

Lesson Plan

Analyse Learners	<ul style="list-style-type: none"> ● Learner Characteristics: preparatory year students, ages 14-15, diverse Turkish cultural backgrounds. English is considered and treated as a foreign language. At this point, students are exposed to English as foreign language for 8 years in school environment. For most of the students their practice with the language is limited with the class hours. ● Entry Competencies: At this stage, students are expected to introduce themselves and surroundings, have knowledge about different tenses such as present, past, future and are able to participate in a conversation about daily topics. They are in a position where they can learn about more advanced topics and details. Their estimated proficiency would be between A2/B1. ● Learning Styles: Mixture of learning styles, visual (video material, charts) auditory (listening activities, dialogues) and interactive activities (gamified activities.)
State Objectives	<ul style="list-style-type: none"> ● State objectives following the ABCD model: After participating in a guided activity, students (A) will be able to distinguish between “since” and “for” regarding their meaning and usage in different contexts with a high level of accuracy (D). Throughout the activity, the students will learn to recognize certain patterns (B) while learning to use and integrate corpus and AI to their learning environment (C).
Select Instructional Methods, Media, and Materials	<ul style="list-style-type: none"> ● Instructional Strategies: Teaching through guided activities, individual practice, Corpus-based language teaching and AI-integrated learning. ● Technology: Corpus of Contemporary American English, AI chatbots such as ChatGPT, Gemini, Grok, etc. ● Media and Materials: Portable technological devices such as laptop, mobile phone, tablet, internet, (preferably a laptop) internet access, worksheets.

Utilize Media and Materials	<ul style="list-style-type: none"> ● Preview the Technology: check COCA and AI tools for accessibility in the classroom, and test the internet connection of the classroom. ● Prepare the Materials: prepare the worksheet, and web tools in case of extra support ● Prepare the Environment: prepare the classroom, check if all learners are able to have access to technological devices and the web tools mentioned, provide the students with the worksheet ● Provide the Learning Experience: start with brief explanation of the COCA, provide feedback to students when/if needed.
Require Learner Participation	<ul style="list-style-type: none"> ● Engagement: Interactive individual work practicing on “since” “for”. Students are free to ask for help when needed, they are also required to interact with their peers at the end of certain activities to assess each others’ answers. ● Practice: Students complete the fill in the gaps task about “since” and “for”. Students find collocations with “since” and “for” using COCA. Students practice usage of “since” and “for”. Students’ knowledge is tested through a “find the wrong one and fix it” activity about “since” and “for”. Students perform an interactive task using AI as a feedback source.
Evaluate and Revise	<ul style="list-style-type: none"> ● Assessment of Learner Achievement: Evaluate and compare the answers given in the first and the last activity thoroughly to check if any meaningful progress has been made throughout the worksheet. ● Evaluation of Strategies & Technology: Reflect on students’ engagement with COCA and AI, also check if the information AI has provided was reliable or not. ● Revisions: Consider adjusting the difficulty level of future worksheets based on student performance. If success rate is not high/satisfying, utilization of simpler activities that promote and rely on pattern recognition is suggested in this context.