**LESSON EVALUATION**

**Subject**: English **Class**: 4.Gb **Date**: 9.1, 12.1, 19.1, 26.1 & 30.1.2015

**Teachers**: Benjamin Tweedie (FT) & Andreja Bešter (ST)

**Theme**: An Ideal Husband (Film Analysis)

|  |  |
| --- | --- |
| **INTERNAL FACTORS** | **EXTERNAL FACTORS** |
| **ADVANTAGES and successes** | **OPPORTUNITIES and challenges** |
| * A success which was evident is that this lesson facilitates the involvement of all students to interact with the film and accompanying comprehension activities. This is advantageous because many of the students have no inclination to actually read the text. In fact, this trait is not uncommon as admitted by a number of students; they prefer to watch the Hollywood film version before deciding to read a novel.
 | * There is an opportunity to make this lesson more accessible to the students using technology like tablets or smartphones; perhaps, the students can complete activities on their hand-held technology whilst watching the film?
 |

|  |  |
| --- | --- |
| **INTERNAL FACTORS** | **EXTERNAL FACTORS** |
| **WEAKNESSES and failures** | **THREATS and risks** |
| * The discussion questions were a tad difficult for the entire student cohort. Perhaps, differentiated activities could be developed to cater for all student ability levels?
* The potential for success is affected by whether the lesson cluster is implemented across sequential lessons. In this instance, a number of other activities interrupted the smooth implementation, thereby diminishing the final outcome.
 | * Even the minimum-effort task of watching the film over three lessons can be daunting for some students without disruption to the learning – teachers need to strike a fine balance between the granting and revoking of viewing privileges if a student is disruptive.
 |