, you will have to explain who is the culprit and why. (task n°2) → (video)
d) Linguistics learning aims <i>Even though we have learned that TBL does not have linguistic-purpose per se, students will have to express a particular meaning with specific grammatical forms studied throughout the chapter (active voice vs passive voice — hypothesis with modals — past simple vs past continuous)</i>	<ul style="list-style-type: none">• Lexical:<ul style="list-style-type: none">– All the vocabulary linked to murder story studied throughout the chapter.• Phonetics:<ul style="list-style-type: none">– <i> /i/ or /ai/ (culprit — alibi — detective — victim — ...)– <ed> ending (past participle — preterit) /t/ - /id/ - /d/– Modals (could — might — may — must)• Grammar:<ul style="list-style-type: none">– Passive voice– Hypothesis concerning past event (modals + have + past participle)– WH question / Yes-no question– Expressing probability with modals: <i>must - could - may - might</i>

II. Group work n°1: Round Robin group work

a) Introduction

- This group work aims at creating an official communiqué. Students will present it on TV.
- This group work is organized in three steps:
 - A *pre-task* introduces the main task. It will allow student to re-activate topic-related vocabulary and structures. Students will also discover the murder.

Teacher: Mlle PERCHE Maeva

High School: Lycée Charles Poncet, Cluses (74) — **Level:** Seconde i.e. 15-16 year old students

- The *task* is organized through the “Round Robin” group work. It will allow student to create the official communiqué.
- Eventually, the *post-task* consists in presenting the group work’s official communiqué in front of the class.

b) Task based planning form

1. Task title : Introduce the crime

2. Learning aims

- Listen to one another, speak English;
- Organize an oral presentation (i.e. speech turn);
- Produce differences among English phonemes, stress and intonation patterns,
- Be able to communicate and use appropriate styles and registers in a precise situation (BBC News, TV)
- Understand what happened and give an oral account in English.

3. Pre-task

Activity	Task demands	Task supports	Differentiation
<p>Individual work. Students read the worksheet (annexe 1) to discover what happened. Students try to make link between the different items (clues, suspects, victims,...)</p>	<ul style="list-style-type: none"> • <i>Have information concerning the crime. Understand the crime.</i> • <i>Be sure they master all the lexical field of detective story + pronunciation</i> • <i>Know how to make hypothesis</i> • <i>Know how to build the passive voice + when to use it</i> 	<ul style="list-style-type: none"> • <i>Worksheet to present the crime (annexe 1)</i> • <i>Students recycle know vocabulary and structures studied in the chapter.</i> • <i>Concepts and topics are familiar</i> • <i>Individual task so as to concentrate deeper on it and master it when they move to group work.</i> 	<p><i>To make it more challenging = main words on the worksheet, with no pictures. Matching exercises for instance</i> <i>To make it easier = pictures, no abbreviations on the worksheet.</i> <i>+ Recap of lexical fields & grammatical structures to make sure everyone can make sentences.</i></p>

4. Task → VIDEO

Activity	Task demands	Task supports	Differentiation
<p>Round Robinson¹ group work. One member of the group work is the recorder: he writes down every pieces of information members</p>	<p><i>Students have to:</i></p> <ul style="list-style-type: none"> • <i>Explain one another what they have understood about the crime.</i> • <i>Use the passive voice when needed.</i> • <i>Make logical hypothesis</i> 	<p><u><i>The group work itself:</i></u> <i>Each member of the group gives a piece of information.</i> <i>Each student makes a sentence with the tools he possesses (at that point)</i></p>	<p><i>Students who have troubles understanding and remembering what the others have said, can have a look at the recorder’s notes.</i> <i>Students who are at-</i></p>

¹ Originally used as a brainstorming group work. Here students do not use their personal knowledge on the topic but they speak English after having discovered the main information about the crime. They manipulate the language and build up complex sentences from the worksheet (annexe 1)

Teacher: Mlle PERCHE Maeva

High School: Lycée Charles Poncet, Cluses (74) — **Level:** Seconde i.e. 15-16 year old students

of the group are mentioning. The recorder can give information too.	<i>about the crime.</i> • <i>Speak on TV = how you greet the audience, how you act.</i>	<i>Students help each other and share their common knowledge about the entire chapter (phonology, grammar, vocabulary).</i>	<i>ease are the recorders.</i>
--	--	---	--------------------------------

5. Post-task → VIDEO

Activity	Task demands	Task supports	Differentiation
The group of student present their official communiqué in front of the class. <i>(Task instruction for the students: you are a group of detectives and you present the murder.)</i>	<ul style="list-style-type: none"> • Speak on TV: • Specific vocabulary, gestures, expressions you use on TV 	<ul style="list-style-type: none"> • Prepared presentation • Short presentation • Worksheet (annexe 1°) • Group work : helpful co-participants • TV/news = familiar concept 	Student can take the worksheet (annexe 1) with them while they are talking. Give prompts when needed (welcome <u>on</u> BBC News)

6. Follow-up activity:

When the official communiqué has been released, the teacher gives each group the name of the suspect they will have to work on. Every group become an “expert” on one of the 5 suspects.

Together, they elaborate the questions they will ask their suspect.

Suspects	 Group 1 Sarah O'NEIL	 Group 2 Miss REGI	 Group 3 Mister WEISS	 Group 4 Mister SEIWERT	 Group 5 Miss ARNOULT
	1  2  3  4  5 	1  2  3  4  5 	1  2  3  4  5 	1  2  3  4  5 	1  2  3  4  5 
	5 EXPERTS	5 EXPERTS	5 EXPERTS	5 EXPERTS	5 EXPERTS

What I did in my class: (since I was running out of time). Students shared their questions with the class. I wrote on the board the most important questions to make sure everyone has them and will ask the appropriate questions to my colleagues.

Teacher: Mlle PERCHE Maeva

High School: Lycée Charles Poncet, Cluses (74) — **Level:** Seconde i.e. 15-16 year old students

III. Group work n°2: JIGSAW group work

a. Introduction

The teacher creates new group of detectives who have now become experts on one specific suspect. Each expert takes his/her responsibilities and shares his/her information to the other members of the group.

Group A	Group B	Group C	Group D	Group E
1 Miss O'NEIL	2 Miss REGI	3 Mister WEISS	4 Mr SEIWERT	5 Ms ARNOULT
1 Miss REGI	2 Miss O'NEIL	3 Miss REGI	4 Miss O'NEIL	5 Miss O'NEIL
1 Mister WEISS	2 Mister WEISS	3 Miss O'NEIL	4 Miss REGI	5 Miss REGI
1 Mr SEIWERT	2 Mr SEIWERT	3 Mr SEIWERT	4 Mister WEISS	5 Mister WEISS
1 Miss ARNOULT	2 Ms ARNOULT	3 Ms ARNOULT	4 Ms ARNOULT	5 Mr SEIWERT
 KEEP CALM AND FIND THE CULPRIT	 KEEP CALM AND FIND THE CULPRIT	 KEEP CALM AND FIND THE CULPRIT	 KEEP CALM AND FIND THE CULPRIT	 KEEP CALM AND FIND THE CULPRIT

The benefits of collaborative learning:

- Greater retention: students remember what they learn
- More positive feelings about learning experience
- More active involvement in learning
- Development of interpersonal skills
- Increasing learner autonomy

/!\ Before creating the group of experts, the teacher needs to make sure each expert has gathered enough information (and correct information!) about his/her suspect. To do so, each expert gathers to share the information they have collected when they were investigating the crime. → **PRE TASK**

b. Task based planning form

1. Task title: Find the culprit!
2. Learning aims

- Listen to one another and make connections to find out the truth.
- Produce differences among English phonemes, stress and intonation patterns,
- Make the most out of the group work: realizing that everyone contributes to the progress of the group.

3. Pre-task

Activity	Task demands	Task supports	Differentiation
Group of detectives gather the information they have collected on their suspects to make sure they have the	<ul style="list-style-type: none"> • Have enough information concerning the suspect they have worked on. • Understand correctly their suspects answers 	Collaborative learning: the group work itself is a support since students will all share their information. Teacher makes sure	<p><i>To make it more challenging: some students can only take some notes.</i></p> <p><i>To make it easier:</i></p>

Teacher: Mlle PERCHE Maeva

High School: Lycée Charles Poncet, Cluses (74) — **Level:** Seconde i.e. 15-16 year old students

<i>same information + they can complete their notes.</i>		everything is understood.	<i>students can write full sentences so that they don't miss any information.</i>
--	--	---------------------------	---

4. Task → VIDEO

Activity	Task demands	Task supports	Differentiation
<u>Jigsaw group work</u> <i>Each expert shares his/her suspect's alibi. Together they make links and find out who is the culprit.</i>	<i>Each student has to:</i> <ul style="list-style-type: none">• Present his/her suspect to their new group of experts• Understand what they are saying.• Be very clear• Give precise information• Take notes about the 4 other suspects• Be concentrate	<i>The group work itself is a support.</i> <i>Metalinguistic: each expert uses familiar terms since they have been working on the case for a while now.</i> <i>Students' involvement → the purpose of the task = discovering the murderer!</i>	<i>Some students can fill in a table with the main information.</i> <i>Others can take notes and organize them while they are writing.</i>

IV. Personal feedback

My first intention was to modify and adapt the different group works we have been taught in Norway.

a. Round Robin Brainstorming

I have used it many times with my students both at the beginning of a chapter to make students think about the new topic; and also at the end of a chapter to make them remember the structures/concepts/vocabulary studied.

I have realized that when the activity is timed it is more challenging and efficient for the students.

Therefore, I have decided to adapt this group work for my first activity. From the worksheet provided (annexe 1), students compose sentences in English. They all share responses with one another round robin style (clock-wise).

To improve this activity, I have been thinking of creating a flipped lesson. Students would get to know what happened through a video (at home). Once back to class, they would share their information about the murder in groups.

Moreover, to make this group work even more attractive to students, it is possible to divide the students into different groups. One group would concentrate on the clues, another on the victim, and eventually another group on the suspects. Then, the teacher can feel free to organize a *jigsaw* group work so that students share their information and build up the murder story.

Teacher: Mlle PERCHE Maeva

High School: *Lycée Charles Poncet, Cluses (74)* — **Level:** *Seconde* i.e. 15-16 year old students

Personally, I wanted this first activity to be quick because I knew that the next group work would take time. That is why I have decided to organize this short round robin group work.

b. Jigsaw group work

Gathering experts on different suspects worked well. Students did listen to each other and they took notes. Indeed, they were curious and eager to find the culprit.

In Norway, we have been taught that the “experts” would be students themselves. Consequently, in this case, instead of using colleagues as the suspects, I could have used 5 students. The exchange of information would have been easier for sure! Since here, students had to find teachers in the school, talk to them directly or write them email. Anyway, most of the students enjoyed investigating the crime.

It is very important to organize a “basic” group work before starting this activity. It allowed students to complete their information because they did not have all the same. Students did not ask the same questions to the suspects, so when they came back in class they all had different pieces of information.

Teacher: Mlle PERCHE Maeva

High School: Lycée Charles Poncet, Cluses (74) — **Level:** Seconde i.e. 15-16 year old students

Task 1:

Your group of detectives presents the crime on BBC news as well as your hypotheses.

Task 2:

Your group of detectives investigates the crime. You ask questions to “your” suspect.



Task 3:

Gather and share your information about “your” suspect.

Task 4:

New group of detectives: each detective presents his/her suspect. With all the information you have gathered **find the culprit!**

Clues



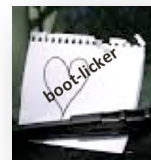
a broken mug



English copies in the copy machine



an official document



a note



A guitar string

Suspects



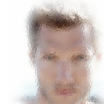
Miss REGI



Miss ARNOULT



Miss O'NEIL



Mister WEISS



Mister SEIWERT

Who

When — Where



Miss PERCHE

KEEP CALM AND FIND THE CULPRIT



????????????

Teacher: Mlle PERCHE Maeva

High School: *Lycée Charles Poncet, Cluses (74)* — **Level:** *Seconde* i.e. 15-16 year old students