Vocabulary in social media:Teenfluencers

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Target vocabulary

Related to students' vocation-beautician
(beauty-salon,terminology,cosmetics,
collocations,phrases)

Lesson context

- Third year of secondary education
  (beauticians)
- 16-17 years old
- Language proficiency A2-B1
- EFL class
- Ss have their own instagram accounts

Pixabay

Learning outcome:

- **Students will be able to write an instructional instagram post using new vocabulary.**

Lesson outline:

- Flipped classroom: creating a word cloud with specific vocabulary

- Warm-up: guessing & predicting based on key words

- Speaking: describing a process

- Peers' assessment of oral presentations using rubric

- Writing HOW TO instagram post

- Peers' assessment of written tasks using checklist

- Commenting & voting on Padlet

- Wrap-up: reflecting on vocabulary acquisition

Resources:

Beauty salon vocabulary
Cosmetics vocabulary
Fake instagram account maker
Fake message generator
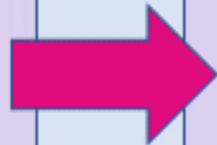Padlet
Wordart

Lesson plan:

FLIPPED CLASSROOM:
1.Students got links to prepare vocabulary in order to describe a treatment in a beauty salon (they can choose what to present)
2.They are asked to create a word cloud/ find the photos showing phases of the process/explore instagram

**WARM-UP(10 min):** Students reveal KEY words and the rest of the class guess what they are going to deal with.

SPEAKING (15 min): Describe a chosen treatment. Comment peers' oral presentation(according to rubric).

	Good 3	Fair 2	Needs to improve 1
Vocabulary	Uses an array of new vocabulary.	Uses variety of old and limited new vocabulary.	Relies on basic vocabulary.
Fluency	Easy, smooth flow of speech with little hesitation and no pausing.	Has a generally smooth flow, with self-correction and some hesitation.	Speaks slowly, hesitates very often with long pauses.
Pronunciation	Can be understood in the target language, but may make few or minor errors.	Can be understood in the target language, but may make one or two major errors.	Makes major errors that interfere with comprehension of the message.
Grammar	Good use of grammatical structures with a few minor errors.	Uses a range of grammatical structures, several errors do not interfere with communication.	Makes many grammatical errors that negatively affect communication.

TASK: Imagine you are an influencer on instagram and write an instructional post teaching your followers how to achieve a goal.
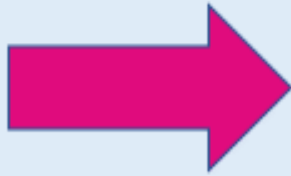
WRITING
(40 min): Using proposed apps.create your fake account,write a post and messages/comments.
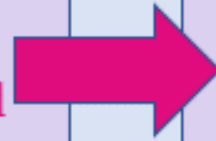
Put your digital content on the Padlet created by the teacher.

Evaluate peers' written tasks (15 min) using the check list,vote for the best POST.

WRAP-UP(10 min):What have you learned today?What vocabulary will be useful for your future job?Where did you pick it up?
a)following influencers on Instagram
b)assessing peers' posts
c)reading pre-activity materials

	Yes	No	Sometimes
Are the format & style appropriate?			
Is relevant vocabulary used?			
Are the instructions clear and easy to follow?			
Is the process supported by images?			
Grammar& spelling are correct.			

Peer-assessment

Even better if......(suggest some improvements)

Intentional & incidental learning:

- **INTENTIONAL LEARNING:**

- word cloud

- writing an instructional post on instagram

- creating digital content (fake instagram account)

- peer editing (proper vocabulary use, special phrases, collocations)

- **INCIDENTAL LEARNING:**

- following influencers on instagram

- reading, posting and commenting

It's your turn!

- Words are intrinsically linked to context ✓

- Visual feature of instagram facilitates vocabulary learning ✓

- Task isn't connected with real life ✗

- # community focusing on the same interests can enhance vocabulary acqusition ✓

- Task has purpose,setting & audience ✓

- It enables shaping skills for future employability ✓

- Only incidental way of learning vocabulary is applied ✗

- This register isn't suitable for social media skills development ✗

Thank you
for your
attention!

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Evaluation
https://bit.ly/3f1HpkF

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