

The cognitive



Information gap

&

other hooks

to hang onto

Table of Contents

Introduction ~ 2

Research question and its relevance ~ 3

Framework factors and pupil prerequisites ~ 4

Observation chart – *Appendix A* ~ 5

My didactic reasoning - 7

My lesson plan – *Appendix B* ~ 17

Analysis of execution ~ 22

Reflections ~ 26

Conclusion ~ 29

Appendices from the lessons ~ 29

Bibliography ~ 29

The cognitive information gap and other hooks to hang onto

Listening is a vital element for our human existence, in fact, it is the foundation for anything meaningful that surrounds us. Listening has turned stories into history, made passing downs into traditions and experiences into contextual culture thus the concept: “experience is in that sense cultural, and culture is accumulated experience”¹ (Brinkmann, 2017). We learn from watching and we listen when methods are explained. We experience opinions that are opposite from our own and we define ourselves in the reflections of others’ words, their stories, their principles. Perhaps listening is such an essential to us, the accurate shape of gratitude would only prevail, did we at once lose our ability to listen.

When learning a language, this element shows its qualities, being required in order to contextually communicate, as it is foundational in our social understanding and interactions, which makes it an invaluable part of a human’s general education: “Language is the instrument of social interactions between human beings [...] and rather than seeing language as a set of rules, the functional linguistic perspective sees the language system as a set of options available for construing different kinds of meaning” (Lund, 2019).

Listening owns its part in both learning and in communication and it is necessary to recognize that the perception of the words that are spoken, their intonation, and rhythm rely as much on the speaker as it does on the listener. The context of a communicative situation and the social roles taken are not to be undermined in comprehending and attaining strong communicative skills regardless of the language. With that, I must acknowledge that this research lands me in a pedagogical paradox (Oettingen, 2018), where I will have to coerce my pupils’ focus and efforts towards listening and reacting for them to be able to implement and endeavor the element into their communicative understanding. In other words, in order for my pupils to be able to achieve and gain the freedom to communicate in their future, so they are set to act, participate, and have the ability to (co)exist in a democratic society (Undervisningsministeriet, 2021) I will have to coerce them to practice their listening competence.

As an effort to make this research and its attached lesson plan meaningful, by relating it to the real world (Oettingen, 2010), I have chosen to base it on a communicative language teaching (also referred to as CLT) notion, the information gap (Richards, 2006). The concept of the information gap plays out in our daily lives, as we most often communicate in order to receive or obtain information that we do not already possess, hence the name as we want the gap filled with the missing information.

¹ Translated from Danish: “Erfaring er i den forstand kulturel, og kultur er akkumuleret erfaring” s.48 (Brinkmann, 2017).

By now it is time to fill the information gap of this introduction by revealing my research question, listening carefully, because it sounds like this: *How do you plan, complete, and evaluate an English lesson where the pupils divided into groups will practice listening through the activity 'Map Games', a content-based learning activity featuring the information gap?*

When teaching English as a second language, it is taught based on the four elements; speaking, writing, reading, and listening to develop proficient communicative competence. In this essay, as earlier indicated, I will be focusing on the element of listening through the content-based activity 'Map Games' as the highlighted task in a lesson plan that scaffolds the pupils' English acquisition. In order to ensure constant and continuous urge for exploration in language learning and for my pupils to develop skills and understanding in a second language, I will create these scaffolded lessons that support their autonomy and curiosity, thus leaving me with a group of motivated pupils (Ushioda, 2012).

In the interest of understanding the factors that are associated with language acquisition, I can use Vygotsky's proximal development as a tool, where the cognitive gap is indicated as between what a pupil can do unaided and what a pupil can do jointly in coordination with someone more skilled (Gibbons, 2014). Another metaphorical theory I will look at, in order to assess a pupils' language acquisition is Gibbon's own; where you build on a pupil's foundational understanding, so the prior knowledge provides a cognitive hook on where you will hang more new language (Gibbons, 2014). The two theories are the foundation of the understanding of the term 'the information gap'. Furthermore, I will look at CLT and its content-based instruction term, which is the basis for the activity 'Map Games' that I will use as the main activity in the research lesson. The idea of attaching new knowledge to a pupil's already existing knowledge 'hook' is supported by the term scaffolding and the multiple theories hereof, which is why it will be the structure of the progression in my lesson planning and the foundation will be based on Hilbert Meyer's ten didactic characteristics of good teaching adapted by Oettingen (Oettingen, 2018).

Relevance for the module processes in language acquisition and communicative skills:

This research is relevant for me personally to continue building the skill objective F2 as the research will practice the use of an activity that can be scaffolded for pupils with different learning potentials and gaining this experience will provide me with knowledge in differentiating learning strategies in the future. The research will also touch on the knowledge objective V4 as the activity is built on cognitive and motivational factors that are associated with the pupils' language acquisition as well as my role as a teacher.

Relevance for the primary school's purpose:

This research is relevant for the primary school's purpose § 1 as it provides my pupils with focused attention on the essential skill of listening, necessary for the preparation for any further education and ability to understand other countries and cultures different from their

own. Through the activity “Map Games” the pupils will practice elements of communication by giving directions as well as listening thus promoting their own versatile development whilst gaining the confidence and ability to take stands and their appropriate actions (Stk.2 (Undervisningsministeriet, 2021)). The additional tasks, activities, and digital production in the lesson plan will also prepare my pupils for participation and co-responsibility in a societal existence through teamwork and democratic decision making (Stk. 3 (Undervisningsministeriet, 2021)).

A preparational observation chart (see appendix A) to obtain class observations prior to the research lessons begin. I intend to use this observation to assess my pupils’ English language level, their personal experiences, and feelings towards the English language, alongside the class’s general atmosphere.

The framework factors aren’t the educational lesson itself, however, they are the factors associated with teaching the lesson. With a focus on the primary school laws’ requirements, framework factors include the subject, the level, possible concluding tests, the location, the room, time, and resources (Brodersen, Fibæk Larsen, Agergaard, & Toke Gissel, 2020) and as described by Meyer’s tenth characteristic these factors are invaluable in order to realize a good lesson. In my case with this research, the factors are different from a regular primary school’s framework factors as this setup will be exclusively online, tasks are experienced through digital media, app run assignments, websites and taking place in a chat room meeting alternative to a physical classroom. Some pupils have their microphones on and their webcams, whilst others rest in the privacy of not integrating their appearance thus their facial expression into the class connections. The pupils’ prerequisites, therefore, do vary from our general primary schools’ pupils because these pupils are either diagnosed with different diagnoses (ADHD, autism, ADD), experience refusal to attend school [skolevægning] or deal with sickness such as cystic fibrosis resulting in learning difficulties or inability to obtain the age required goals and supported by Meyer’s seventh characteristic, (Oettingen, 2018) it is important for me as the teacher to offer individual support, where I will need to assemble and organize a lesson plan in such a way that all the pupils will be able to keep up as well as being challenged throughout the learning activities. This is a delicate balance where some may find a task difficult whilst others will be on the verge of boredom. That is why differentiated teaching and an adaptable lesson plan that varies rhythmically (Brodersen, Fibæk Larsen, Agergaard, & Toke Gissel, 2020) in task durations, support, content, and varied use of aiding materials [hjælpemidler] are important (Oettingen, 2018).

After the observation, I will possibly change the current lesson plan’s structure, implement new ideas that may be brought to mind, or adapt it to fit the needs of the pupils in order for them to receive the most effective education (Brodersen, Fibæk Larsen, Agergaard, & Toke Gissel, 2020).

Observation chart - Appendix A

| OBSERVATION CHART | <i>Den Frie Digitale Skole: English lesson 6th grade with 5 pupils, in an online meeting.</i> |
|---|--|
| FOCUS | OBSERVATION |
| What is the general social environment and mood like? | The environment is calm even though the pupils seem eager to talk, tell stories and get started with the lesson. Some pupils more than others as the more boisterous and outspoken pupils do tend to take the attention and run with it resulting in the quieter ones needing a directly asked question as guidance in order to dare to share their stories, reflections, or opinions. |
| Are the pupils actively participating? | Most of the pupils are actively participating, following the tasks, asking questions when they need help and writing elaborate answers to the best of their ability. Two of the pupils are lacking in participation, only in terms of written assignments, whereas the conversations or activities they take part in. |
| Can the pupils maintain their focus and concentration on the given task? | The pupils are great at maintaining their focus and concentration, specifically at shorter and more explicit tasks, however at times if the task is a more demanding one, where the asks are greater, perhaps more abstract and it will inevitably take longer time, the pupils both begin to doubt themselves more, asking more questions. Some of the pupils see this as a way to become surer of themselves in their learning process, where others see it as a prolonging of the task's process. |
| How do the pupils react or relate to it when the teacher or a fellow pupil is speaking? | When the teacher is speaking the pupils are both respectful and relaxed. They tend to feel there's space to casually joke around, as well as relating their personal stories to the topic. There are two of the pupils in the class that have a bit of beef with each other once in a while, not |

| | |
|--|--|
| | <p>surprisingly it is the pupil in the class that has the most difficult time participating, writing and caring about the tasks that easily gets annoyed with the most ambitious, candid, and outspoken pupil.</p> |
| <p>Does their verbal English align with their class level expectancies?</p> | <p>The pupils are very affected by their moods and that often shows in their verbal communication when it's in a second language. When they feel confident, most of the pupils dare to use communication strategies, such as guessing and are almost at the level expected of a sixth grader. However, their lacking is shown when they do not try and at times also when it comes to their linguistic understanding, they know the general gist of a sentence structure and its order, yet without being able to explain why it is correct or incorrect through the use of grammatical rules.</p> |
| <p>Does their written English align with their class level expectancies?</p> | <p>The pupils that do try their hardest in the written assignments are quite up to par. They especially excel when given a specific focus for their writing, such as perspective, theme, or particular words like adjectives.</p> |
| <p>Are the pupils used to using digital tools in the lessons?</p> | <p>Seeing as the school is an online digital school, most of the pupils are used to using the digital tools provided and used by the school. In fact, due to the pupils' diagnoses or motivation for being enrolled in the school, most of them find comfort and contentment in the digital world, rather than the physical and more socially expectant world. However, in this school, the pupils mostly work with google docs, google jam board, YouTube videos, and a few inserted worksheets.</p> |

My didactic reasoning

Just as scaffolding brings its many layers to progressive and effective teaching, there are many evident of those to this lesson plan that I would like to unfold by explaining the choices I've made based on a fistful of indispensable theories and my reflective intuition.

As Hattie explains; in teaching everything has an effect, whether I choose to do something or I opt-out, it will have an effect on my pupils' learning process (Oettingen, 2018). Therefore, it is essential for me as a teacher to discover and become aware of what elements in and around the teaching are to be included or excluded to create and have the greatest significance for my pupils' learning.

In an attempt to scaffold my own essay, I will start on a lower foundational level by explaining my decision making for this lesson plan with the factual, structured and more tangible theories on English and digital learning and afterwards move on into a higher level, floating with more complex and abstract theories on general teaching education, pedagogical paradoxes, meaningfulness, and motivation.

I have created a scaffolded lesson plan for this research. The term scaffolded as an item in the real world can be described as a temporary structure that is put up in the process of constructing or repairing a building. As each bit of the new building is finished, the scaffolding is taken down. The scaffolding is temporary, but essential for the successful construction of the building. This same structure in a metaphorical way can be used in a classroom, where it portrays the "temporary, but essential, nature of the mentor's assistance" (Gibbons, 2014) in supporting my pupils to carry out tasks successfully. Through this concept, my temporary assistance as a teacher is there to help the pupil understand and complete something so that they will later be able to complete a similar task alone. This constitutes scaffolded learning as future-oriented, which is enforced by the primary school's law and aims to increase the pupils' autonomy (Gibbons, 2014). In class, we teach the pupils how to learn (Oettingen, 2010) thus, cultivation so we prepare them for a lifetime of lessons (Brinkmann, 2017).

The idea of scaffolding takes part in communicative language teaching as well, seeing as one of CLT's core assumptions is that the teacher shall take on the role of a facilitator in the language classroom. Here the teacher creates a classroom environment conducive to language learning, by providing opportunities for the pupils to both use and practice the language as well as time and space to reflect on language use and language learning (Richards, 2006).

With scaffolding and CLT as part of my foundation, I have chosen to base this research on the information gap, to provide a meaningful lesson plan for my pupil. It is a content-based instruction theory, where obtaining information through the language rather than speaking it

as an end in itself is a more successful way of learning. Since more authentic communication is likely to occur in the classroom if pupils go beyond the practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task (Richards, 2006).

In the same neighborhood of theories, I have also found the support for my lesson plan structure in Vygotsky's term proximal development. The term is explained as the distance or cognitive gap between what a pupil can do unaided and what the pupil can do jointly and in coordination with a more skilled expert; the teacher (Gibbons, 2014). In that way, this concept of proximal development is a combination of both scaffolding and the information gap, as it both draws on the pupil's pre-knowledge as well as the aid of the teacher to close the cognitive gap through scaffolding.

Agreed upon by one of Meyer's ten characteristics, where the ninth characteristic states that the teacher must make the goals and the demands expected to be reached visible for the pupils. The pupils must be met with a lesson plan they can understand, see value in, and a lesson plan the pupils have the ability to achieve in the timeframe. Too low expectations will lead to boredom, where too high expectations can cause the pupils to feel exclusion and insecurity at school. Therefore, the lesson plan's challenges must be attached to abilities that the pupils have already mastered and still present something new. Meyer explains this as the zone for closest available development in learning (Oettingen, 2018).

Moving into another substantial version of this understanding, a metaphorical theory, where a second language lesson is to be built on the pupils' foundational vocabulary, so that prior knowledge and experience will provide a cognitive 'hook' on which to 'hang' new language (Gibbons, 2014). Hooked onto this theory is the importance of giving the pupils the opportunity to develop some understandings regarding the items or subject before they are expected to understand and use more explicit language.

According to Lund unstable learning happens when the learning isn't anchored to the pupils already existing semantic network. The language acquisition of new words, themes, or content should be obtained and established based on basic notions rather than theme-specific ones (Lund, 2019). Because of this process in language acquisition, it is a universal characteristic in regard to learning any language that some parts of the language are in use and others are absent for the second language pupil. For instance: 'no school tomorrow hospital mom', in early language development, the nouns and verbs are what brings across the information that the speaker desire for the receiver to understand. Lund calls this type of communication pragmatic backing as the message comes across, but only as a piece of information rather than a conversation (Lund, 2019). The pronouns, adjectives, adverbials, and prepositions are later hooked onto the pupil's vocabulary.

For that reason, I have chosen to focus on prepositions as the semantic focus for my lesson plan, as the prepositions are often attached to a noun and are used to show direction, place, location, time, explain spatial relationships or to introduce an object. I found the focus on prepositions fitting for a lesson plan, where the main activity 'Map Games' is listening for directional information. As a part of a scaffolded lesson plan, the prepositions are therefore introduced as the first reflective task. Here the pupils are invited to reflect on their preexisting knowledge about prepositions, how they are used, which words in English that in fact are prepositions, as well as which ones that most often use in Danish. The decision to ask them a question, adding their personal experience through their Danish language and culture, is an attempt to claim as much preexisting knowledge as possible, making sure there is a hook strong enough to hang new contextual communication onto.

In playing the 'Map Game' the pupils will practice applying their background knowledge with their current vocabulary and understanding of the English language from past lessons or personal experiences, which will most likely show itself in the nouns and verbs. The activity will also allow the pupils to practice focused listening, as the prepositions have the potential to either have the pupils choose guessing strategies in order to understand or the prepositions may work as a supportive element for listening, where the pupils may choose to apply their selective hearing and only focus on finding the prepositions in the spoken sentences in order to avoid communicative problems. Finally, in this lesson plan, I have scaffolded the use of the activity 'Map Games' where the first game is played through casual conversation with no preparation except their list of prepositions. A list of support questions with the title helping sentences (Gibbons, 2014) are presented and practiced. The second game is played, where the directions are given from a ten point guide each pupil or group has written prior to the game starting. The pupils are encouraged to use the sentences as help in order to acquire the information as accurately as possible: "Sorry for interrupting, but would you mind repeating that?" (Gibbons, 2014). The third and final round of the game is played, where the pupils either individually or in groups have created digital productions showing directions for the game. The directions will be read out loud by the teacher, practicing the pupils' ability to comprehend simple, easy-to-understand texts at a natural speaking pace.

The use of digital productions is an attempt to scaffold digital education onto the existing challenge of listening through 'Map Games'. Here I'm having the pupils unfold and exercise their digital competence and cultivation, as I introduce two new digital tools for them to use; the functional material Padlet and the didactic material Pixton. Functional teaching materials are tools that can be applied to the substance, both as input and output, in a teaching situation. Functional teaching materials and tools don't contain any topic relevance but can be used to work with material from other sources. The didactic teaching material I chose is Pixton, a cartoon creator and digital tool with a specific skill in mind. Pixton is considered a didactic teaching material, as the inclusion of a goal is integrated (Watson, 2018). Prior to making their own digital production, I will introduce the two digital tools in the class, first by

showing them a [Pixton cartoon](#) I made containing prepositions in an adventurous school setup and second by creating a [Padlet](#) with the pupils' definitions of a map. The choice to integrate these digital tools are to enact and practice the pupils' digital education and cultivation, which involves for them to know how to use and utilize the digital tools as well as how to behave on the internet as they use technology in general. Here the pupils are to learn how to act online without giving away personal information, to be taken advantage of as well as how to avoid bullying and steer clear of unnecessary conflict and in that manner use technology in favor of any community. I found it important to integrate the digital aspect of my pupils' education, because it is essential to recognize the role of technology at this time, in our coexisting society. This way we can relate to technology's challenges, do our part, and attempt to understand these given opportunities, as well as challenges technology, does bring to our society, our coexistence, and individual existence. The pupils must, through their primary school education, become prepared to use all kinds of methods and ways of working. This is vital as they will encounter multiple variations of working methods and tools both in and after school, necessary to create projects, productions, and plans for research. The pupils need to be able to master researching, both through digitally exploring on the internet and also through the physical and earthly way of researching, by searching through the real world (Bundsgaard, 2017).

Digital competence and cultivation are currently more necessary and needed than ever, due to the growing digitalization and ever-changing technology. As Meyer states in the fourth characteristic a lesson plan needs to show itself as clear in its content. The individual tasks and activities need to be understandable. This way the pupils will know what content they will be engaging in. If the pupils don't know or can't understand why they are given specific content, their motivation will be sparse (Oettingen, 2018). For this reason, I chose to integrate digital tools in the lesson plan as the pupils' urge and desire for digital competence can help keep their motivation high, even as they will need to complete a task with a possibly less interesting theme or content.

The act of listening can be defined as paying attention to a sound, whether it be your teacher's voice or your cat's purr. It is an active process, where the pupil is interpreting what's being heard. For that reason, it is significant that through the language acquisition the activities will introduce as natural and meaningful conversation as possible, as this is inevitably what the pupil will need to understand in the real world when being spoken to. That also means that prior to the pupils finding simple and concrete information in a text, they need to be aware of what to listen for (Olsen & Jacobsen, 2019). Visual support is described as a written version of what is being listened to or in the shape of a subtitle etc. in either the first or second language. As Jacobsen and Olsen state the text will support the listening as it will help maintain the listener in the correct context.

The listening process can be compared to the reading process, where the pupil will use both the top-down and bottom-up approaches. Bottom-up is understood as a processed version or adaptation of what the pupil hears in connection with a statement in relation to these

following levels: sound units, the grammatical form of the words, the meaning of the words, syntax level, and literal meaning of the whole statement altogether. In this concept, it's found that the listener processes continuously whilst the speaker speaks. The top-down adaptation can be explained as the approach, where the pupil uses their perceptual and conceptual information. Perceptual information is that which is found a text and what the listener will derive from a text connected to the sounds. Conceptual information is the kind of information that the listener has brought with them in from their knowledge and perception of the world and which the listener will use to interpret what is heard (Olsen & Jacobsen, 2019). In accordance with this, there is a lot of value in using cognitive strategies in connection with listening activities in the classroom. Cognitive problem-solving strategies that can be used during the listening process in order to interpret and understand can be to;

- assess the situation and the environment in the listening (con)text.
- identify the relationship between the people in the listening (con)text.
- outline the subject of the listening (con)text.

In all three cases, these cognitive listening strategies are about gaining a pre-understanding of the (con)text and identifying some expectations before listening. This is in fact the starting point to being able to set up hypotheses and make a qualified guess, and thus applying some of the dominant strategies in connection with the listening process and listening comprehension (Olsen & Jacobsen, 2019).

There is a theory on successful listening strategies by Rost and the six strategies sound like this: Prediction - to predict what you may be about to hear; this happens prior to the actual listening. Deduction - to draw conclusions about the content, even if your understanding of the information is deficient. Monitoring - being aware of your own listening and its uncertain and lacking areas. Clarifying - ask clarifying questions to gain a better understanding.

Responding - relevant response to what is presented. Evaluating - relate to how well what is presented is understood and to whether the task has been solved (Olsen & Jacobsen, 2019).

Throughout my lesson planning I have made the attempt to include time, space, and guidance for every single one of these six strategies for my pupils to endeavor.

Gibbons has identified four contexts listening can occur in, the contexts are separated in one-way and two-way conversation and whether the context relates to what would be categorized as everyday talk or more academic and subject-based informational conversation. An example of two-way interpersonal everyday listening can be taking part in a conversation at a gathering. An example of one-way listening can be listening to someone telling a joke. An example of two-way information-based listening can be taking part in a job interview. And finally, an example of one-way information-based listening to the radio. In order for pupils to be able to gain the freedom to communicate accurately in all four contexts, they need to experience a balance of both one- and two-way listening for it to become an effective listening teaching session. Therefore, Gibbons states that teaching and learning activities should reflect these purposes. It is essential to expose the pupils to the various contexts needed for them to be able to tackle as many diverse communicative situations as possible with confidence.

When planning a progressive lesson plan, it can be beneficial to know that listening by taking part in an interpersonal or information-based conversation is easier for the second language pupil than listening to a joke or a story on the news. Therefore, my lesson plan is progressed accordingly, starting with a two-way conversation, and later moving into one-way directional guidance in the 'Map Game'.

It is my aim to use the English language to show and share the multiple contexts for the pupils to experience and to give them space to ask, as these are "general pedagogical technologies - forms - which are fundamental in all pedagogical practice, no matter where they take place"² (Oettingen, 2016). In school didactics, these pedagogical technologies; 'showing and asking' become the teacher's articulation, which is the bridge between knowledge and learning (Oettingen, 2016). To articulate teaching is to shape time. Oettingen explains this concept as a rudimentary and perhaps a predictable didactic realization, and even so, the concept seems too often be forgotten and overlooked in teaching.

Similarly, as boredom is also an overlooked phenomenon, a paradoxical one, as it belongs in teaching, it is accepted as common boredom Ziehe labeled it, yet it is completely taboo. It can be difficult to keep the phenomenon of boredom at arm's length because it has both a particularly subjective and individual side, as you are always bored by yourself, and what one pupil may find boring is interesting to the other. Boredom having its part in school shows the coercive culture [tvangskultur] of education, because the lessons that are structured and organized in school are not free of choice and determined by others. As teaching involves these prechosen subjects and their topics that must be taught just as a certain amount of time must be set aside, these organizational factors of teaching can only explain part of the boredom and a teacher's didactic task is to minimize the boredom (Oettingen, 2016).

Boredom can obviously occur in school and understandably so, as what is taught in teaching today doesn't serve the pupils' 'here and now'-life but benefits their future and the future of society. Therefore, learning in school is organized through time, and the question of learning is a matter of time. Because in school, time is divided and compressed so that learning happens faster and is therefore forced. This force takes place because we can't wait for the experiences to occur naturally in the pupils, so we attempt through our teaching to organize learning processes, where they will learn in advance. This coerced culture can raise a didactic problem, where the school can easily overlook the pupils' present in favor of their future. The future is influential in the pupils' present, to interpret a future that the pupils don't know of yet, because no one can say with certainty how their path of education and cultivation is going to proceed (Oettingen, 2016). School learning is, therefore, an advanced learning that is particularly constructed and compressed, which my lesson plan is reflecting in its progressive scaffolding. However, even as my planning is structured upon theory after theory, I can't shy away from the paradoxical fact that in my teaching I attempt to create something in my pupils

² Translated from Danish: "almenpædagogiske teknologier - former - som er grundlæggende i al pædagogisk praksis, uanset hvor de finder sted" s. 116 (Oettingen, 2016).

that they themselves can only create and that is – learning.

This pedagogical paradox shows the value and importance of teaching and continuously passing on knowledge.

As the sources of knowledge that are used to interpret parts of a conversation are our own experiences or what has been learned from others' experiences. In other words, our "in-the-head" knowledge is what allows us to hook keywords onto the words that we hear, and through this, we can predict meaning as we are listening. As listeners, we construct our interpretation of what we hear using not only sounds of the language, but also our knowledge of the language system (Gibbons, 2014). However, one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication (Richards, 2006). Therefore, it is essential that lesson plans are made to teach subjects and themes that are highly cultured to expand the pupils' understanding of contexts, thus giving them a deeper view of themselves, others, and the world (Fredens, 2018). These elements are crucial for optimal language use and exemplary communication.

For that reason, I have chosen to structure the tasks given by the use of group work, as an attempt to create this coerced expansion in my pupils' contextual cultural learning. Group work has in addition proven to be an important activity in the linguistic theories of CLT, as it is argued that the pupils will learn from hearing the language used by other pupils in their group (Richards, 2006). By adding the group work as support alongside the individual's language acquisition, I also allow for differentiation to occur as needed. This is Meyer's seventh characteristic of good teaching that a lesson plan must be structured in such a way that all pupils have the opportunity to follow the plan, whilst being challenged at their own level, whether or not they're academically weak or particularly skilled. Thus, differentiation in time, support, structure, and content as well as varied use of aiding materials is necessary (Oettingen, 2018). Throughout the classes, my own observations, listening, and communicative understanding are necessary to lead me to discover each individual pupils' different needs, which allows me to know what changes to make, in order to differentiate the activities fitting each individual, so the lessons are scaffolded accordingly. In the words of Klafki, this is a far greater challenge than it sounds, as it requires for me to treat my pupils unequally in order for them to obtain equal learning: "All children have the same equal right to be treated unequally"³ (Oettingen, 2016).

Moreover, Klafki has created sixth differentiation possibilities, in order to provide equal learning opportunities for the pupils. A few examples of what I can do to differentiate my lesson plan for my pupils are to adjust the amount of substance and time given to complete a task, the degree of complexity, evaluate the number of required reviews, how much help is given from a teacher, distinguish between different interests and approaches and take advantage of the pupils' ability to cooperate.

³ Translated from Danish: "Alle børn har den samme lige ret til at blive behandlet ulige." s.132 (Oettingen, 2016).

After observing the class of five 6th graders, I've assessed that the differentiation possibilities I will rely on for this lesson plan, will be the number of required reviews of the tasks, help given from me the teacher, possibly with simpler, more explicit explanations and finally, taking advantage of the pupils' ability to cooperate through group work.

Through the use of differentiating and especially, specifically through group work, I'm attempting to scaffold the phenomenon 'respect' onto the pupil's cultivation. It's my hope that respect for one another will appear naturally in the classroom if the pupils sense my respect for them and their individual needs. With that, I also have my heart set on each pupil, finding respect for themselves through the acknowledgment of possibly needed differentiation. The need for unequal treatment in order to achieve the equivalent outcome will occur as a constant in front of their eyes in society for the rest of their lives and it's my aim that this respect will also open their minds in terms of other people's opinions that will differ from their own. This will prepare them for their (co)existence in a democratic society (Stk. 3, (Undervisningsministeriet, 2021)), because alive is a place where the mind is open with respect for other's views along with consideration for the interest of the unity⁴ (Hansen, 2005). With this intent, I have added a list of sentences to help the pupils advance their understanding of what they hear, however, the list of helping sentences (Gibbons, 2014) is not only available to them to receive clarification in their communication. I have chosen to add these sentences in order for the pupils to have the opportunity to practice asking for help. Asking for help is difficult, as it also requires us to admit that we need it in the first place. It's, therefore, necessary to practice as part of the pupils' cultivation as we must acknowledge that the inability to do everything on our own, is an essential part of (co)existing in a democratic society. With the same cultivation concept in mind, I've also added democratic voting as the decision-making structure in the lesson plan. This way, the pupils experience their individual part and say in a community decision and get a sense of responsibility and yet the autonomy that it requires to coexist, whilst taking part. It's my aim to achieve a lesson plan that exhibits my 'awakening, enlightening and educational work' (Hansen, 2005) as a teacher, where through asking for help and offering democratic voting, my pupils will become more aware of their existence in a democratic society and the essential responsibility. The education of the school aims to achieve a mature authority [myndighed] and responsibility of the pupils, for them as individuals and as part of a community (Oettingen, 2016). Fredens states the importance of integrating both culture and community into lessons and learning in school. Both in order to create and maintain the joy of learning, but also because in a more compressed understanding the individual pupil will end up taking part in society and in the end is actually what constitutes our political decisions (Fredens, 2018). As Meyer's fifth characteristic of good teaching, it describes the significance in having a lesson plan that holds the possibility to have the teacher involve the pupils in the planning of the teaching as well as

⁴ Translated from Danish: "der, hvor sindet er åbent og respekten for andres synspunkter og hensynet til helhedens interesse er levende" Hal Koch (s. 135 i (Hansen, 2005)).

being open to the pupils' feedback. This is a way of creating meaningful conversations, as what's being talked about will open up new perspectives and contexts (Oettingen, 2018). Learning is a social activity, where knowledge is never given once and for all, instead it is constantly shaped and reshaped, while it develops. In this concept our memory is not just a storage space for a grammatical song about irregular verbs, but a constant reconstruction depending on the situation one is in. Knowledge and memories, in that sense, transform as impressions and expressions mutually shape each other (Fredens, 2018).

Second language learning is facilitated when pupils are engaged in interaction and take part in this kind of meaningful communication (Richards, 2006). Defining meaningfulness can be abstract yet attempted in a few ways, as an English practice it refers to an activity where language control is provided, but where the pupils are required to make meaningful choices when carrying out the practice. In this lesson plan's main activity 'Map Games' the activity is meaningful because they have to respond according to the locations on the map, whilst using a specific group of words; prepositions (Richards, 2006). Meaningfulness in lesson plans will be achieved by adding diversity into the classroom through activities that parallel the 'real world' as closely as possible. As language is a tool of communication, methods, and materials chosen should concentrate on the message and not the medium. The processes in the lesson plan are designed so that pupils can investigate and go on a kind of discovery in the outside world and generate meaning in it. A meaningful lesson plan needs a clear structure that is both dialogical and methodically varied (Brodersen, Fibæk Larsen, Agergaard, & Toke Gissel, 2020) and on top of that Meyer defines it as essential that the lesson plan has set and clear goals as well as for the content to be known and visible to the pupils (Oettingen, 2018) To achieve meaningfulness, teaching must be viewed as a dialogue between thinking, critical and opinionated people who want to be respected and recognized by other people. As learning insists on taking our energy, the content must feel meaningful to the pupils, this will occur if the lesson either gives them an experience of knowing something or knowing how to do something valuable here and now, or because they can see that in the long run, the knowledge benefits them. Inspiring the pupils to learn, can be done by setting high standards and having positive expectations of the pupils, as most pupils actually have a difficult time learning what the school system expects. Therefore, they need a lot of time, a lot of practice, and support from their teacher. Although pupils might be very interested in the content in a lesson plan and would want to participate, they're primarily concerned with their classmates and the social community. Teaching will obviously be more successful if it involves activities that the pupils can share and learn from together (Brodersen, Fibæk Larsen, Agergaard, & Toke Gissel, 2020). Part of a meaningful practice is for a teacher to engage in conversations that include open expressions of a common human practice, even as these involve looking for answers to questions that neither the pupils nor the teacher will have, as no one knows what the interpretation of the present will bring to the future (Oettingen, 2016). This is the reason why teaching should urge to be immersive and meaningful by communicating 'the whole world'; all literary genres, very different music, all gods, sports, political parties, and the entirety of world history, so that "the world" can be learned and understood for interpretation

(Oettingen, 2016). Furthermore, immersion is a necessary process in which a wider range of aspects, meanings and meaningful contexts are underway for the pupil (Brodersen, Fibæk Larsen, Agergaard, & Toke Gissel, 2020). The pupil's goal is to gain a larger and more nuanced knowledge about oneself and others. Through teaching I aim to make the pupils independent and free, but also personally and socially responsible (Oettingen, 2016). By creating this lesson plan I'm offering my pupils the opportunity to practice the element of listening, not only as a vital communicative component, but also for them to actually learn how to listen as a personal self-technology – as named in antique times, providing them with the room for reflexivity of their learning (Oettingen, 2016).

In order to maintain the reflectivity throughout the lesson planning, I decided to use the addition of the digital productions as a scaffolded embrace of the 'eight good habits of art'. With an emphasis on imagination, expression, crossing boundaries through exploring and of course, reflection. The pupils are offered to make digital productions, where all decision-making and directional choices will be their own, as an effort to embody their imagination and expression, as well as letting them explore in order to dare to cross their boundaries and ultimately continuously reflect on their choices and adapt accordingly.

Moreover, I also opted to integrate these digital productions into the activities in order for the pupils to finish the lessons by reflectively self-assessing through a digital product portfolio review, as self-assessment can contribute to the development of self-motivated and self-directed pupils, which will show at later stages in their future learning. I chose to use a portfolio as the pupils' self-assessment, as the review can reveal their capability and progress. The review of their products in a portfolio can link assessment with teaching as well as metacognitive development through including my pupils in the evaluation of their performance. Portfolio review and self-assessment can be categorized as alternative ways of assessing, which are important as there are multiple aspects to learning and especially around a foreign language. Multiple ways of assessing are important, if I wish to evaluate a lesson plan and my pupils' learning in return, I will need to collect many different types of information such as lesson planning, execution documentation, observation of lessons, interviews with pupils and teachers, feedback questionnaires and possibly examination results. Combining the different types of assessments and empirical information will enable a judgment to be made about the overall success of a lesson plan (Cameron, 2010). It is my aim through the review of their digital products that the pupils are able to both describe and feel their learning and that their current knowledge differs from their preexisting knowledge prior to the lessons. Thus, having their cognitive information gap closed by using their preexisting hooks to hang onto, leaving them motivated and ready to take on the next gap that awaits.

Lesson plan – Appendix B

| | |
|---|--|
| Title of the lesson plan | Map Games – listening activity |
| Name | Benita Minka Bünger |
| My research question and its relevance for the primary school's purpose | |
| <p>How do you plan, complete, and evaluate an English lesson where the pupils divided into groups will practice listening through the activity 'Map Games', a content-based learning activity featuring the information gap?</p> <p>This research is relevant because listening shows its qualities far further than in an English class, by being required in order to contextually communicate with others, it must be categorized as foundational in our social understanding and interactions. Enforced by the English subject's purpose stating: "In the subject English, pupils must develop linguistic, textual and intercultural competencies so that they can apply English nationally and globally in their current and future lives. Pupils need to develop their curiosity and awareness about English language and be able to choose the appropriate language and communication strategies as a basis for their foreign language learning" (Børne- og Undervisningsministeriet, 2021).</p> | |
| Short presentation of the lesson plan (perhaps how it takes part in a greater lesson plan) | |
| <p>This lesson plan is built upon the many theories I've read in the three modules (AUK, ADDU and English) in my first semester. The lesson plan is an attempt to scaffold onto my pupils' already existing knowledge, whilst keeping their curiosity and motivation strong. I aim to challenge their communication, by asking for them to construct more explicit and direct one- and two-way communication through playing "Map Games".</p> | |
| Short didactic analysis – keywords | |
| Goals from 'Fælles mål' on the subject of English | <p>With this lesson plan I aim to practice several skills, particularly in <i>listening</i> and <i>communication strategies</i>, in order for my pupils to later achieve these goals after 7th grade: The pupil has knowledge of the application of background knowledge. The pupil has knowledge of focused listening through support questions. The pupil can comprehend simple, easy-to-understand texts at a natural speaking pace. The pupil can choose guessing strategies in attempting to understand unknown vocabulary. The pupil has knowledge of different language tools for solving communication problems (Børne- og Undervisningsministeriet, 2021).</p> |
| Focus points from the observations | <p>Accurately scaffolding and differentiating the lesson plan and its activities so that each pupil feels challenged and motivated, without feeling overwhelmed or excluded.</p> |

| | |
|--|--|
| Content | Working on explicit communication in English with a strong focus on listening through the activity "Map Games". |
| Methods | Reflecting conversations, writing a personal definition, reading the rules of the game out loud, creating a Padlet production, democratic voting, game play, evaluation questionnaire. |
| Materials | Texts, word categories, digital media such as Jamboard, Docs, Powtoon, Padlet, Prezi and Pixton. |
| Evaluation | Self- and group evaluation through questionnaire as well as portfolio product review. |
| Duration of the lessons | 4 lessons of 30 minutes. |
| Pupil activities - before and after | |
| Preparational work | Reading Pixton cartoon prior to the first lesson |
| Finishing work – post production | Turning in group or individual product and evaluation questionnaire. |

Lesson 1: 30 min

| Sequence | Description | Purpose | Content | Activity |
|----------|------------------|--|--|---|
| 1 | Cartoon feedback | Starting a conversation based on maps as an item and listening a function in communication, where the pupils' existing knowledge will be evoked (pre-knowledge hook, Gibbons). | Pixton cartoon made by me. | Talking about the Pixton cartoon, inviting the pupils to share their feedback, opinions, and experiences. |
| 2 | Goals review | Having the pupil understand the purpose of the tasks and activities. (Meyer). | Goal list for the entire lesson plan (Børne- og Undervisningsministeriet, 2021). | Offering each pupil to read one goal out loud each. |
| 3 | Preposition | Inviting the pupils to | Colorful poster with | Through |

| | | | | |
|---|-----------------------------------|--|--|---|
| | reflections | share their existing knowledge in a conversation about prepositions advancing to challenge that by asking them questions to set off their wondering. | multiple prepositions written and a list of five questions. | questions about prepositions the pupils will begin to wonder further than their existing knowledge. |
| 4 | Map experiences | Revoking the pupils' idea of a map, its utilization, and experiences with operating or using one (pre-knowledge hook, Gibbons). | A list of three questions about maps. | The pupil will answer questions about maps and practice casual conversation. |
| 5 | Map definitions padlet production | Having the pupils create their own definitions, practicing describing vocabulary, meaning and sense by making a personal Padlet production. | An encyclopedia definition stated and an invitation to create their own. | Reading the definition of a map and then proceeding to making a personal Padlet production. |

Lesson 2: 30 min

| Sequence | Description | Purpose | Content | Activity |
|----------|-----------------------|---|---|--|
| 1 | The rules of the game | For the pupil to practice reading and comprehending simple texts when read at a natural speaking pace. | A list of rules for the 'Map Game'. | Reading the rules out loud as well as listening to their classmates. |
| 2 | Democratic voting | Practicing the pupils' understanding of their power of action and developing their democratic sense (Hansen, 2005). | Teacher will mediate by giving each pupil a vote and asking them to raise their hand following their opinion. | Voting by raising their hands, in the online meeting. |
| 3 | Time to play | Challenging the pupils' explicit communication, their listening skills, and their communication strategies, where they need will ask for help. This | Using the tourist map of Copenhagen as the media. | In playing the game the pupils will have to guide each other around the map, using the |

| | | | | |
|---|----------------------------------|--|--|---|
| | | is an important part of their general cultivation [dannelse], when attempting to evoke their desire to learn more. | | prepositions (previously practiced) and attempt to have their classmate(s) end up in the correct final destination. |
| 4 | Helping sentences and play again | As a part of their general education, the pupils will practice asking for help in order to understand what is being communicated to them. Asking for help is an essential part in (co)existing in a democratic community in society. | A list of sentences that can help create a clearer communication for the receiver to understand. | The pupils will read the sentences out loud and practice integrating them into the game. |

Lesson 3: 30 min

| Sequence | Description | Purpose | Content | Activity |
|----------|-----------------------------|---|--|--|
| 1 | Reflections turns to voting | Enforcing autonomy and democracy, where the pupils will be reflecting upon the Map Game promoting their diverse development and understanding of taking part of a greater community [fællesskab]. | A reflective conversation on the game playing going into democratic decision making, which is mediated by the teacher. | Starting a conversation, where the pupils can share their personal experience and vote on which digital production project, they wish to take part in. |
| 2 | Group productions | Developing the pupils' understanding of digital production work through teamwork. | Prezi, Padlet, Powtoon or Pixton. | Creating a digital production using digital tools. |

Lesson 4: 30 min

| Sequence | Description | Purpose | Content | Activity |
|----------|---------------------------|---|--|---|
| 1 | Let's play the game again | Scaffolding another layer onto the pupils' understanding of communication by playing the game with their own digitally created productions. | The 'Map Games' activity in groups with the digital productions. | Playing the 'Map Game' again with digital productions displaying directions read out loud by the teacher. |
| 2 | Evaluation | Practicing self-observation and self-evaluation, creating an awareness and attachment between the pupils' pre-knowledge on the subject to their now existing knowledge. | A questionnaire as the basis of a reflective conversation to finish off on as well as a production review. | Each pupil will answer the questions on the questionnaire and using their answers in a conversation. We will perhaps take a look at the digital productions from the classes. |

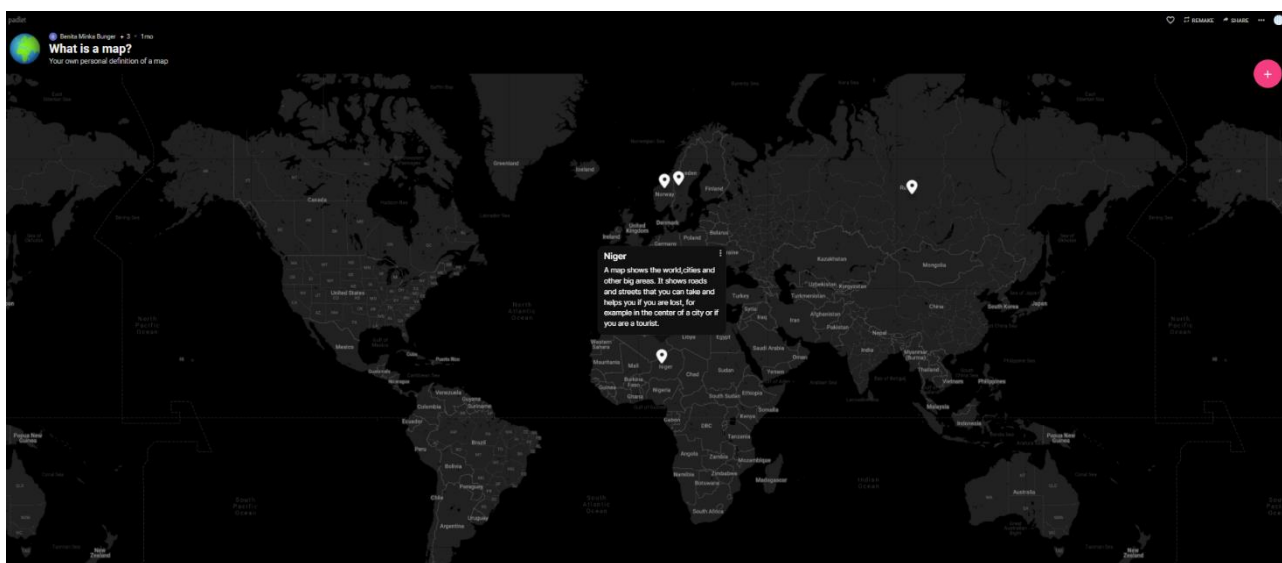
| Possibly | |
|--|---|
| Where is your lesson planning most vulnerable due to a change of (unseen) circumstance? | What can you do in that case? |
| <p>My planning is most vulnerable in considering that this entire lesson plan is based on online teaching, so I can physically help my pupils; for example:</p> <ul style="list-style-type: none"> - when creating their products, I can only guide them, I can't grab the mouse and click in the correct place. - when playing the Map Game, one wishing to communicate a guided direction, they can't whisper in my ear what they wish to say or what outcome they wish for their communication to have. | <p>I the first example I would ask them to screenshare and guide them through where to click and how to attain what they wish for, or I would share my screen and 'lead by example'.</p> <p>In the second example I would ask the pupil to personally chat with me in a private chat, hopefully being able to guide them in what to say to communicate the correct direction to their receiver or listener.</p> |

Analysis of execution

Lesson 1:

The first lesson started out with a group of pupils both enthusiastic and excited for their English class to begin, perhaps a tad more than usual, due to taking part in this research. I could feel their curiosity for what was in store for them. As the class takes place in an online meeting, I began by sharing my screen, on a google site, where I had prepared the entirety of the lesson plan's tasks and activities. As Meyer's guiding characteristics advises, I had set up the site as clean and clear as possible for the content to be known and visible to my pupils, as well as all my pupils having the opportunity to follow the plan and hopefully being challenged at their own level (Oettingen, 2018). I shared my screen, showing the digital Pixton production I had made in advance. I didn't have any expectations of their reactions. They mostly thought it was funny, in like a geeked-out English teacher adult kind of way and said that it looked like I had had fun making it. Some of them thought it was 'insanely coool' that I even knew how to make it and asked if they could make a cartoon too. One of the pupils actually picked up on the fact that I had snuck in prepositions into the sentences of the speakers in the story. Afterward, to add to my pupils' autonomy and motivation, I invited them, one at a time, to read one goal out loud to align their expectations with mine for the entirety of the lessons. In order to show respect for each and every one of my pupils' needs and constantly maintain their autonomy, I chose to invite them to read out loud, without ordering them to as an expectation. Because I've found Ushioda's theory to be correct that pupils who feel autonomous are in fact more motivated to make an effort (Ushioda, 2012), even when an activity might intimidate them and be out of their comfort zone. So, by giving them the choice and inviting them to read out loud, I've made the decision theirs, and in this case, every one of them read a goal aloud. Presented as their first task was a list of prepositions along with some questions concerning them. I gave the pupils a few minutes to look at the list and I asked: What kind of words are these? They answered with their own explanations such as: "Words that tell you where something is". This was the moment I found their first 'hook' to hang more knowledge onto (Gibbons, 2014). We talked about which prepositions they knew already, together we looked up the ones they had never heard before, we talked about which prepositions they most often use in Danish, and finally, I invited them to find three prepositions and write a sentence with each one in. Two of them wrote three, two of them could only find two prepositions to use and one didn't write any. I kept this in mind, for later tasks involving writing, so I could differentiate the task for that particular pupil. We moved on to talking about maps; what they were, what we used them for, and if we even felt like we had a keen sense of place. I invited the pupils to write down their own personal definition of a map, by saying: "If you had to explain what a map is, to someone who's never seen one, heard of one, or used one before, how would you explain it?". I asked two of the pupils (the one that didn't want to write anything previously and one that had no problems with writing tasks (Oettingen, 2016)) to write their definition together, allowing them 4-5 minutes to leave the classroom meet, while they wrote it. Four personal definitions of maps were written.

That meant one person would give directions and guide the rest of us around the map. None of the pupils wanted to be the first one to start, so they asked if we could do a trial run, where I gave directions, whilst including prepositions. They felt more secure and one by one they volunteered to lead, I included myself in the game in the same manner as the pupils, as an active observer, I took the directions and followed along around the map. We played the game and walked around the streets of Copenhagen on our tourist map three times. However, two out of three times, we actually didn't end up in the correct final destination that was chosen for us. Being a bit behind schedule, I asked them to take a look at the section 'helping sentences' as homework, so that in the third lesson, we could make use of them to better our guidance.



Lesson 3:

As the universe can have its fun and add irony to life, so can technology. This lesson started with sound issues that resulted in my pupils being unable to hear me and me being unable to hear them. Now for a regular lesson that would have added a twist and I'm sure I would have made a delightful lemonade out of those lemons. But in this case, I slightly panicked in the irony of a listening activity having no sound available. In my (luckily unnoticeable panic), one of the pupils suggested I use my phone for the sound. Correct she was, solutions were thankfully and fortunately found as my phone became our savior and 7 minutes later, the listening could commence. I began the lesson by inviting the pupils to read one sentence each from our 'helping sentences', being unable to see their faces (as they most often join the class with only their microphones as their sign of attendance) it can be a challenge as to know when to push them through positive expectations of their abilities and when to hold back and avoid insecurities (Brodersen, Fibæk Larsen, Agergaard, & Toke Gissel, 2020). None of them wanted to read, so I offered to start. I intentionally read the first line very slowly, attempting to give my pupils time to listen, but also to create a common space where reading at any pace is

accepted. It worked, a pupil hooked onto my bait of inclusion and started to read a sentence. By the end, they had all been given and accepted the chance to read a 'helping sentence' aloud. The sentences kicked off a conversation about clarification, we referred to our past experience with the game and gave each other examples of when we got confused and when these sentences might offer us some clarification (Olsen & Jacobsen, 2019). We started to play another round of the game as one of the pupils volunteered to give directions. I decided to play along but observe and not interfere with a 'helping sentence' from my perspective. Perhaps I should have because it seemed they'd all forgotten to make use of them. When the round finished all of us were in five different locations and the guiding pupil asked: "Where did I lose you?". The pupils answered where they felt their confusion appeared and I added that when the confusion kicks in, it is a great time to ask for clarification by using these 'helping sentences'. We played two more games and suddenly the theories on two-way communication started agreeing (Gibbons, 2014) with our own experiences, for the first time four out of five of us ended up in the same place, the correct final destination as well. As the game went more and more successfully, the pupils engaged in reflective conversations afterward, on the choice of prepositions, the general explanation from the pupil guiding, whilst expressing how much fun they were having. Trying not to tire them out and in fear of having boredom enter our realm (Oettingen, 2016) I felt we were ready to move on from playing the game for now. Opening a new dialogue, I reminded the pupils of the digital tools Padlet and Pixton I used to make the cartoon. I talked to them about the next task ahead of us, writing down ten directions using the preposition as preparation for creating digital products. I explained that in our final lesson I would use these productions to read aloud, where we could witness whether or not, speaking from the heart or from written words would make a difference and if we might be so successful that all five pupils would end up in the same final destination that was chosen. Quite excitedly to get started, they were ready to vote again. I asked them to raise their hands for the digital tool that they wished to use. Fortunately, as any teacher's dream really, two wanted to use Padlet and three wanted to use Pixton. We spoke of taking some time to write down these ten directions prior to playing around with the tools and the pupils opened their shared documents. I quickly noticed the pair working together, started out by picking the prepositions they wanted to incorporate in their directions, and I informed the other group that this was an option for them too if they wanted to make sure they used a wide variation of prepositions. Time was about up when I informed them that homework was to have the ten guidance sentences ready for our final lesson.

Lesson 4:

The final and fourth lesson began, and I was beyond thrilled to start making these digital productions with my students, as they don't usually get to work with tools like Padlet and Pixton. As soon as they separated into their self-chosen groups it quite quickly became clear to me that we within our final lesson had no way near enough time to finish the products, to play the 'Map Game' again or to evaluate the lesson by having an assessing production review.

Obviously, this was a disappointment, but seeing as this entire lesson plan was very progressive, I felt it would be better for the pupils to take the time necessary to finish the productions which included their effort to communicate more explicitly through writing the directions, rather than rushing through and ending the research on a bad note. The pupils were very enthusiastic and into working with the digital tools, every detail was discussed, personal arguments were expressed, and they would compromise with their partners. Allowing them time, to dive into getting to know the tools, it became clear to me, we had created something meaningful as they could help but do their best. They showed purpose, intent, and meaningfulness in their reflective choices and I could feel how much they cared for their productions. It was a wonderful way to end the research lessons.



Reflections

With this research being my first attempt at a lesson plan let alone an essay, it has astounded, first of all, the incredible efforts it takes to become a capable and valuable teacher. I find it beyond questionable teachers in our country, society, community aren't acknowledged and recognized for this incredible influence they hold in a human's life. Especially seeing as whatever each child becomes will in fact become our society and take part in the changes that will occur in all of our futures.

Listening is an invaluable element of our lives and even with this research I haven't even scratched the surface enough to make a sound. However, it was interesting to see my lesson plan be brought to life and specifically to experience the development of what was being heard as the spoken communication was scaffolded with both clarification help (Olsen) as well as written and more explicit wording. I felt it was quite captivating to witness the truth to all the theories I had chosen to focus on, it was as if they came to life in front of me and showed me their concept, proved their point to me.

Gibbon's theory of the hook, equalizing itself to a cognitive information gap, helped me to constantly navigate the scaffolding in order to gain the effects of learning for my students. Continuously attaching the entire lesson plan to their own and personal experienced preexisting knowledge as "oblivion cannot accept new knowledge; in fact, it requires existing knowledge to process new knowledge."⁵ (Fredens, 2018).

As for the same Klafki's differentiation possibilities (Oettingen, 2016) made me feel quite equipped to adapt the tasks as needed in order for the students to achieve the goals that this lesson plan set out. It was empowering to make cognizant informative decisions that were based on theory upon theory rather than relying on my social intelligence and gut's intuition. As a teacher, I attempt to set myself as the example in the teaching process, by using my empathy to understand that each student will learn in their own way. And it is through these theories and obviously at the end this education that I will learn how to create a classroom where there is space for each student to find their own way of learning effectively and successfully. Seeing as each and every one of my students are already on their on-going journey of lifelong learning, this is the kind of meaningfulness I wish to generate.

I attempted to achieve meaningfulness through dialogues and reflections based on the idea that all of us, me, and my pupils, are thinking and opinionated people who wish to be both respected and recognized by others (Brodersen, Fibæk Larsen, Agergaard, & Toke Gissel, 2020). I, therefore, took the role as a facilitator (Richards, 2006) and participating observant, where I took part in every single task and activity, without actually completing the task. As an example, if a preposition was unknown to a pupil and they tried to pronounce it, whilst asking what it meant. I would first ask if someone else in the class knew it, if they did, I let them explain its meaning and give an example of how to use it. If they didn't know a word, I would respond by saying: "Great, why don't you share your screen and look up the meaning of the word for all of us to learn!"

As I mentioned in the analysis of the execution of the lessons, in the first lesson I experienced that one of my pupils expressed not caring about the decision of which template to use for a digital production with the words: "I really don't care, because it makes absolutely no difference!" Now, this is obviously not the reaction anyone is aiming for when creating a lesson plan with well-thought-out activity. So, the moment I heard the pupil express it, I was saddened on their behalf. To me as their teacher, it felt like even though they were coerced into this activity, because school can do that to you, they had decided that 'nothing' really mattered enough to make any kind of difference, even though their own time or present moment was at the cost of that activity. However, I took it to heart and accepted their frame of mind, by stating that it was okay they felt that way and that there was space enough for that. I ended my statement by explaining to all my pupils why I had chosen to integrate Padlet into the given task and why working with multiple and different digital tools is also a

⁵ Translated from Danish: "Uvidenhed kan ikke tage imod ny viden; derimod kræver det eksisterende kundskaber at bearbejde ny viden." s.58 (Fredens, 2018).

necessary part of school in order for them to build more skill and understanding around the digital world as well as taking part in the creative side of a production. I asked my pupils, if they felt like my explanation and made the purpose of the task clearer? They said yes, which, since it was a leading question, probably doesn't necessarily mean that it did. But I did what I could to increase the meaningfulness in the task for that moment, as finding value in the creative and artistic aspects of teaching is more important than ever. Catterall studied the difference of integrating the 'eight good habits of art' into lesson plans and using art as the means to learn in school, and the studies showed that the pupils that had had a high exposure to these habits proved to be significant difference ranging all the way from their further education or lack of to their social relations (Fredens, 2018).

Successful learning causes high motivation and in reverse high motivation causes successful learning. It is a balance and a reciprocal effect that I aim to begin and end each lesson with. I realize this is probably impossible, however, just as having a positive expectation of my pupil's individual potential will benefit their motivation to learn, I will have the same positive expectations of myself as a teacher (Brodersen, Fibæk Larsen, Agergaard, & Toke Gissel, 2020).

If I could do it differently, or in the future I will take into account that even existing takes time, let alone listening and reacting and even more so learning. I will make sure to add more time to each dialogue to take place, task to be completed and production to be created. Erring on the side of caution I will create a few bonus-vibe-tasks, that can be added in between the activities. I want to still make sure they are appropriately arranged and fit well into the scaffolding of the lesson plan. These could potentially also be used as a way of differentiating the lesson as required for the pupils to achieve effective and motivational teaching. The idea of differentiation, especially knowing how to make that informative decision, through reflections and understanding my pupils, is something I aim to master with pride. I want to use my empathy in the teaching process to acknowledge and respect that we do not learn the same way or need the same treatment to experience the same situation.

On a final note, the pupil that didn't care to choose a Padlet template because the layout 'didn't matter' and the look of it 'wouldn't make a difference', actually voted to create another Padlet production. The pupil was highly engaged and opinionated on the template, background motif, font, and highlight color of the text boxes. Signs of learning and the concept of meaningfulness can be too abstract to measure and put to words. However, I believe this evident progression shows that a scaffolded lesson plan with space for necessary differentiation is successful. "Lesson plans are a construction that offers an idea of how the diverse world with all its knowledge, all its skills and opinions can be produced so that it can be learned"⁶ (Oettingen, Almen didaktik, 2016). It was my aim with this lesson plan to bring forth a piece of this world by closing a little gap – the cognitive information gap.

⁶ Translated from Danish: "Læreplaner er en konstruktion, som giver et bud på, hvordan den mangfoldige verden med al dens viden, alle dens færdigheder og holdninger kan fremstilles, så den kan læres" s.135 (Oettingen, 2016).

Conclusion

Link to my digi-talk:

<https://www.studietube.dk/video/7239202/1887089440>

Appendices from the lessons

Map Padlets by the pupils:

<https://www.studietube.dk/video/7229680/95f97c04cbdabe92548af0a3670a8bd4>

<https://www.studietube.dk/video/7229683/958463a0ce81104dd27dcc843d91efea>

Map Game directions as Pixton production by the pupils:

Awaiting pupils' approval to add productions

Map Game directions as Padlet production by the pupils:

<https://www.studietube.dk/video/7238488/bc2aecc8cfea676d54e176d615095192>

<https://www.studietube.dk/video/7238490/6427145f6e685162749499c93eccad02>

Screenshots of online lesson structure (PDF):

[file:///C:/Users/lenovo/Desktop/The%20lesson%20plan%20\(Screenshots\)%20.pdf](file:///C:/Users/lenovo/Desktop/The%20lesson%20plan%20(Screenshots)%20.pdf)

Bibliography

- Børne- og Undervisningsministeriet. (2021). *Danmarks læringsportal*. Hentet fra EMU - Faghæfte - Fælles Mål, læseplan og vejledning: <https://emu.dk/grundskole/engelsk>
- Brinkmann, S. (2017). Dewey om læring og erfaring. *Kvan: et tidsskrift for læreruddannelsen og folkeskolen*, s. 43-53.
- Brodersen, P., Fibæk Larsen, P., Agergaard, K., & Toke Gissel, S. (2020). *God og effektiv undervisning*. Hans Reitzels Forlag.
- Bundsgaard, J. (2017). *Digital dannelse*. Aarhus: Aarhus Universitetsforlag.
- Cameron, L. (2010). Assessment and language learning. I *Teaching languages to young learners* (s. 214-240). Cambridge University.
- Fredens, K. (2018). *Læring med kroppen forrest*. Hans Reitzels forlag.
- Gibbons, P. (2014). *Scaffolding Language, Scaffolding Learning*. Heinemann Educational Books.
- Hansen, M. H. (2005). *Kilder til demokratiets historie*. Museum Tusulanums.
- Lund, K. (2019). Fokus på sprog. I A. S. Gregersen, *Sprogfag i forandring - pædagogik og praksis* (s. 87-127). Forfatterne og Samfundsliteratur .
- Oettingen, A. V. (2010). *Almen pædagogik: pædagogikkens grundlæggende spørgsmål*. København: Gyldendal.

- Oettingen, A. V. (2016). *Almen didaktik*. Hans Reitzels Forlag.
- Oettingen, A. V. (2018). *Undervisning er dannelse*. Aarhus Universitetsforlag.
- Olsen, M., & Jacobsen, S. (2019). Kompetenceområder i sprogfagene - engelskfaget i et didaktisk perspektiv. I A. S. Gregersen, *Sprogfag i forandring - pædagogik og praksis* (s. 227-273). Forfatterne og Samfundslitteratur.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: : Cambridge University Press.
- Undervisningsministeriet, B. o. (29. 8 2021). *Folkeskoleloven*. Hentet fra Retsinformation: <https://www.retsinformation.dk/eli/lta/2020/1396>
- Ushioda, E. (2012). Motivation. I A. B. Richards, *The Cambridge guide to pedagogy and practice in second language learning* (s. 77-85). Cambridge: Cambridge University Press.
- Watson, C. (2018). Læremidler. I P. Daryai-Hansen, *Fremmedsprogsdidaktik: mellem fag og didaktik* (s. s. 145–161).