

Lesson plans under scrutiny: a study on power relations in pre-service lesson plans

La planificación de clase bajo análisis: estudio sobre las relaciones de poder en las planificaciones de clase de pregrado

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Abstract

This work aims at analyzing the pedagogic discourse used in lesson plans written by student-teachers taking a pre-service teaching practice course at university, with a view to understanding the intrinsic relationship that pedagogic discursive practices have with power. The paper reports on a study which involves the analysis of six lesson plans written by one student-teacher doing her last Teaching Practice Course at Universidad Nacional de Mar del Plata (Argentina). A Critical Discourse Analysis perspective is taken to analyze the student-teacher's intentions to exercise control over the contributions of the students in terms of content, relations, and subject positions. Then, the force of the power behind the student-teacher's pedagogic discourse practices is explored, leading to the conclusion that the very same conventions of lesson plans constrain their productions and serve to legitimize and reproduce institutional asymmetrical relations.

Key words: teacher education, lesson plans, pedagogic discourse, power.

Resumen

El presente trabajo tiene como objetivo analizar el discurso pedagógico empleado en las planificaciones de clase elaboradas por estudiantes-docentes que cursan la práctica docente de pregrado en la universidad, con vistas de entender la relación

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intrínseca entre las prácticas discursivas pedagógicas y el poder. Este artículo informa sobre un estudio que involucra el análisis de seis planificaciones de clase elaboradas por una estudiante-docente durante su cursada de la última materia de práctica docente en la Universidad Nacional de Mar del Plata (Argentina). Desde una perspectiva de análisis crítico del discurso, se analizan las intenciones de la estudiante-docente de controlar las contribuciones de los alumnos en términos de contenido, relaciones y sujetos. Luego, se explora la fuerza del poder detrás de las prácticas de discurso pedagógico de la estudiante-docente y se arriba a la conclusión de que las mismas convenciones de las planificaciones de clase restringen sus producciones y sirven para legitimar y reproducir relaciones institucionales asimétricas.

Palabras clave: formación docente, planes de clase, discurso pedagógico, poder.

Introduction

As social events, lessons are essentially based on the interaction between teachers and students, in which both try to construct meaning and knowledge, and in which there is an asymmetrical social participation structure (Da Moitas Lopes 1995). Teachers, as the “natural leaders” in these events, usually base their lessons on a plan of action, since it is usually understood that “the success of a lesson is partly dependent on the kind of planning that has gone before” (Malamah Thomas 1987:3).

This paper aims at analyzing the pedagogic discourse (PD) used in lesson plans (LP) (template in Appendix 1) written by student-teachers taking a pre-service teaching practice course at university, with a view to understanding the intrinsic relationship that pedagogic discursive practices have with power. PD is understood here not only as what teachers say inside the classroom, but also as what teachers say when they talk and write about teaching and learning. Therefore, LPs are a form of PD interesting to look at in order to see whether student-teachers exercise the power conferred to them by the educational system in their temporary roles as teachers when planning their lessons.

The analysis of LPs is also undertaken as a way of analytically interrogating the ideological principles that guide teaching practice in our context, and, in this line, LPs are considered as “specific products, or ‘sediments’ of meaning” (Jaworski and Coupland 2006:6), which reflect values and beliefs on what is seen as “best practice,” and through which student-teachers probably reproduce existing power relations in the classroom. By listening to the voices of student-teachers, we will also be listening to ourselves as their teacher educators.

PD is usually analyzed from a Critical Discourse Analysis perspective. Skidmore (2002:1) defines the term as “an interconnected set of beliefs held by a constituency of teaching staff in a common institutional setting about the nature, purposes and methods of education which combine to make up a working theory of schooling.” According to Bernstein *et al.* (1984), whose theory of pedagogy has had a major influence on sociological research on education, PD defines the social relationship between teacher and student, and constructs not only knowledge and skills to be learned, but also the specific social identities and orientations to meaning for learners. PD, as any type of social discourse, is produced as a mechanism of power and symbolic control of subjects through specific orders, and reproduces specific forms of consciousness through the production of rules that govern social relationships (Bernstein *et al.* 1984).

Following Bernstein *et al.*, discourse is not an object, but an abstract category that is the product of a complex net of social relationships. In this sense, discourse cannot be reduced to the free intentions of an individual. There is a discursive order within which the individual and their discourses exist or can be located. In turn, this discursive order is not an isolated entity, but derives from or is a form of the dominant social order in which it is embedded and which it reproduces. Hassan explains that, for Bernstein *et al.*, “each act of speaking is a social event, behind which lies the history of the individual and so the history of the community of which the individual is a member” (Hassan 2001:6).

Undoubtedly, human relationships are characterized by the ways in which power is exercised. Fairclough (2001) discusses two dimensions in the relations between power and language: power in discourse and power behind discourse. The first dimension is where relations of power are really exercised in terms of control and constraints that powerful participants apply over the contributions of non-powerful ones. In the classroom situation, for instance, this can be seen in what teachers say to students to organize their work. These constraints are identified as being constraints on:

- content, *i.e.* what is actually done and said;
- relations, *i.e.* the social relationships participants enter into; and
- subjects, *i.e.* the “subject positions” people can take.

The second dimension, power behind discourse, describes the formation of the orders of social practices, which are themselves shaped and constituted by power relations. As far as power behind discourse is concerned, the conventions of discourse types are what constrain the contributions of specific participants in terms of content, relations and subjects, as would be the case here for how LP, as a specific discourse type, imposes constraints on student-teachers’ plans of action. Fairclough claims that language is socially shaped, but it is also socially shaping or socially constitutive, and refers to the effects of power, such as naturalization or conventions associated with a discourse type.

Along this line of thought, the student-teachers’ discursive practices in LP can be analyzed as being part of, and reproducing, the social order established by the educational system, the institution, and the course they are taking. It is in this sense that this paper becomes relevant as a way of fostering reflection on our own pedagogic practices as Teacher Educators at university.

Methodology

The study reported here involves the analysis of LPs written by a student-teacher doing her Teaching Practice Course (TP) at university. In order to select the LPs to be analyzed, around twenty LPs from different student-teachers were read. As I expected, due to my experience as a teacher of the course, most LPs contained the same type of PD and presented the same pattern of lesson organization. This is undoubtedly a relevant piece of data considering the possibility of using this analysis to understand the role of the TP course in the development of awareness of how power relations are handled in the classrooms.

I selected a set of six LPs, out of eight, from one student-teacher, written for lessons to be taught in an adult General English course. The selection was based on what evidence could be gathered from a set of running lessons, in order to present a clearer picture to the reader and a more reliable discussion of findings. LP excerpts will be provided for discussion, but the reader can also find the original LPs in the appendices.

Since the aim of this work is to discover what lies behind what student-teachers write in LPs, a qualitative approach will be undertaken. The three constraints to participant contributions identified by Fairclough will guide the analysis: content, relations, and subjects. Content is defined in terms of what the student-teacher says about the content to be taught and the activities to be done. Relations are looked at in terms of what the student-teacher says about how she will relate to students and organize their work. Subjects refer to the roles and identities that students and teachers are able to enact in the lesson according to how the student-teacher addresses students and assigns work in the lesson plan. However, considering that these constraints overlap in actual use, they will not be taken as categories of analysis in order to allow for a more flexible study that incorporates other views.

It should be acknowledged, though, that in order to understand how power relations are constructed, it would also be necessary to look at micro-level actions taken in the classroom. If the LP had been analyzed when the

student-teacher did her teaching practice, this study could have been enlarged with observations of classes and even interviews to triangulate data from different sources and provide a more reliable analysis as regards the construction of power relations. Also, issues related to the power of English as a *lingua franca* could have been raised. Future studies could explore these questions to provide further information on which to make more solid claims on this matter.

Analysis and discussion

In the context selected for this study, in which student-teachers are enacting two roles at the same time, it is relevant to bear in mind that at least two voices, in Bakhtin's terms (see Jaworski and Coupland 2006), are probably competing in the texts: the student-teacher's voice as a student of the TP course and her voice as a teacher. As we read the LPs, we may wonder whether she is writing them for herself as a teacher, to use them as a guide and to adapt them freely as the lessons develop, or if she is writing them for the supervisor who will correct them. After all, "the choice of all language means is made by the speaker under varying degrees of influence from the addressee and his anticipated response" (Bakhtin 1986:99). How does this determine the ways in which she describes her plans? How does the student teacher achieve this linguistically? Which voice is the one that refers to her as "the teacher"? How is her identity positioned in relation to the students of the course? This perspective is inevitably in the background of our analysis.

To begin with, the content of the lesson is clearly defined by the student-teacher in advance. All LPs present a section devoted to topics and objectives, which define what students are expected to have learned or to be able to do at the end of the lesson.

The student-teacher always defines her objectives in reference to the students, such as in: "that students be able to get the main ideas from a listening activity, that students be able to keep up a conversation" (See Appendix 2). However, in the rest of the LP, the subject of most of the

sentences is the teacher, which shows a focus on the teacher rather than on the students. The teacher becomes the center of the LP: the teacher explains, asks, tells, gives, etc. What is said and done is dictated by the teacher.

This can be analyzed drawing from Bernstein's notion of "framing," which refers to "the degree of control teacher and pupil possess over the selection, sequencing, pacing and evaluation of knowledge transmitted and received in the pedagogical relationship" (Bernstein 1975:88, in Hoadley 2006). Framing can be said to be strong when there is a limited number of options for students, when the teacher controls what is taught and in what sequence, the time allocated to different parts of instruction, and the correctness of student productions. In the LPs analyzed here, the locus of control for all aspects of the lesson seems to reside with the teacher.

What the student-teacher wrote in LP 1 serves to illustrate this issue (see Appendix 2):

Steps when taking a job: The teacher asks sts (students) how they got their job. After discussing this, in pairs, they will have to discuss the logical order of steps when taking a job: Prepare a cv - Apply for a job -Have an interview- Be offered a job- Take a job -Get promoted –Resign -Be fired- Retire.

Good and bad CVs: The students are given a good CV sample and a bad one.

In this sequence of activities, the student-teacher takes it for granted that there is a "logical order of steps" to get a job, and a correct way of writing a CV, clearly exercising control over the direction and development of the topic. Although students are then asked to give reasons for their choices, a specific view is imposed in the way the topic is presented.

Also, the way in which the language of the lesson is presented and explained seems to locate control outside student competence. There seems to be an attempt on the part of the student-teacher to constrain

how the topics will be approached and what students will say. Consider the following example from Appendix 3.

Reading and grammar: The teacher tells the sts that another way to get a job is to write a letter of application ... She hands out a sample model. She draws attention to some key features of formal letters such as the information about sender and receiver included, the way of addressing the receiver or the way to sign up the letter. Then, she asks the students to read the letter and tell her. 1) what job the person is applying for 2) his/her qualifications 3) if he/she is appropriate for the position.

In LP 3, we can see how the pace of the lesson is also planned in advance and how this may constrain what the students say (see Appendix 4):

After one minute, the teacher asks them what they think the story will be about.

This strong framing inevitably has an impact on how social relations are established in the classrooms. In all the LPs, the nature of the relationships between the teacher and the learners, and learner- learner, and the rules of engagement are explicitly determined by the teacher. She regulates when the students will work individually, in pairs, in groups, or as a whole class, and what relations they will enter into in each case. The description of how the activities in LP 4 (Appendix 5) are to be done is an example that further illustrates this point.

As regards the relationship between the teacher and the students, it can be argued that, by the way the student-teacher outlines her plans, there is not much room for students to define their relations with her and others. In every LP, she presents herself as being in power and in control, and students as being in need of help from the teacher: “Some of the students might get stuck during the trial. The teacher will help them every time they need” (from Appendix 5) or “The teacher explains that before watching the episode they will work with some vocabulary

that will help them understand it better” (from Appendix 3).

Considering the subject position students are allowed, or encouraged to enact, it can be said that the student-teacher does not seem to be acknowledging them as individuals, but rather as a group with no specific identity. Taking the broad definition offered by Bucholtz and Hall according to Mayes (2010:195), identity is “the social position of self and other.”

In the treatment of topics, for instance, the student-teacher adopts a dominant position by presenting information as common-sense and natural for everyone. She explains that people go on work trials when their rights as employees are violated. She explains that some of the most common causes are low salaries, poor working conditions, lack of holidays, etc. (LP 4, Appendix 5).

In this example the student-teacher does not acknowledge that her students are adults, who probably work and have experience on the topic. She explains as if her students needed this explanation, as if she were the only one in the classroom who possessed this knowledge.

When she gives students a “good CV” and a “bad one” in LP 1, and asks them to decide which one is appropriate, she takes it for granted that all students will agree with her assessment criteria. From what she says, she does not seem to expect any resistance on the part of the students. According to Malamah-Thomas (1987:5), “the teacher’s plan of action, translated into action in the classroom, is bound to evoke some sort of student reaction.” Hence, teachers should be ready to deal with student reactions and, while these can be unpredictable and unexpected, the teacher, who might take them for granted and not take the trouble to predict them, may be in trouble and probably find it more difficult to find out what his/her students’ reactions are in the course of the lesson. We may also add that such a teacher is not integrating his/her students’ roles as pupils—their institutional roles—with their roles as individuals.

Some more evidence that can be analyzed in this respect appears in the Anticipated Problems sections, which aim at helping student-teachers

reflect upon possible unexpected situations that might occur during the lessons in order to be ready to respond to them. In most LPs, the problems anticipated by the student-teacher (see appendices) are concerned with students' lack of ability to use the language or to do the activities, but there is no attempt at dealing with what could be student responses to the teacher's actions. Again, the student-teacher takes the role of possessor of knowledge and refers to the students as a homogeneous group, ignoring their individual identities. As an example:

Anticipated problems: -the students might have trouble writing definition or synonyms for the phrasal verbs.

Possible Solutions: -the teacher will guide them. (Appendix 7).

When the student-teacher seems to foster student participation, she does so as an instructional method aimed at making a particular point, rather than aiming at eliciting students' personal information or experiences. Students are expected to answer questions or provide information only related to what the teacher considers relevant to the lesson.

The teacher asks the students which their jobs are and names of other jobs they remember. She will elicit some by showing pictures. (Appendix 2).

The teacher tells the sts that travelling will be their next topic. She asks them if they like travelling, where they have been to and where they would like to go. The teacher asks them if they prefer staying in hotels or going self-catering. If they do not understand what "to go self-catering" means, the teacher asks them what "catering" reminds them of to see if they guess the meaning. (Appendix 6).

Only on one occasion does the student-teacher invite the students to give an opinion on what they have done and is willing to take into account their wishes, which would be a means through which students could display their individual selves.

The teacher asks the students if they felt comfortable while doing the role play and if they would like to do another one. (Appendix 5).

However, throughout all her LPs, attempts to exercise power can be identified in her PD. The student-teacher does not seem to be ready to acknowledge potential reactions from the students, let alone foster them, which is most probably due to her lack of experience and, also, to her subject position as a student who tries to present a LP where everything is under control. She plans her lessons as if she were likely to be in control all the time, as if there were no possibility of any uncalled-for intervention from the students.

Conclusions

This work has delved into the notion of power in education by analyzing the PD that a pre-service student-teacher uses in LP designed for a Teaching Practice course at university. Lee (2000, in Mayes 2010) claims that power is constructed in micro-level interactions in each specific classroom and refers to Foucault's conception of power as 'exercised,' and existing 'only in action.' If we explore the voice of the teacher in the LPs, we may say that when she describes her plans for the micro-level interactions in the classroom, she is planning to exercise control over the contributions of the students in terms of content, relations, and, consequently, subject positions. From a different perspective, if we listen to the student who writes the LP, and we consider Fairclough's claim about 'ideological-discursive formations' (IDFs) associated with different groups within a social institution (Jaworski and Coupland 2006), we may understand the force of the power behind her PD. Dominant IDFs naturalize ideologies and construct institutional subjects who are not aware of the subject position they enact. In our context, the fact that all student-teachers write their plans in a very similar fashion leads us to conclude that they follow a prescribed pattern of LP design that legitimizes and reproduces asymmetrical relations.

As Teacher Educators we should ask ourselves why we ask student-teachers to write such detailed lesson plans, since, in fact, they do not seem to allow for space to display students' individual identities. Aren't we aiming at controlling the way they display their subjectivities by controlling what they do in the classroom? Aren't we telling them that good teaching is based on good planning and, therefore, control of what happens in the lesson? Are we guiding them to become competent professionals or are we imposing on their work our own views of good practice? These questions may help us understand how power structures come into play through micro-level actions in an attempt to denaturalize institutional discursive orders.

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APPENDIX

UNMdP – FACULTAD DE HUMANIDADES – DPTO. DE LENGUAS MODERNAS –
 PROF. DE INGLÉS – RESIDENCIA DOCENTE II
 LESSON PLAN

Trainee:TelephoneNumber:Institution:Course:Timetable:ble:Date:Class Number:Objectives:

TIME	ACTIVITIES	SKILLS		LANGUAGE	MATERIALS	INTERACTION PATTERNS	GRAM	FUNC	VO CAB	PRON
		R	L	W	S					

APPENDIX

LESSON PLAN N°2

Name trainee:

Telephone Number

Date:

Class number: 2

Course: 2nd level Institution: Time:

Topics: Work/

Grammar: Modal Verbs of ability Number of students: 21

Objectives: -That students be able to understand the main ideas from a sitcom episode.
 -That students be able to get the main ideas from an application letter.
 -That they be able to follow to speak in a formal conversation

Anticipated problems: -the students might miss some important information from the episode.

Possible Solutions: -the teacher will go back to those parts of the episode.

TIME	ACTIVITIES	(LANGUAGE) CONTENT	MATERIALS	INTERACTION PATTERNS
30'	<p>Video: the teacher asks the students if they know the sitcom called "Friends". Probably, they will but in case somebody does not the teacher will briefly explain that the main characters are 5 friends who always go through fun situations. The teacher explains that they will watch part of an episode (7min, with subtitles in English) in which Rachel (one of the main characters) has a job interview. (http://youtu.be/vKL5SJI_Cchs)</p> <p>Pre-watching: The teacher explains that before watching the episode they will work with some vocabulary that will help them understand it better. The teacher hands out a worksheet with the vocabulary activities (Appendix 2a) First, the teacher copies the words on the BB and asks the ss if they know the meaning of any of them. If they don't, she proceeds to ask them to read the sentences in exercise A and infer the meaning of the words in bold print. After some minutes, the teacher asks the ss to share their guesses. In order to check if they were correct, she asks the ss to complete exercise B in which they have to match the words with their corresponding definitions. After checking, the teacher will tell the ss to revise the tips to have a successful interview they discussed the previous class (Student's Book, page 87, ex 3.) The teacher gives them time to read. Then, she tells them to watch the episode to complete exercise C. That is, they have to say which tips Rachel forgot and which ones she took.</p>	Vocabulary: shot, put out, nail, hire, sleazeball, lousy, yell, ink, make a fool of oneself, misread.	-Video -Appendix 2a - Student's Book, page 87, ex 3	-Whole Class -Individual

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30'	<p>Reading and grammar: The teacher tells the sts that another way to get a job is to write a letter of application (slightly adapted for teaching purposes) Appendix 2b. She hands out a sample model. She draws attention to some key features of formal letters such as the information about sender and receiver included, the way of addressing the receiver or the way to sign up the letter. Then, she asks the students to read the letter and tell her: 1) what job the person is applying for 2) his/her qualifications 3) if he/she is appropriate for the position.</p> <p>After discussing the points aforementioned, the teacher asks the sts to pay attention to the words the applicant uses to talk about his abilities.</p> <p>She asks them if they notice a change in tenses and when, they think, each modal is used. The teacher asks them to open their student's book at page 89, ex 8. They have to choose the correct alternatives to talk about abilities in the present, past and future. After checking the answers, the teacher asks them to think about the negative form of the modals. She gives some examples (When I was a child I could not swim but now I can) (I can run 40 kilometres now but I think I will not be able to in 15 years time)</p> <p>The teacher asks the sts to write a list of things which they couldn't do in English one year before, things they can do in English at present and things they think they would be able to do in English in one year time. After some minutes, they share their abilities.</p>	<p>Grammar: modal verbs of ability (can-could-be able to)</p>	<p>-Letter of application (appendix 2b) -Student's book, page 89, ex 8.</p>	<p>-Individual -Whole class</p>
20'	<p>Role play:</p> <p>The teacher tells the sts that they will act out a job interview. She tells them to open their student's book at page 131 (Communication activity 9.1) She says that they will work in pairs and that one of them will be an employer and the other one the future employee. They will have to choose one of three job ads and take down notes (just short sentences) on the questions the book provides. The teacher explains this will help them organize their speech. The teacher tells them that the employer will have to make a decision and tell his/her partner if he/she will be hired.</p> <p>The teacher reminds them that the conversation should be formal so she copies on the BB some formal greetings (How do you do?/Fine, thanks/ Nice to meet you/ Pleased to meet you) and formal farewells (It was a pleasure to meet you/ Thank you very much)</p> <p>The teacher encourages them to use modal verbs of ability when they talk about their qualifications. Before they start working, the teacher proposes an example. She tells the sts to imagine they are applying for the job of actor. She asks them what qualifications they think they should have. She encourages them to answer using modals. If they have time, they should switch roles and choose another job adv.</p>	<p>Speaking: formal greetings and farewells. Grammar: modal verbs of ability (can-could-be able to)</p>	<p>-Student's book, page 131 (Communication activity 9.1)</p>	<p>-Pairs</p>

APPENDIX 4

LESSON PLAN N°3

Name trainee: _____ Telephone Number: _____
 Date: _____ Class number: 3

Course: 2nd level Institution: _____ Time: _____

Topics: Crime

Grammar: Past Simple Passive Number of students: 21

Objectives: -That students listen for specific information.
 -That students read for specific information.

Anticipated problems: The students might miss important information in the listening activity.

Possible Solutions: the teacher will go back to the parts which cause trouble.

TIME	ACTIVITIES	(LANGUAGE) CONTENT	MATERIALS	INTERACTION PATTERNS
10'	<p>Presentation of topic: the teacher tells the ss that the next topic will be crime. She asks them to tell her what type of crimes they know. In case they get stuck, she tells them to open their workbooks at page 57. In exercise 2, they will find a chart with the names of crimes, criminals and verbs belonging to this semantic field. The teacher adds two more (rape-rapist-to rape someone smuggling-smuggler-to smuggle) She asks everyone to complete the chart and to complete the definitions in 2b. She provides the definitions for the two verbs she added.</p>	<p>Vocabulary (crime): theft, robber, to steal, robbery, to rob, burglary, burglar, to burgle a house, mugging, mugger, to mug someone, pick pocketing, to pick someone's pocket, shoplifter, shoplifting, shoplift, murderer, murderer, to murder, rape, rapist, to rape, smuggling, smuggler, to smuggle.</p>	<p>-Workbook, page 57, ex 2.</p>	<p>-Whole class</p>
5'	<p>Pictures (pre reading): The teacher shows pictures (Appendix 3a) of famous criminals and says their names. She asks if someone knows what they did. If they do not know she tells them using the language from exercise 1.</p>		<p>-Pictures (Appendix 3a)</p>	<p>-Whole class</p>
15'	<p>While-reading: the teacher hands out copies and tells the students to read the short biographies (shortened and slightly modified for teaching purposes) of the aforementioned criminals (Appendix 3b). She tells them they have to complete exercise A (Appendix 3c) They have to complete the sentences with the name of the correct criminal. After some minutes they check answers.</p>	<p>Reading Grammar: past simple</p>	<p>-Worksheets (Appendices 3b)</p>	

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20'	<p>Post-Reading: which story did you find more interesting?</p> <p>Past Simple Passive Voice: The teacher asks them if they remember when and how passive voice in the present simple was used. She copies the uses on the EB. She asks them to infer how it is formed in the past simple tense. If they do not come up with the answer, the teacher tells them that the only difference lies on the verb to be. Then, she asks them what the past tense of the verb to be is. She copies the structure on the EB. Then, the teacher tells the ss to open their student's book at page 90. In exercise 7, they have to choose the correct alternative for the uses of passive voice. After checking, the teacher says that, as they can notice, Past simple passive is used in the same cases as present simple passive.</p> <p>Then, the teacher tells the students to go back to the biographies and underline all the instances of Past Simple passive they can find. Then, the whole group checks. The teacher takes some of the instances as examples and asks the ss why they think passive voice is used.</p>	passive voice.	and 3c) - Student's book, page 90, ex 7.	-Individual
10'	<p>Grammar Practice: the teacher asks the ss to complete ex 11 on page 91 of the student's book. She says they have to choose the correct alternative: active or passive voice.</p> <p>Then, the whole group checks.</p>	Grammar: past simple passive voice.	- Student's book, page 91, ex 11.	-Individual
20'	<p>Pre-listening: the teacher tells the students to open their student's books at page 90. She tells them that they will listen to a news story (Appendix 3d). They have to read the words in exercise 3 and take a look at the pictures. After one minute, the teacher asks them what they think the story will be about.</p> <p>While-listening: Then, they listen to the story to check their predictions. The teacher tells them they also have to complete exercise 5. That is, they have to say if the sentences are true or false.</p> <p>Post-listening: the teacher tells the students they will listen to the story once more to check their answers.</p>	Listening	-Student's book, page 90, ex 3 and 5.	-Individual
	<p>Homework: the teacher tells the students to revise the vocabulary they learned for the following class because they will play a game.</p>			

APPENDIX 5

LESSON PLAN N°4

Name trainee:

Telephone Number:

Date:

Course: 2nd level

Institution:

Time:

Topics: Crime/Past Simple Passive

Number of students: 21

Objectives: -That students be able to make themselves understood.

Anticipated problems: some of the students might get stuck during the trial.

Possible Solutions: the teacher will help them every time they need.

TIME	ACTIVITIES	(LANGUAGE) CONTENT	MATERIALS	INTERACTION PATTERNS
25'	<p>Game: "Taboo" The students will be divided into two groups. A member of each one will come to the front. One of them will pick up one card (Appendix 4a) with a word he/she will have to describe/make his partners understand. Under that word there will be other ones which will be forbidden to mention. The same will happen with words bearing the same root as the one that should be guessed. The member of the other group who is at the front will have to make sure that his opponent does not mention the "forbidden" words. The group who guesses more words will be the winner. I will exemplify with one of the cards. The words they will have to guess are the ones worked with in the three previous classes.</p> <p>Note: there will be different levels of difficulty. That is, some cards will only have two forbidden words, others three and others four. They will be picked at random by the students. They will have 1 minute to describe the word.</p>	<p>Vocabulary: resign, CV, nurse, employer, cook, cashier, put out, interviewee, hussy, ink, burglar, pick pocketing, shoplifter, murderer, driver, vet</p>	-Cards Appendix 4a	-Groups
5'	<p>Warning up for Role-play: The teacher asks the students if they have ever had problems at work. If somebody has she will ask what kind of problems. The teacher will ask "did you use to work long hours? Was your salary too low? How did you solve those problems?"</p>			-Whole Class
10'	<p>Instructions: The teacher tells the students that they will act out a work trial (she copies this on the EB.) She explains that people go on work trials when their rights as employees are violated. She explains that some of the most common causes are low salaries, poor working conditions, lack of holidays, etc.</p> <p>She explains that each of them will have different roles. She copies on the blackboard:</p> <p>1 judge (she explains that the judge is the one who decides on the prison sentence,</p>	<p>Vocabulary: judge, attorneys, defendants, prosecutors, guilty, innocent, prison sentences, fine, jury.</p>		-Whole Class
	<p>that is the number of years to be spent in prison or fine. The teacher explains this is the money people pay as punishment for what they did.</p> <p>2 Prosecutors (the teacher explains these are the ones who initiate the trial) with 1 attorney who defends them.</p> <p>2 defendants (the teacher explains these are the ones who are accused of having committed a crime) with 1 attorney who defends them.</p> <p>4 witnesses (two for the defendants and two for the prosecutors) The teacher explains that both attorneys may ask them questions.</p> <p>The rest of the students will be the jury: the teacher explains that trials in the United States include a jury. They are a group of people who after listening to the trial decide on the verdict that is if the defendants are guilty or innocent.</p>			
35'	<p>Role Play: Once each student has his/her role to play, the teacher gives them 3-10 minutes to plan what they are going to say. The teacher says that the prosecutors accuse the defendants because they have worked long hours under poor conditions. Moreover, their salaries were low and they only had holidays one week a year. The teacher encourages them to use the vocabulary about jobs they have learned.</p> <p>The teacher tells the jury that they will have to reach a consensus. That is, they will have to vote if they have different opinions but a verdict should be given.</p>	-Speaking		
5'	<p>The teacher asks the students if they felt comfortable while doing the role play and if they would like to do another one.</p>			-Whole class

APPENDIX 6

LESSON PLAN Nº5

Name trainee: Telephone Number:

Date:

Course: 2nd level

Institution:

Time:

Topics: Travel/Present Perfect Number of students: 22

Objectives: - that students be able to grasp the main idea when listening to a song.

That students be able to read for specific information.

That students be able to take part in an informal conversation.

Anticipated problems: -students might not be able to understand the song the very first time they listen to it.**Possible Solutions:** -the teacher will play the song twice.

TIME	ACTIVITIES	(LANGUAGE) CONTENT	MATERIALS	INTERACTION PATTERNS
15'	<p>Presentation of topic, song: The teacher tells the sts that travelling will be their next topic. She asks them if they like travelling, where they have been to and where they would like to go. The teacher asks them if they prefer staying in hotels or going self-catering. If they do not understand what "to go self catering" means, the teacher asks them what "catering" reminds them of to see if they guess the meaning. The teacher tells them that they will listen to a song about a trip (Appendix 5a.) she asks them if they have watched the movie Mamma Mia and tells them that this song was composed by ABBA and later used in the movie Mamma Mia.</p> <p>The teacher sticks four pictures (A3size) with the letters A, B, C and D on the BB (Appendix 5b) and tells the students to choose the place the song makes reference to. The teacher plays the song once and asks the students which picture they have chosen. She asks them what they have heard that made them choose the picture.</p> <p>The teacher plays the song again and asks them to write down all the Parisian elements they can find. After discussing this, the teacher gives them the lyrics of the song and asks them to read it and see if they had missed some elements. (Eiffel Tower, Seine river, Notre Dame, Paris restaurants, morning Croissants.) The teacher asks them if they felt it was a love or friends song and why. The teacher also asks them if they have been to Paris and if they would like to.</p>	<p>Listening</p> <p>Vocabulary: stay in hotels, go self catering.</p>	<p>-Cassette -Pictures (Appendix 5a) -Lyrics (Appendix 5b)</p>	<p>-Whole Class -Individual</p>
5'	<p>Vocabulary (holidays): the teacher asks the sts if they know what type of holidays the ones in the pictures are. If they do not come up with the answer, she writes on the BB (beach holidays, camping holidays, skiing holidays and sightseeing holidays) She asks them to choose one heading for each picture. Since they know the first three, they will probably leave "sightseeing holidays" for Paris without knowing what it means.</p>			-Whole Class

	The teacher asks them if they know the meaning. If someone does, she asks this person to explain it in English to the rest. If not, the teacher will explain it. She asks the students to think of places that apply to the four headlines.	Vocabulary: beach holidays, camping holidays, skiing holidays and sightseeing holidays.		
20'	Revision on Present Perfect: The teacher copies some questions on the BE for them to discuss in pairs: Do you prefer travelling with other people or alone? Have you travelled with other people? Who were they? Did everything go well? What precautions did you take? What annoyed you? What do you think would annoy you? She gives them 4 minutes. The teacher tells them to read Lucy's diary on page 106 (Student's book) and see if they find coincidences with what would annoy them. Once they finish reading, the teacher asks the sts what they would do if they were Lucy? The teacher asks the students to pay attention to the tense Lucy uses to talk about what has happened in her trip. She asks them if they recognize it and why they think Lucy uses it (because she's still on holidays) the teacher asks the students to highlight all the instances they find in the text and to provide examples using the present perfect.	Reading Grammar: Present Perfect	- Student's Book p. 106	-Whole class -Individual
15'	Just, already, yet: the teacher hands out a worksheet (Appendix 5c) and asks sts to complete exercise 1. They have to read sentences from Lucy's diary and match them with the correct option. (This happened a short time ago/ The speaker expects something to happen soon/ This happened sooner than expected.) After checking, the teacher asks the sts to find the word in each sentence which conveys those ideas. Once they come up with the three, the teacher asks the sts to highlight them. Now, the teacher draws the sts attention to the position of these adverbs in the sentences. She asks them where just, already and yet appear in the sentences. The teacher asks the sts to provide examples using the adverbs. First, she provides one.	Grammar: just, already and yet	- Student's Book p. 106 -(Appendix 5c)	-Individual -Whole Class
25'	Role Play: the teacher asks the sts if they know some of the attractions in Paris and New York. After discussing this, she sticks two posters (Appendix 5d) with a list of some of the main attractions in both cities. The teacher explains they will have to act out a conversation between two friends who show each other pictures of some of his/her family members/friends who are on vacation. The teacher sticks a poster on the BE which shows two facebook profiles with pictures (Appendix 5e). One of the students will present the pictures of NY and the other one the ones of Paris. They have to bear in mind that the people in Paris are a young couple and the ones in NY a family. The teacher tells the sts that the people in the pictures are still on holidays and that this information is key to decide on which tense to use. The teacher also encourages sts to use the three adverbs they have worked with (just, already, yet) She tells them the conversation takes place on Thursday at lunch time. Taking into account the information provided in the pictures and the pictures of some attractions which are missing they have to report on what their relatives/friends have done. The teacher gives one example of each city. "My brother and his girlfriend have already visited the Eiffel Tower" and "My aunt, uncle and cousins haven't visited the Empire State building yet" The teacher reminds the sts that this is an informal conversation so the greetings and farewells should not be the ones they learnt in previous classes when they acted out formal conversations. NOTE: the teacher reminds the sts that the two basic rules of turn-taking in all languages are: avoid talking at the same time, avoid silence between turns.	-Speaking -Grammar: present perfect and adverbs (just, already, yet.)	-Appendix 5d -Appendix 5e	-Pairs
	HOMEWORK: student's book, page 106, act 6.	Grammar: just, already and yet	-Student's book, page 106, act 6.	

	<p>on holidays or if they would buy. The teacher asks them what they would buy. Once they start saying things she copies examples of countable and uncountable nouns on the BB. She asks the sts if they notice the difference between these nouns. If they do not, she asks them how many T-shirts (example) and how much liquor (example) they would buy to see if they realize the difference. If not, the teacher explains that countable nouns can be both plural and singular and that uncountable ones can only be singular. The teacher hands out a worksheet (Appendix 6a) and says that now they are going to read a chat conversation between two friends. She copies on the BB two questions: Where are Susan and Lilly? What does Susan ask Lilly to do? The teacher asks the sts to read the conversation and to think of the answers to the questions. She also tells them to do act 2. They have to classify the underlined items into countable or uncountable nouns. Before they start reading, the teacher asks them to read the 6 underlined items to see if they understand the meaning. If they do not, she will explain it. After checking, the teacher asks the sts to complete exercise 3. They have to see which determiners go with countable nouns, uncountable nouns or both. She gives them 5'. After checking, the teacher reminds sts that any is used in negative sentences and questions and some in positive sentences.</p>	<p>-determiners: some, any, much, many, a lot of, a few, a little.</p>	<p>Appendix 6a</p>	<p>-Individual</p>
10'	<p>Game (Tic tac toe): the teacher tells the sts that they will play tic tac toe in groups of 3 people (around 4 groups) The teacher hands out a board to play (Appendix 6b) every two groups. They will have to make sentences using the determiners they have just seen.</p>	<p>Grammar: countable/uncountable nouns. -determiners: some, any, much, many, a lot of, a few, a little.</p>	<p>Appendix 6b</p>	<p>-Groups</p>
20'	<p>5)Role Play: The teacher tells the sts that they will work in pairs. They will have to act out a telephone conversation between two friends who are abroad (one in Rio and the other one in Salvador.) The teacher hands out their cue cards (Appendix 6c) and asks them to read all the information in the cards and ask her if they have questions. The teacher explains that one of them booked the hotel early but the other one got a last minute deal (the teacher asks if they understand what this means, if not she tells them is the opposite of "booking early".) Thus, one of the participants (not the one who calls) did not know about his/her friend trip. The teacher explains this person should be surprised. They will have to tell his/her friend what they have haven't done that day using the present perfect. The teacher reminds the sts this is the tense they have to use since they are still on holidays. She also says that they will have to use just, already, yet (considering the distance between the activities and the phone call.) Once they finish, the teacher asks the students what kind of holidays these are (sightseeing, mountain, beach, camping.) If there are some minutes left, some of the pairs may act out the conversation for the rest of the class.</p>	<p>Speaking Grammar: Present Perfect with just, already and yet.</p>	<p>-Cue cards (appendix 6c)</p>	<p>-Pairs</p>