

Improving vocabulary and facilitating comprehension: The case of a Maltese lesson study in a primary school setting

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Abstract: Lesson study or *Jugyokenkyu* is based on a Japanese model of teacher professional development (PD). This PD model fosters reflective practice and can help teachers to become more effective practitioners. It involves a collaborative process of planning, teaching, observation, evaluation and reflection. This lesson study, which involved two lesson trials, aimed to improve teaching and learning the Maltese language, targeting two classes of Year 3 students, aged 8 years. Each lesson was 70 minutes long and involved students in speaking, listening, reading and writing tasks. The focus was to improve their vocabulary and facilitate comprehension. The tasks supported reading comprehension by enabling students to learn new vocabulary through a multi-faceted approach. Discussions in pairs presented ample opportunities for collaborative learning and to use the vocabulary in context. Furthermore, posing higher order questions stimulated student thinking and promoted critical thinking skills, encouraging students to use more complex vocabulary. The results show that lesson study was beneficial for teachers to plan a well-structured lesson through ongoing collaboration and group reflection. The knowledgeable other was instrumental in lesson design, and in fostering teachers' professional growth.

Keywords: Collaboration; knowledgeable other; lesson study; professional development; reflective practice.

Background

This study portrays the experience of a primary school teacher, the first author, who is also a University of Malta student reading for the master's in educational leadership and management (2022-2025). After leading a lesson study with teachers, she presented her work and findings in an international online conference organized by Collaborative Lesson Study Malta (CleStuM – www.clestum.eu). This report looks at how lesson study encouraged reflective practices and acknowledges the contribution of expertise from knowledgeable others. In addition, as authors, publishing this study in a report gives us the opportunity to disseminate and share the findings with the broader educational community.

Introduction

Teachers require high-quality, ongoing PD (Rock & Wilson, 2005) to enhance their pedagogical skills. Unlike traditional forms of PD, which are solely led by an expert, teachers need opportunities where they can take more ownership of their learning by contributing their professional expertise and playing a more active role as they collaborate with other educators. Lesson study is one example of a collaborative PD. It involves a team, made up of a small group of teachers and other educators, to investigate teaching and learning approaches, curricular materials and content in order to plan a detailed lesson plan that targets an existing problem with their teaching.

Lesson study consists of a cyclical process and involves studying, planning, teaching and reflecting. The lesson study team jointly plans and refines a research lesson based on classroom observations. Through this process, teachers experience the relevance of lesson study as they formulate learning goals, carefully considering students' abilities, needs and anticipated behaviours and responses (Copriady, 2013) aligning them with school goals. The research lesson is delivered by a teacher to a class while the other members of the team observe the students in class. The lesson is recorded through visual or audio recordings and/or written documentation, and subsequently discussed by the team. At the end of the lesson study cycle educators can decide to disseminate the outcomes to reach a larger audience. This cyclical process allows teachers to refine their instructional practices whilst improving student outcomes.

The lesson study team usually decide to invite knowledgeable others who have expertise in the research problem studied by the team. Through insights provided by knowledgeable others, teachers can “see, share, tap into and learn from usually invisible stores of tacit professional knowledge that are normally inaccessible...” (Dudley, 2015, p. 4). Knowledgeable others usually encourage teachers to question the use of specific approaches and consequently revisit activities, leading them to take informed decisions and creating more engaging learning experiences for the students. Challenging preconceived ideas risks creating a state of conflict (Calleja & Formosa, 2020) and, therefore, teachers must be open to learn from the knowledge and expertise of others and to put this learning into practice.

Rationale behind the lesson study

The lesson study discussed in this report is titled *Taħriġ il-fehem: Nifhem silta qasira* (*Reading comprehension: Understanding a short text*). In what follows, we provide a rationale for choosing this aspect of Maltese language teaching and learning.

The current multicultural reality of classrooms in Malta is presenting significant challenges for Maltese language teaching and learning. The National Policy of the Teaching of Maltese as a Foreign Language within the Framework of Bilingualism and Plurilingualism (2019, p. 8) states that, “No student, in any school in Malta and Gozo that follows the National Curriculum, and for any reason whatsoever, should be exempted from Maltese lessons and from any assessment of their knowledge of the Maltese language”. Additionally, a considerable number of Maltese students seem to struggle with Maltese language proficiency. In response to this, the primary school, in which the first author teaches, decided to prioritize Maltese language teaching and learning in its School Development Plan (SDP). In an effort to address these challenges, the SDP was reviewed by the lesson study team and an area that needed improvement was identified.

Over the past five years, we have seen that students' proficiency in Maltese language and their ability to communicate effectively in Maltese is lacking. We attribute this mostly to students' limited vocabulary. Students in Year 3 tend to struggle with unknown vocabulary and have limited vocabulary to express themselves effectively in both speaking and writing, impacting also their comprehension skills. Furthermore, we found that the identified problem is

recurring across other year groups, presenting new challenges in Maltese language teaching, especially in a mixed ability classroom context with students of mixed nationalities. During lessons, a number of students are struggling to understand Maltese and are not able to express themselves correctly using varied vocabulary and expressions. In light of these challenges, in the lesson study reported here, the team identified three categories of students: above average students (those who are highly proficient); average students (those who are meeting expectations); below average students (those who are struggling in Maltese, including foreign learners).

Vocabulary knowledge is crucial to reading comprehension, and it was therefore agreed that the research problem should address this important aspect of the curriculum. Hence, the lesson study team decided to focus on broadening students' vocabulary and facilitating comprehension. As Butoliya and Menon (2017, p. 2) argue, language learning occurs in a context, in which the learner tries to "understand relationships, to observe and explore the objects around her, and to use all the senses to help her understand the world around". This underlines the importance of using a multi-faceted approach and to include all four language skills in our research lesson. This lesson study, hence, aimed to aid students to improve their Maltese language proficiency by addressing specific learning challenges and creating engaging learning experiences that would foster a positive attitude towards the language.

The lesson study context

Maltese and English are taught formally in school from Year 1 to Year 6, both used as a language of instruction. Maltese language teaching commences in the second term of Year 1, following the English language, which is introduced at the beginning of the first term. While most of the students speak Maltese fluently, a substantial number struggle with expression and comprehension. In a reading test administered to all students in Year 3, 6 students were still at level 1 (students find it difficult to combine individual sounds (phonemes) to form words), whilst 2 students were at level 2 (can read by sight but read incorrectly or very slowly).

The school was new to lesson study and collaboration across years and levels. A collaborative school climate is a crucial element in the success of lesson study. Yet, within the context of the school, opportunities to collaborate were limited to weekly CT time (when teachers of the same year meet) and to the

end of year review of the SDP. The lesson study targeted two groups of Year 3 students (aged 8 years) with diverse abilities. The team consisted of five educators who were involved in the planning sessions, acted as observers and gave their input during the post-lesson discussions. The first author was teaching Year 3 at the time, and acted as the leader of this lesson study. The team also consisted of Ms Alexia (Year 3 teacher) and Ms Alison (Complementary teacher) who both have ample experience in teaching. The Deputy Head, Ms Annabella, was also part of the team and gave her input while also helped in the logistics. Finally, Dr Galea (HoD Early Years from the Secretariat of Catholic Education) acted as a knowledgeable other. Her knowledge and experience were crucial in contributing to the ideas on teaching strategies and content. This was the first experience with lesson study for all the team members. Therefore, the ongoing feedback and support received by Dr James Calleja and Ms Laura Formosa (who co-authored this report with the first author), as lecturers in the 'Leading Lesson Study' course and experienced lesson study leaders, was invaluable.

The lesson study process

The lesson study cycle took place between November and December 2023 and the process involved six key phases.

Phase 1: Selecting team members. As leader of this lesson study, the first author set up a team made up of three teachers, a deputy head of school and a head of department.

Phase 2: Deciding what to teach and which class to teach. Next, the team decided to focus on students' acquisition of new vocabulary and the facilitation of comprehension. Two Year 3 classes were chosen for lesson trial 1 and trial 2.

Phase 3: Deciding when to teach. Due to the numerous school activities, particularly in the month of December, the lesson study team decided to teach lesson trial 1 in mid-November and carry out the post-lesson discussion on the same day. The second lesson trial was planned on the 4th December, allowing the team some more time to learn about lesson study and to make changes based on the outcomes of trial 1. Both lesson times took place between 10.20 and 11.30 with a post-lesson discussion held between 12:00 and 12.40.

Phase 4: Engaging in the lesson design and planning. Prior to this meeting, as team leader, the first author conducted in-depth research consulting studies

in the area and looking into curricular material available online. However, lesson study also allows for collaborative research with the participation of different stakeholders. This phase involved sharing ideas, knowledge and expertise that ultimately contributed to the development of a detailed lesson plan. The lesson study team identified the aims of the lesson (see Appendix 2). The team discussed the content to be covered, task design and lesson structure, taking into consideration students' learning trajectory (Fujii, 2015) and keeping their learning needs in mind (what they know and where we intend to take them). Next, the team drew on a variety of materials in order to plan the tasks. This phase also involved an in-depth study of the teaching materials. The lesson study team also discussed ways to deliver the lesson by trying to anticipate students' thinking and what students might struggle with in order to plan for possible interventions by the teacher. A short fictional text relating the story of 'The Elves and the Shoemaker' was used. Since not all children were familiar with the job of a shoemaker, the text with a video featuring an interview with a real-life shoemaker was added. Subsequent activities included whole-class discussions, paired discussions, role-playing (during which a short video of the shoemaking process was shown), and reading comprehension tasks.

Phase 5: Teaching and observing the lesson. The first author taught the lessons in both trials. The other lesson study team members acted as observers and were given an observation sheet to collect data on assigned students. Students were selected to represent a range of abilities, including high, average, and low achievers. During the first trial, four observers (the deputy head, two teachers and a HoD) were present. Three observers (a deputy head and two teachers) observed the second lesson trial.

Phase 6: Post-lesson discussion. The debriefing sessions for trial 1 and trial 2 were held immediately after each lesson. As the lesson study leader of the team, the first author facilitated both debriefings, leading the conversations and taking notes that were subsequently expanded further. The data gathered from observers was used to discuss and modify instructional activities so that the team could better accommodate students' needs. During both debriefing sessions the team discussed students' response to the tasks and the challenges faced throughout the teaching of the lesson. Then, observers shared their positive comments particularly in relation to students' learning, followed by suggested areas for improvement. These reflections brought new insights

about student learning, lesson content, and lesson design as well as teaching and learning, leading to modifications to the original lesson plan.

Key instructional decisions within the research lesson

Children have a right to develop age-appropriate bilingual competences to their full potential. This lesson study aimed to improve students' learning through activities that promote the development of the Maltese language, fostering a more positive attitude towards Maltese. Students' prior knowledge and their ability to apply reading strategies are crucial factors in determining successful comprehension. However, for Masrai (2019) there is a strong relationship between vocabulary knowledge and comprehension. So, as students acquire vocabulary, their understanding of the language improves.

According to Stepanek et al. (2009), a well-defined research theme strongly influences student learning and progress. For this reason the team decided to focus on improving vocabulary and facilitating comprehension. The introductory meeting addressed the following two questions:

- How can we broaden students' vocabulary?
- How can we facilitate comprehension?

Broadening students' vocabulary was a target identified in the SDP and, therefore, aligned with the school's vision and its long term goals. Furthermore, as outlined in the Learning Outcomes Framework (LOF), comprehension was a foundational skill that students needed to develop.

In this lesson study, exchanges with the knowledgeable other successfully led teachers to question their assumptions and to consider alternative perspectives. The knowledgeable other used questioning and probing techniques to access their implicit knowledge about student behaviour and responses to certain tasks and activities. During the first debriefing the following questions came up:

- What is the purpose of the video?
- What will students' response be?
- How does it contribute to learning?

In response to these questions it was decided that before showing the video, students will be asked to use their senses (video 1) and to talk about things they see (video 2). The lesson also presented opportunities for collaborative learning

through discussions in pairs where students were prompted to analyse a given image, with the aim of eliciting students' existing vocabulary. Some of the tasks were differentiated to facilitate learning for those with language difficulties. Furthermore, posing higher order questions stimulated critical thinking skills, leading to a deeper grasp of the vocabulary. The task presented at the end of the lesson offered students opportunities to explain and compare ideas with others, making students' thinking visible (Cerbin, 2023). During this activity students were given a sticky note on which they had to write a word they have learned during this lesson and which they would keep. Students were expected to work independently. Next, the teacher called out students to say their word and to write words down on the board for everyone to see. At this stage the teacher's role was to facilitate the whole-class discussion as students make connections between the words. The act of explaining is a sensemaking activity. This was visible as students tried to explain an idea, noting connections among different facts and concepts, reorganising and restating information in their own words, and discovering gaps or inconsistencies in their thinking (Cerbin, 2023, Appendix 4B). Through these activities, students refined their language skills, built confidence, and developed a deeper understanding of how to use the language effectively.

Highlights documenting the lesson study process

To illustrate the lesson study process, a variety of exemplars that include visual documentation such as images of students' work, photos of the teaching of the lesson and photos of the collaborative meetings, can be found in the appendix section. Also, a data collection sheet for observers to document student engagement and learning, is included.

Main takeaways from teaching the research lesson

Reflections from the first author in her role as lesson study leader

This lesson study created a collaborative learning environment in our school, that encouraged the exchange of ideas and insights, generating novel viewpoints from combined expertise. Shared reflections with colleagues was the most important factor in this professional development journey. Lesson study served as a tool that provided access to teachers' tacit knowledge, to be reflective and open to learn from others' knowledge and expertise and put this learning in practice. This experience also served to challenge the act of being observed and provided with feedback. Indeed, this lesson study offered an

opportunity for all participants to walk away with both shared understandings as well as individualized and meaningful next steps for themselves.

This lesson study was the first collaborative professional development that was both teacher-led and job-embedded. Since lesson study is significantly different from other professional development, I felt a tremendous responsibility to lead it successfully. However, as Stepanek et al. (2009) state, practical experience is essential to lead lesson study and, therefore, teachers cannot be fully prepared to conduct lesson study before they start doing so.

Reflection from the knowledgeable other

Lesson study stands out as a highly beneficial approach to lesson planning and merits widespread attention. Collaborating with fellow professionals in the planning of identical lessons presents a unique learning opportunity, fostering an exchange of ideas and insights that transcend individual teaching experiences. The collective expertise often yields innovative perspectives that may not have been considered, even by seasoned educators. One of the most noteworthy aspects of lesson study, from my perspective, is the emphasis on lesson closure. In the hustle and unpredictability of classroom dynamics, the conclusion of a lesson can sometimes be neglected. Effectively concluding a lesson is paramount, requiring a concise summary of key points. Various strategies can be employed for impactful closure, such as a recap of learning objectives, the use of exit tickets for quick assessments, reflective journaling to promote metacognition, interactive activities, and engaging question-and-answer sessions. Another commendable aspect of lesson study lies in the feedback educators provide. Feedback serves as a form of ongoing assessment and contributes to the continuous improvement of teaching practices. By revisiting jointly planned lessons, teachers can identify successful strategies, address areas that may need improvement, and align their teaching approaches with overarching goals. Therefore, allocating time for feedback not only reinforces collaboration but also enhances professional growth. An interesting revelation for me during lesson study was the disparity between what I noted in class and the observations of my colleagues. This disparity highlighted the subjectivity of individual perspectives and underlined the value of varied viewpoints in assessing a lesson's efficacy.

In conclusion, lesson study is not just a novel method of planning lessons; it represents a paradigm shift towards collaborative professionalism. Emphasizing effective lesson closure, integrating feedback sessions, and

routinely reviewing jointly planned lessons are integral components that collectively contribute to the evolution of teaching practices.

Comments from students

The students expressed positive sentiments about the lesson, describing it as 'the best lesson', and 'a fun lesson'. Other comments such as 'Thank you', and 'I loved this lesson' were also expressed. These comments reveal a sense of gratitude for the lesson study teams' efforts and demonstrate that students engaged well and benefitted from the lesson.

Conclusion

Lesson study is a process that benefits both teachers and students. The impact of lesson study on outcomes is mentioned by Lewis et al. (2019), who consider it as professional development that allows teachers to gather data about the effectiveness of their teaching and its impact on learning, improving teacher expertise and beliefs, influencing routines and norms of professional learning and instructional tools and routines.

The success of lesson study relies heavily on the collaborative efforts of team members who jointly carry out research, plan, observe and reflect upon lessons. However, there are challenges and constraints that "centre on tensions between priorities and agendas within and beyond school" (Fox & Poultney, 2020, p. 397). Moreover, education systems characterized by high level of centralised control under the pretence of quality assurance, make it difficult for schools to attend to their specific needs (Kennedy, 2005). In addition, despite the adaptability of the lesson study model to different classroom settings or school contexts, its success also depends on various factors including teachers' buy-in, level of commitment and school culture.

Lesson study requires sustained commitment, a shared vision and a school culture that values trust and collaboration. A culture is highly defined by current engagement and management processes (Roffey, 2020) and school leaders play an important role in establishing the culture of the school. Having the senior leadership team on board is crucial for its smooth running as they directly and indirectly get involved in the process. Allocating sufficient time for meetings, observations and collaboration can be challenging. For this reason, Stepanek (2009) maintains that it is crucial to have on board at least one member of the leadership team who is knowledgeable about lesson study and

values this model. School leaders need to dedicate effort into building relationships of trust at all levels through open communication and the exchange of ideas. Trust is an essential part of relationships and an assurance that people manage risks and work collaboratively (Bates & Morgan, 2018). Trust enables a supportive and collaborative work environment, essential to build professional learning communities where educators come together to collaborate and share their expertise (Putnam & Borko, 2000).

Dissemination of lesson study findings, as in the case of this report, can encourage and inspire others to pursue lesson study. Lesson study experiences are typically shared with the aim of improving teacher learning, classroom practice and student outcomes. Schools face challenges to adapt and implement lesson study within their context. However, as in the case of other professional development models, lesson study requires change and effort to be initiated and implemented at school level. To overcome these challenges schools often need to undergo a cultural shift and a change in mindset. The findings suggest that a collaborative learning environment, driven by teachers and characterized by reflective practice and the provision of professional support, are essential components for effective lesson study implementation.

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Appendices

Appendix 1: Pjan tal-lezzjoni 2

Lezzjoni	Tahriġ il-fehem
Suġġett	Malti
Tema	Xogħlijiet
Għalliema	Ms Ylenia Camilleri
Klassi	It-tielet sena (3.2)
Data	It-Tnejn, 4 ta' Diċembru 2023
Ħin	70 minuta
Għanijiet tal-lezzjoni	<u>Permezz ta' din il-lezzjoni l-istudenti se jkunu kapaċi:</u> Jifhmu silta qasira u jwieġbu mistoqsijiet dwarha. Ikabbru l-lista ta' vokabularju bil-Malti. Jiżviluppaw hiliet fit-tagħlim: Taf tikkomunika (Ħiliet tas-seklu 21)
Il-kisbiet tat-tagħlim Livell 5	Naqra l-kliem li qatt ma nkun iltqajt miegħu qabel billi ngħaqqad hoss ma' iehor, ngħaqqad u naqsam f' sillabi jew inxebbaħ il-forma tiegħu ma' ta' kliem iehor li jixbħu. Nagħraf is-suġġett/i ewlieni/in ta' test billi nislet il-kliem jew is-sentenzi l-aktar importanti.
Informazzjoni dwar il-klassi	24 student b'abbiltajiet differenti, 12 subien u 12 bniet.
Organizzazzjoni tal-klassi	Introduzzjoni: Niddiskutu f' pari u naqsmu l-ħsibijiet mal-klassi Attivita' 1: Diskussjoni fil-klassi Attivita' 2: Niddiskutu f' pari u naqsmu l-ħsibijiet mal-klassi Attivita' 3: Naqraw f' pari (addattament: studenti li jsibu diffikulta' fil-qari ipogġu bilqieghda maġenb stundet/a li kapaċi j/taqra b' mod kunfidenti) u nwieġbu b' mod individwali Attivita' 4-5: Naħdmu xogħol b' mod individwali Attivita' 6: Naħdmu b' mod individwali u niddiskutu flimkien bhala klassi Għeluq tal-lezzjoni: Niddiskutu flimkien bhala klassi
Riżorsi għal-lezzjoni	żarbuna mqattgħa PPT In-nani u l-iskarpan prezentazzjoni Ismijiet tat-tfal go borża Props: 2 kpiepel u 2 fradal għan-nani; rixa u basket (handbag) għas-sinjura; borża vojta; flokk imqatta' għall-iskarpan; labra u hajta (x2); par żarbun aħmar; kartiera vojta; biċċa drapp ħamra, bank tax-xogħol Kopji tal-iskript għar-reċta Ktieb Tikka 3a Flexkards (Qabbal il-kelma mal-istampa)

	<p>Ħendawt Ikteb il-kelma taht l-istampa Sticky note għal kull student Kards kbar vojta Vidjows: Intervista ma' skarpan https://youtu.be/IyiyNEdeqAA kif isir żarbun https://youtu.be/E-IcyDp3S1U</p>
Nies li kkontribixxew għal din il-lezzjoni	<p>Din il-lezzjoni giet pjanata bil-kollaborazzjoni ta' Dr Fiona Galea (HOD EY) fi rwol ta' <i>knowledgeable other</i>, Ms Alexia (għalliema tat-tielet sena), Ms Annabella (assistenta kap), u Ms Alison (għalliema tal-complementary). Ms Laura Formosa u Dr James Calleja (Lesson Study Leaders) ukoll taw il-kontribut tagħhom.</p>
Qabel tibda l-lezzjoni	<p><u>L-għalliema tintroduċi l-mistednin:</u> Dr Fiona Galea, Ms Annabella, Ms Alexia u Ms Alison. Rizorsi: PPT slide 1 Tfal, illum għandi lezzjoni li preparajt flimkien mal-mistednin li għandna fil-klassi tagħna llum. Huma qegħdin hawn biex jarawna naħdmu u jitgħallmu flimkien magħna.</p>
Introduzzjoni 14-il minuta	<p><u>Diskussjoni f'pari</u></p> <p>Rizorsi: żarbuna mqattgħa PPT slide 2-3 Vidjow qasir dwar ix-xogħol tal-iskarpan</p> <p>Fl-ewwel parti tal-lezzjoni l-għalliema se tohloq diskussjoni billi tirreċta din is-sitwazzjoni. <i>Bilhaqq, tafu xi ġrali? Tqattagħli ż-żarbun u ma nistax narmih. X'nista' nagħmel?</i> <i>Tistgħu tiddiskutu ma' ta' hdejkom u toħroġu b'xi ideat ta' x'nista' nagħmel?</i> L-għalliema tagħmel timer ta' minuta u kif jgħaddi l-hin tiddiskuti u tisma' l-ideat tat-tfal sakemm toħroġ l-idea li nista' wkoll niehdu għand skarpan biex jirrangah.</p> <p>X'tafu tgħiduli dwar ix-xogħol tal-iskarpan? Hawnhekk l-għalliema tati ċans lill-istudenti jgħidu x'jafu dwar din is-sengħa u fuq il-bord tikteb l-ideat li ser isemmu.</p> <p>Slide 3: L-għalliema turi vidjow dwar intervista ma' skarpan. Spjega li waqt li qed jaraw il-vidjow, l-istudenti jridu jimmaġinaw li qegħdin fil-ħanut. ...Immaġinaw qieghed fil-ħanut:</p>

	<p>X'qed tara? X'qed tisma'? X'qed ixomm? Kif qed thossok?</p> <p>Vidjow: https://youtu.be/IyiyNEdeqAA</p> <p>Wara l-vidjow l-istudenti jiddiskutu l-mistoqsijiet f' pari imbaghad mal-bqijja tal-klassi.</p> <p>L-ghalliema tistaqsi lill-istudenti jghidu xi kelma/kliem li laqtuhom mill-vidjow li ghadhom kif raw u tiktibhom fuq il-bord.L-ghalliema tirreferi ghal dan il-kliem meta/jekk jitfacca fit-tahrig.</p> <p>Mistoqsija: Hemm xi kelma li laqtitek?</p>
<p>Attivita' 1 12-il minuta</p>	<p><u>Reċta</u></p> <p>Rizorsi: Ismijiet ta' tfal go borża Props ghar-reċta PPT: Slide 4-5 Skript għan-narratur Vidjow qasir dwar kif jiġi magħmul żarbun.</p> <p>L-ghalliema tispjega li se nagħmlu reċta u ghandha bzonn xi karattri. Ittella' zewg ismijiet mill-borża. Tohrog zewgt' itfal u tlibbishom ta' nani. In-narratur jibda jirrakonta u l-karattri jirreċtaw il-parti tagħhom.</p> <p>Waqt li n-nani jkun qed ihitu z-żarbun jintwera l-vidjow kif isir żarbun https://youtu.be/E-IcyDp3S1U Hawnhekk l-ghalliema tispjega biex sakemm in-nani qed jagħmlu z-żarbun l-istudenti jridu jaraw kif isir iż-żarbun.</p> <p>Kif tispicca r-reċta niddiskutu xi affarijiet li nkunu rajna waqt ir-reċta u fil-vidjow.</p> <p>Gwida ghal xi mistoqsijiet u punti għad-diskuzzjoni: Tista' ssemmi xi għodda jew makkinarju li juza l-iskarpan?</p>

	<p>Juża għodda u makkinarju differenti: imqass, martell, tnalja, xafra, sikkina, magna tal-ħjata, ġilda għaż-żarbun, imsiemer, eċċ.</p> <p>L-imqass tal-iskarpan ma jkunx bħal dak li nużaw ahna biex inqasqsu l-karti, imma jkun kollu tal-ħadid u jkun b'saħħtu hafna. Ġeneralment juża żewġ imrietel, wieħed ta' rasu kbira u ieħor ta' rasu żgħira u dawn kellhom użu differenti. Hafna drabi l-iskarpan juża s-sikkina ta' Ghawdex (is-sikkina tal-Għarb). Kienet differenti minn skieken ohra għax din iktar ma' tintuża iktar kienet issir taqta'. Juża wkoll it-trunġett jew xafra biex jaqta'. Ikollu bżonn ukoll tnalji differenti skont dak li jkollu bżonn jagħmel.</p>
<p>Attività' 2</p> <p>8 minuti</p>	<p><u>L-għarfien tal-vokabularju</u></p> <p>Riżorsi: Ktieb tal-istudenti Tikka 3a pġ. 60-61 PPT Slide 6-12</p> <p>Qassam il-ktieb u jsibu paġna 60.</p> <p>L-għalliema taqra t-titlu 'In-nani u l-iskarpan'.</p> <p>Min hu l-iskarpan? Min huma n-nani? <i>Ara li t-fal kollha jippuntaw lejn il-karattru/i li jissemma/ew.</i></p> <p>Gwida għall-mistoqsijiet: Għiduli żewġ affarijiet dwar l-istampa? (Jiddiskutu fi gruppi ta' tnejn, imbagħad mal-kumplement tal-klassi). <i>...Żewġ nani qed jagħmlu par żarbun, ihitu bil-labra u l-ħajta, qeġħdin fuq il-bank tax-xogħol, qed jużaw rukkell ħajt ahmar, biċċa drapp, labra u ħajta, l-iskarpan u martu qed jistahbew, qed ihossuhom sorpriżi/ixxukjati/ Mistagħġba,.....</i></p> <p>Qabel taqraw is-silta se nurikom xi kliem minnha. PPT slides 6-12.</p> <p>Twegibiet li jistgħu jagħtu l-istudenti u kif nistgħu nindirizzaw certu diffikultajiet/kunċetti żbaljati.</p> <p>Twajjeb - X'taħsbu li tfisser? <i>Ġejja mill-kelma tajjeb... Għalxiex nużawha tajjeb?...għall-ikel. Għalxiex nużawha twajjeb/twajba? ...għan-nies. X'jagħmel xi hadd li jkun twajjeb? Ikollu qalbu tajba, jgħin lil kulhadd,</i></p> <p>Kera - X'taħsbu li tfisser? <i>ugly....mhux sabiha. Meta rridu niddeskrivu xi haġa li mhux sabiha nużaw il-kelma kerha li tinkiteb bl-h. Fir-reċta li rajna</i></p>

	<p>għaliex l-iskarpan beda jibza li se jkeċċuh mid-dar jekk ma jhallasx il-kera? ...għax mhux tiegħu allura jistgħu ikeċċuh jekk ma jhallasx ..</p> <p>Armatura – X'taħsbu li tfisser?</p> <p>Xi tfal jistgħu jaħsbu li armatura hi bhal sidrija tal-azzar (tal-hadid). Fir-recta li rajna, l-iskarpan fejn poġġieh iż-żarbun? Għaliex</p>
<p>Attività' 3</p> <p>10 minuti</p>	<p><u>L-ewwel qari – It-tfal jaqraw f' pari</u></p> <p>Rizorsi: Il-ktieb pġ. 60</p> <p>L-għalliema thegħeġ lill-istudenti biex jaqraw paragrafu kull wiehed mis-silta. Student 1 jipponta lejn il-kliem bil-pointer/b'subgħajh filwaqt li student 2 jaqra, imbagħad viċi versa.</p> <p><u>Addattament:</u> Dawk l-istudenti li għadhom isibu diffikulta' fil-qari ipoġġu bilqieghda hdejn student/a li jaqra b'mod kunfidenti.</p> <p>Wara li jaqraw is-silta, l-għalliema tistaqsi mistoqsijiet biex tara x'fehmu minnha. Hawnhekk tintuza no hands up technique, fejn l-għalliema tistaqsi mistoqsija u l-istudenti (b'mod individwali), jippuntaw lejn il-kelma/frazi fil-ktieb. L-għalliema ddrur mat-tfal biex tara li sabu t-tweġiba.</p> <p>Gwida għall-mistoqsijiet: Sib kelma li tiddekrivi l-iskarpan.....twajjeb/fqir Kif nafu li kien fqir? ...Ma kellux flus biex ihallas il-kera. Xi xtara bil-flus li kellu?Biċċa drapp Fejn kien ipoġġi l-ghodda tiegħu? ...Fuq il-bank tax-xogħol Għaliex kien sorpriż meta qam? ...sab żarbun lest Min xtara ż-żarbun? ...mara sinjura</p> <p><u>Addattament:</u> Studenti b'abbilta' baxxa – l-għalliema tippunta lejn is-sentenza fuq il-ktieb u huma jsibu l-kelma/frazi.</p>
<p>Attività' 4</p> <p>2 minuti</p>	<p><u>L-għalliema taqra s-silta b' espressjoni u intonazzjoni</u></p> <p>Rizorsi: Il-ktieb pġ. 60</p> <p>L-għalliema tfakkarhom li waqt li hi tkun qed taqra s-silta, l-istudenti iridu jmexxu magħha billi jippuntaw lejn il-kliem.</p>

<p>Attivita' 5 10 minuti</p>	<p><u>Jinhadem eżerċizzju A mill-ktieb paġna 61.</u></p> <p>Riżorsi: Ktieb Tikka 3a p.61 eżerċizzju A Logħba bil-flexkards Ħendawt Ikteb il-kelma taht l-istampa PPT slide 13</p> <p>B'mod individwali l-istudenti jaħdmu l-eżerċizzju mill-ktieb billi jimlew il-vojt/iwiegħbu l-mistoqsija u jimmarkaw l-evidenza fis-silta. L-ghalliema tispjega li meta jlestu iridu jiċċekjaw xogħolhom. L-ghalliema tispjega wkoll l-kompitu fuq il-bord (slide 13) għal dawk li jlestu x-xogħol.</p> <p><u>Addattament:</u> Studenti b'abbilta' baxxa hafna jilagħbu logħba bil-flexkards billi jqabblu l-kelma mal-istampa u wara jaħdmu l-ħendawt b'mod indipendenti.</p> <p><u>Estensjoni/ Addattament:</u> Għal dawk li jlestu kmieni jistgħu jwiegħbu wahda (jew aktar) minn dawn il-mistoqsijiet (Slide 13) fuq il-ktieb stess. Kieku kellek tbiddel it-titlu tal-istorja, x'titlu kont tagħzel? Kif taħseb li tispicċa din-l-istorja? Aħseb u ikteb żewġ mistoqsijiet dwar l-istorja.</p>
<p>Attivita' 6 Neriage 10 minuti</p>	<p><u>Neriage -Attivita' Tini kelma</u></p> <p>Riżorsi: PPT slide 14 Kards kbar vojta Sticky note x24</p> <p>L-ghalliema tqassam sticky note lil kull student u tispjegalhom li fuqha jridu jiktbu kelma li laqtithom u li jistgħu jużawha waqt il-kitba tagħhom. L-isticky note tibqa' mwahhla fil-ktieb tagħhom. L-ghalliema titlob lill-istudenti jaqraw il-kelma li jkunu kitbu u tiktibha fuq il-kard il-kbira. Wara li tkun gābret il-kliem kollha differenti, l-ghalliem ta tistaqsi lill-istudenti biex jagħmlu konnesjonijiet bejn il-kliem.</p> <p><u>Addattament:</u> Hawnhekk l-ghalliema tirreferi għas-sentence stems fuq il-PPT biex jgħinu lill-istudenti fid-diskussjoni u jistgħu ikunu ta' opportunita' għall-ghalliema biex tagħmel</p>

	<p>pass lura u thalli lill-istudenti imexxu kemm jista' jkun id-diskussjoni. L-ghalliema tista' wkoll titlob lill-istudenti stess itennu dak li ntqal minn xi student ieħor fi kliemhom.</p> <p><u>Xi eżempji u mistoqsijiet li tista' tistaqsi l-ghalliema:</u></p> <p>Eż. Il-kelma fqir Ma' liema kelma se npogġi l-kelma fqir?ma' skarpan Għaliex? ...għaliex l-iskarpan tal-istorja kien fqir Taqblu? ...naqbel/ma naqbilx..għaliex..</p> <p>Eż. Il-kelma żarbun Ma' liema kelma se npogġiha? ...ma' skarpan Għaliex? ...għaliex l-iskarpan jagħmel/isewwi ż-żraben Taqblu? ...naqbel/ma naqbilx..għaliex..</p> <p>Eż. Il-kelma flus Ma' liema kelma se npogġiha? Għaliex? ...ma' xogħol għaliex biex taqla' l-flus trid tmur ix-xogħol/mal-kelma sinjura għaliex il-mara li xtrat iż-żarbun kellha hafna flus. Taqblu? ...naqbel/ma naqbilx..għaliex..</p> <p>Eż. Il-kelma kera Ma' liema kelma se npogġiha? Għaliex? Hawnhekk l-ghalliema tista' tindirizza xi ideat żbaljati tat-tfal li forsi jaħsbu li kera hija aġġettiv, u terġa' tirrevedi l-kunċett magħhom permezz ta' aktar mistoqsijiet. ...Kif niltaqgħu mal-kelma kera fis-silta?</p> <p>Eż. Il-kelma armatura Ma' liema kelma se npogġiha? Għaliex? Xi tfal jistgħu jaħsbu li armatura hi bħal sidrija tal-azzar (tal-hadid). Hawnhekk l-ghalliema tista' gġieghel lit-tfal jirriflettu fuq it-tifsira ta' armatura fil-kuntenst tal-istorja u terġa' tirrevedi l-kunċett magħhom permezz ta' aktar mistoqsijiet. ...Kif niltaqgħu mal-kelma armatura fis-silta?</p>
<p>Għeluq tal-lezzjoni 4 minuti</p>	<p><u>Diskussjoni/Riflessjoni</u></p> <p>Riżorsi: PPT Slide 15</p> <p>L-ghalliema tistaqsi lill-istudenti x'tghallmu gdid dwar is-sengħa tal-iskarpan biex torbot mat-tema tal-lezzjoni.</p>

	<p><u>Mistoqsija:</u> X'tghallimt ġdid dwar is-sengha tal-iskarpan?</p>
Xogħol għad-dar	<p><u>Flipped classroom</u></p> <p>Riżorsi: PPT slide 16</p> <p>L-ġhalliema titlob lit-tfal jaqraw storja minn xi ktieb u/jew isibu poezija dwar haddiem tas-servizz jew haddiem tas-sengha bhala preparazzjoni għal-lezzjonijiet li jmiss.</p>

Appendix 2: Photos of a lesson study meeting and the teaching of the lesson.



Lesson introduction: *Discussion in pairs and sharing as a whole class*



Activity 2: Role-play and discussion



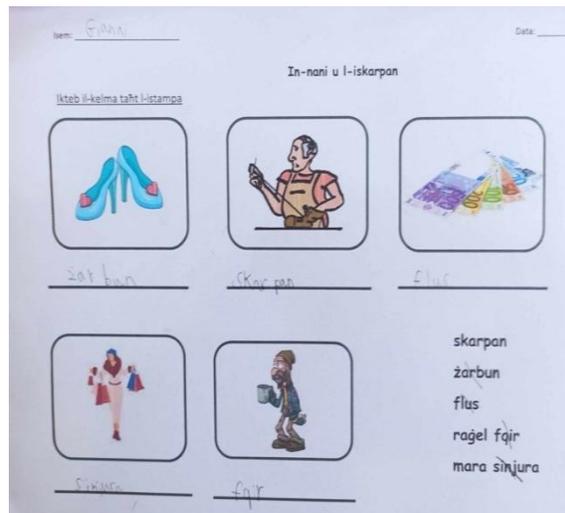
Activity 3: Talking about the picture (Discussion in pairs and sharing as a whole class)



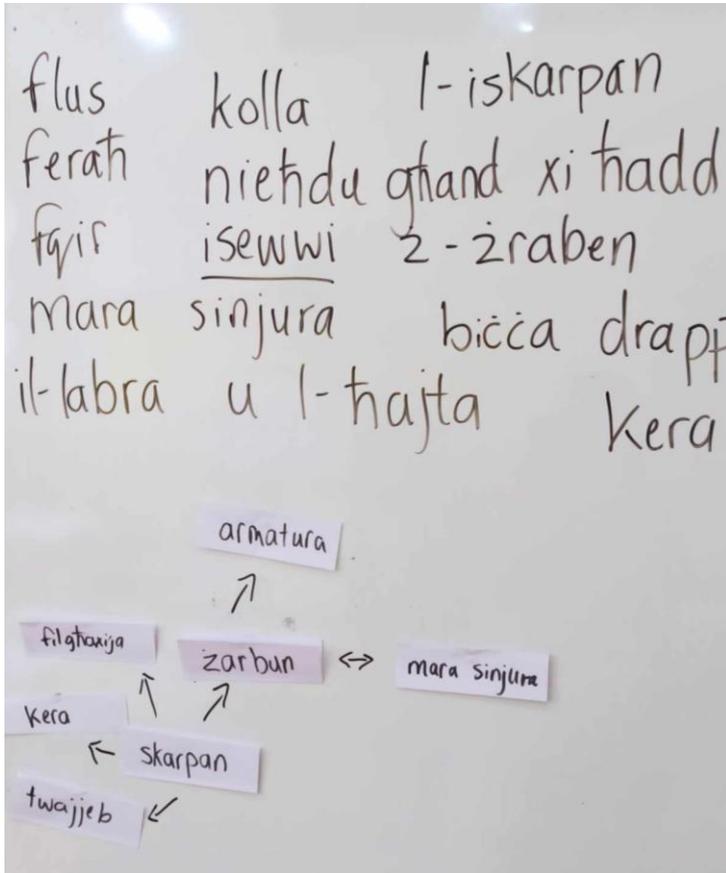
Activity 4: Reading in pairs and answering questions orally



Activity 5: Differentiated tasks for children with language difficulties



Activity 6: Making connections



Conclusion: Whole class discussion and reflections



Data collection sheet for lesson observers

Lesson Study observation sheet

Suġġett: _____ Tema: _____ Klassi: _____

Osservatur: _____ Data: _____

L-għan tal-lezzjoni: _____

Student _____
Livell: Ogħla mill-medja Fil-medja Taħt il-medja

Introduzzjoni: Diskussjoni f'pari			
Student	Iva	Le	Evidenza
Jisma' u juri interess f'dak li jgħidulu			
Jikkomunika l-ħsibijiet mal-oħrajn b'mod ċar			
Juża s-sensi biex jiddeskrivi x'ra fil-vidjow			

Attività' 1: Reċta			
Student	Iva	Le	Evidenza
Isegwi r-reċta u l-vidjow b'attenzjoni			
Jikkontribwixxi fid-diskussjoni			
Jislet kelma/kliem li laqtuh mill-vidjow			

Attivita' 2: L-għarfien tal-vokabularju			
Student	Iva	Le	Evidenza
Iqabbel kelma mal-istampa			
Juża kliem/frazzjiet biex jiddeskrivi x'qed jara			
Jasal għat-tifsira ta' kliem ġdid			

Attivita' 3: Qari f'pari			
Student	Iva	Le	Evidenza
Jaqra s-silta b'lehen għoli			
Jisma' u jsegwi lis-sieheb jaqra			
Juri x'fehem billi jipponta lejn l-evidenza fis-silta			

Attivita' 4: L-għalliema taqra s-silta			
Student	Iva	Le	Evidenza
Jisma' u jsegwi b'attenzjoni l-qari mgħajjat			

Attivita' 5: Spjegazzjoni tal-kompitu			
Student	Iva	Le	Evidenza
Jisma' u jsegwi l-istruzzjonijiet tal-għalliema			
Jifhem xi jrid jagħmel u jaħdem b'mod indipendenti			

Attivita' 6: Attivita' tini kelma			
Student	Iva	Le	Evidenza
Jislet kelma li laqtitu mis-silta			
Jagħmel konnesjoni bejn il-kliem			

Għeluq tal-lezzjoni: Diskussjoni/Riflessjoni			
Student	Iva	Le	Evidenza
Jirrifletti dwar dak li tgħallem			

Kummenti: