

Activity 1 – Flip Chart Race

Write the words your group came up with here:

.....

.....

.....

.....

.....

.....

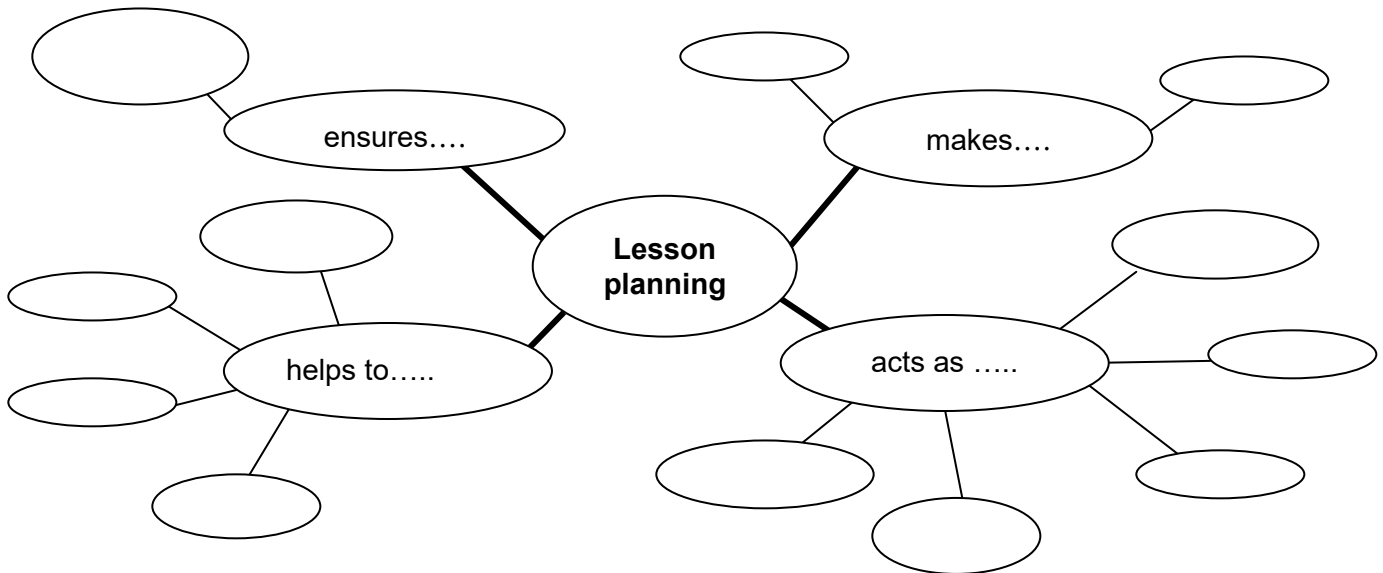
.....

.....

Work with your group and make sure you understand the meaning of each vocabulary item and how it is connected to lesson planning.

Activity 2 – Why Write Lesson Plans?

Record the ideas in the appropriate circles. Add more if necessary.



Activity 3 – Lesson Plan Content

3.1 – Compare Your List

Brainstorm the components of a lesson plan.

.....

.....

.....

.....

.....

How many did you list? Not all lesson plans will contain all of this information. However most will contain most of it.

3.2 – Components of a Typical Lesson Plan

Look at the components of a typical lesson plan – cover and procedural pages. Match the headings with their description. The first one has been done as an example.

General Overview			
	Heading		Definition
1.	Timetable fit	A.	This includes age, level, nationality, strengths weaknesses, nationality, difficult learners, atmosphere.
2.	Anticipated problems and solutions	B.	Any textbooks references, tapes, pictures, board drawings, handouts, realia, etc.
3.	Learning outcomes	C.	What comes before and what comes after the lesson.
4.	Description of learners	D.	These should be clear, unambiguous, realistic and achievable.
5.	Materials and references	E.	Size of classroom, facilities/resources available, time of day, lesson length.
6.	Context, location and time	F.	Problems anticipated in these areas: meaning, form, phonology, level of skill, classroom management, difficult learners etc. and suggested ways of dealing with them.

Procedure			
	Heading		Definition
1.	Stage aim/goal/objective	A.	Give approximate timings for each stage. Build in a flexible slot that can be used or dropped if time is there.
2.	Interaction	B.	Include details of a suitable homework task.
3.	Materials	C.	A breakdown of what the teachers and the learners actually do.
4.	Time	D.	Note brief but clear instructions especially for complex activities.
5.	Procedure	E.	State your aims to make it clear why you are doing something and make sure you don't confuse aims and activities. Presenting new language/highlighting pron/less controlled practice/personalization are some of the stages you could use.
6.	Instructions	F.	Aids and materials (i.e. textbook, cut-ups, overhead projectors, etc.) used in that stage.
7.	Board plan	G.	Teacher-learner, learner-learner, group work, pair work, Individual. This ensures variety of focus.
8.	Homework	H.	Show how you will use the board.

Activity 4 – Lesson Aims/Goals/Objectives

4.1 – Decide on the Aim of the Task

Decide on the aim/goal/objective of the task below. Share your information with your partner.

	ride a bicycle	?	Yes I can.
	swim		
Can you	play baseball		No I can't.
	cook		
	speak Japanese		

Read what three teachers say about the aim. Which is the best and why?

A. It's a question and answer practice using a substitution table.

B. It's to practice 'can' for ability.

C. It's to practice asking and answering questions using 'can' so that learners can talk about their abilities.

4.2 – Aims and Language Points

Your trainer will give you cards with aims and language points. Match them.

4.3 – Write Aims/Goals/Objectives

Work with a partner who and look at three activities from your school’s English language learning textbook. Write aims/goals/objectives for them below. Make sure they are precise and doable. Alternatively, look at three activities from a selection of English language teaching & learning resource books.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 5 – Lesson Plan

Work in groups. Your trainer will give you cut-ups of a lesson plan. The aims are below. Work together and put the lesson plan together.

By the end of the lesson, learners will be able to:

- say their name and ask others for their name (“Hello/Hi, my name is/name’s ... What’s your name?”)
- understand and produce the **spoken** form of 5 sports and the verbs that collocate with them (play baseball, do karate, swim, play football, run)
- ask and answer questions about what sport learners can play (“What sport can you play? I can ...”)

Here are the headings of the plan and the stage aims in order.

Time	Teacher activity	Learner activity	Interaction	Stage aim/goal/objective
				For learners to recognize and produce “ <i>Hello/Hi, my name is/name’s...</i> ” and the question form “ <i>What’s your name?</i> ” and to be able to reproduce it orally.
				For learners to become familiar with the spoken form of 5 sports.
				To further reinforce the spoken form of the 5 sports and to aid memory.
				For learners to become familiar with the spoken form of “ <i>I can ...</i> ” and “ <i>What sport can you play?</i> ”
				To practice target language.

Activity 6 – Tips for Lesson Planning

In your group, brainstorm and note useful lesson planning tips.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 7 – Reflection on Learning

Think back over the session. Make a note below of the following:

- the most useful thing you learnt:

- something you will try:

- something you will not try:

Now stand up and talk to as many people as possible and share reflections.

Assignment (optional – for existing teachers and/or student teachers on practicum)

Your assignment is to try out a new idea/activity from this module with one of your classes. You should then reflect on your lesson. Use the following guidelines for your assignment.

1. Where appropriate, make up materials for the new idea/activity you will be trying out, focusing on the particular language points and learning outcomes you are aiming for.
2. Write your whole lesson plan, including your new idea/activity on the lesson plan document, then teach the lesson. After the lesson, write a reflection including: i. What went well? Why?; ii. What didn't go well? Why?; and iii. What changes will I make next time?
3. Attach your lesson plan (including list of materials used) and your reflection.
4. Submit your assignment by handing/emailing it to your trainer. The deadline for completion of this assignment is

Glossary

Concept	Definition																
aide memoire	An aid to the memory																
collocate	Go together e.g. 'dry wine' but not 'dry water'; 'injured in a car accident' but 'wounded in a war'																
focus	The way learners work in class i.e. in pairs or groups, individually or as a whole class. Another term for interaction																
group profile	A description of a class which highlights the commonalities and differences of the learners																
interaction	The way learners work in class i.e. in pairs or groups, individually or as a whole class. Another term for focus																
substitution table	<p>A table that illustrates the structure of a piece of language without a lot of repetition. It can be used to practice the language orally or in writing, e.g.</p> <table border="1" style="margin-left: 20px;"> <tr> <td>The child</td> <td></td> <td>is</td> <td>playing.</td> </tr> <tr> <td>He</td> <td></td> <td></td> <td>crying.</td> </tr> <tr> <td>She</td> <td></td> <td></td> <td>eating.</td> </tr> <tr> <td>A dog</td> <td></td> <td></td> <td>walking.</td> </tr> </table>	The child		is	playing.	He			crying.	She			eating.	A dog			walking.
The child		is	playing.														
He			crying.														
She			eating.														
A dog			walking.														
teacher-learner; learners-learners; pair work; group work; whiteboard; individual; FDBK	common terms and abbreviations used in lesson planning (LP); teacher/learner; learner/learner; pair work; group work; whiteboard; individual; feedback																

Recommended Reading

- **Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom**, Tessa Woodward, Cambridge, 2001
- **ESL Active Learning Lessons: 15 Complete Content-based Units to Reinforce Language Skills and Concepts**, Imogene Forte & Mary Ann Pangle, Incentive Publications, 2001
- **The Practice of English Language Teaching**, Jeremy Harmer, Longman, 2001

These websites provide a wealth of existing lesson plans for use in class.

http://esl.about.com/od/englishlessonplans/English_Lesson_Plans_for_ESL_EFL_Classes.htm

<http://iteslj.org/Lessons/>

<http://www.lessonplans4teachers.com/eslforeign.php>

http://www.philseflsupport.com/lesson_planning.htm – this provides theory and support on the topic of lesson planning

www.onestopenglish.com – the website has a huge lesson planning section. Some examples are below:

<http://www.onestopenglish.com/section.asp?docid=156599> – this section called Staff Room Resources has a wealth of lesson plans on different topics

<http://www.onestopenglish.com/section.asp?docid=146578> – this article is by Jim Scrivener and is about different methods of writing lesson plans

<http://www.teachingenglish.org.uk> – this website also has a number of articles on this topic. Some examples are below:

<http://www.teachingenglish.org.uk/try/lesson-plans> – this section has a collection of lesson plans to try out in the classroom

<http://www.teachingenglish.org.uk/think/articles/planning-1> – this article looks at why lesson planning is important – see Course Book Additional Material

<http://www.teachingenglish.org.uk/think/articles/planning-a-grammar-lesson> – this article looks at planning a grammar lesson

Additional Material

Activity 2 – Why Write Lesson Plans? – Answers

Ensures:

- you have researched language point and have enough information
- you can use it again next time you teach the lesson
- you have highlighted the particular language skill to be taught
- the focus remains on the aim/objective of the lesson
- appropriate timing
- substitute teachers can refer to the lesson plans
- you have something for future reference

Helps to:

- prepare, anticipate problems and come up with solutions
- achieve coherent lesson – easier to check for balance of activity, interaction and interest
- achieve clarity of purpose
- save time in lesson as you know exactly what are you doing and how long it will take
- plan materials
- plan for a range of abilities
- give a clear idea about what will take place in the lesson
- plan suitable activities

Makes:

- execution easier
- self-appraisal easier

Acts as:

- a record of what you planned to do
- an aide memoire

Activity 4.2 – Aims and Language Points – Answer Sheet

<p>How old are you? I am eight years old eleven twelve thirteen fourteen</p>	<p>By the end of the lesson learners will be able to ask and tell their age.</p>
<p>May I go to the library? office toilet canteen sports grounds</p>	<p>By the end of the lesson learners will be able to ask for permission to go to a specific place.</p>
<p>I've got a dog cat hen fish pig</p>	<p>By the end of the lesson learners will be able to talk about their possessions.</p>
<p>What did you eat for dinner yesterday? I ate rice and vegetables bread fish taro bananas</p>	<p>By the end of the lesson learners will be able to ask and tell what they ate for dinner yesterday.</p>
<p>What does your mother/father do? S/he is a farmer housewife light attendant fisherman doctor</p>	<p>By the end of the lesson learners will be able to ask and tell what their parents' jobs are.</p>
<p>My house is big small white brown</p>	<p>By the end of the lesson learners will be able to describe their house.</p>

Module 5: Lesson Planning

Course Book

<p>What's the time now? It's one o'clock two o'clock three thirty four o'clock</p>	<p>By the end of the lesson learners will be able to ask and tell the time.</p>
<p>Her/his hair is short long curly black grey</p>	<p>By the end of the lesson learners will be able to describe someone's hair.</p>
<p>How much is this? 30 cents 500 dollars \$12.50 \$25.00</p>	<p>By the end of the lesson learners will be able to say the price of things.</p>
<p>I get up at 6.00 in the morning I have breakfast at 6.30am. I go to school at 7.30 I leave school at 2 o'clock</p>	<p>By the end of the lesson learners will be able to talk about the things they do every day and when they do them.</p>
<p>Can you play tennis? play badminton? swim? do martial arts? run fast? play table tennis? play basketball?</p>	<p>By the end of the lesson learners will be able to ask and tell what sporting abilities they have.</p>

Lesson Planning

Planning is one of those essential skills of the competent teacher. This article looks at some general lesson planning questions:

- What should go into an English language lesson?
- What is a lesson plan?
- Why is planning important?
- Do you need to plan if you have a course book?
- What are the principles of planning?

What should go into an English language lesson?

Every lesson and class is different. The content depends on what the teacher wants to achieve in the lesson. However it is possible to make some generalizations. Students who are interested in, involved in and enjoy what they are studying tend to make better progress and learn faster.

When thinking about an English lesson it is useful therefore to keep the following three elements in mind - **Engage - Study - Activate**

Engage

This means getting the students interested in the class. Engaging students is important for the learning process.

Study

Every lesson usually needs to have some kind of language focus. The study element of a lesson could be a focus on any aspect of the language, such as grammar or vocabulary and pronunciation. A study stage could also cover revision and extension of previously taught material.

Activate

Telling students about the language is not really enough to help them learn it. For students to develop their use of English they need to have a chance to produce it. In an activate stage the students are given tasks which require them to use not only the language they are studying that day, but also other language that they have learnt.

What is a lesson plan?

A lesson plan is a framework for a lesson. If you imagine a lesson is like a journey, then the lesson plan is the map. It shows you where you start, where you finish and the route to take to get there.

Essentially the lesson plan sets out what the teacher hopes to achieve over the course of the lesson and how he or she hopes to achieve it. Usually they are in written form but they don't have to be. New or inexperienced teachers may want to or be required to produce very detailed plans - showing clearly what is happening at any particular time in the lesson. However in a realistic teaching environment it is perhaps impractical to consider this detail in planning on a daily basis. As teachers gain experience and confidence planning is just as important but teachers develop the ability to plan more quickly and very experienced teachers may be able to go into class with just a short list of notes or even with the plan in their heads.

Whatever the level of experience, it is important that all teachers take time to think through their lessons before they enter the classroom.

Why is planning important?

One of the most important reasons to plan is that the teacher needs to identify his or her **aims** for the lesson.

Teachers need to know what it is they want their students to be able to do at the end of the lesson that they couldn't do before. Here are some more reasons planning is important:-

- gives the teacher the opportunity to predict possible problems and therefore consider solutions
- makes sure that lesson is balanced and appropriate for class
- gives teacher confidence
- planning is generally good practice and a sign of professionalism

Do you need to plan if you have a course book?

Many teachers will find themselves having to use a course book. There are advantages and disadvantages to having a course book - but although they do provide a ready-made structure for teaching material, it is very unlikely the material was written for the teachers' particular students. Each class is different and teachers need to be able to adapt material from whatever source so that it is suitable for their students. A course book can certainly help planning, but it cannot replace the teacher's own ideas for what he or she wants to achieve in a class.

What are the principles of planning?

- **Aims** - considering realistic goals for the lesson, not too easy but not too difficult. You may find the following checklist useful:
 - What do the students know already?
 - What do the students need to know?
 - What did you do with the students in the previous class?
 - How well do the class work together?
 - How motivated are the students?
- **Variety** - an important way of getting and keeping the students engaged and interested.
- **Flexibility** - expect the unexpected! Things don't always go to plan in most lessons. Experienced teachers have the ability to cope when things go wrong. It's useful when planning to build in some extra and alternative tasks and exercises. Also teachers need to be aware of what is happening in the classroom. Students may raise an interesting point and discussions could provide unexpected opportunities for language work and practice. In these cases it can be appropriate to branch away from the plan.

Effective lesson planning is the basis of effective teaching. A plan is a guide for the teacher as to where to go and how to get there. However - don't let the plan dominate - be flexible in your planning so that when the opportunities arise you can go with the flow.

Source: <http://www.teachingenglish.org.uk/think/articles/planning-1>