

# Lesson planning



- **WHAT IS A LESSON?**
- **PREPARATION FOR A LESSON**
  - **LEARNING PROCESS**
- **LESSON PLAN STRUCTURE**

# What does a lesson involve?

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- A lesson is a type of organized social event
- Lessons may vary in topic, time, place, atmosphere, methodology and materials
- Lessons mainly concern with learning and instruction
- Involve participation (T and Sts)
- Limited and pre-scheduled

# Metaphors for lesson

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- A television show
- Climbing a mountain
- Eating a meal
- A wedding
- A menu
- A conversation
- Doing shopping
- A football game
- A symphony
- Consulting a doctor



# A lesson is ...

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Interaction



Transaction,  
or series of  
transactions



A satisfying,  
enjoyable  
experience



Goal-oriente  
d effort



# A lesson is also...

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A role-based culture



A conventional construct



A series of free choices



# Teacher roles

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- Instructor
- Activator
- Model
- Provider of feedback
- Supporter
- Assessor
- Manager
- Motivator



# Components of a lesson

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- work on a listening or reading text, with associated comprehension tasks
- an oral communicative task, such as discussion of a controversial topic
- presentation and explanation of a grammatical point
- presentation and explanation of vocabulary
- exercises on linguistic usages, such as grammar, vocabulary, pronunciation, spelling or punctuation
- a writing task
- silent reading of simplified readers chosen by the students
- review of homework
- preparation for a test
- a test

# Lesson preparation

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1. How long before a specific lesson do you prepare it?
2. Do you write down lesson notes to guide you? Or do you rely on the lesson format provided by another teacher, or the coursebook?
3. Are your notes brief (single page or less) or detailed (over one page)?
4. What do they consist of?
5. Do you note down your objectives?
6. How do you use your notes during the lesson?
7. What do you do with your lesson notes after the lesson?



# Why lesson planning?

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- Preparation for a lesson is visualization of what may happen in class
- Prediction, anticipation of challenges and successes, sequencing, organizing and simplifying
- Written plan is evidence of your thinking and an instrument of accountability
- It guides you through the lesson and a series of lessons
- Ideally, another teacher can pick up your plan and do a great lesson

# General areas to think about

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- Atmosphere
- The learners
- The aims
- The teaching points
- The tasks and teaching procedures
- The challenge
- Materials and aids
- Classroom management

# The learning process

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Ignorance

- The learner does not know anything about the item.

Exposure

- The learner hears or reads examples of items (maybe a number of times), but does not particularly notice it.

Noticing

- The learner begins to realize that there is an item which they do not fully understand.

# The learning process (continued)

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Understanding

- The learner starts to look more closely at the item and tries to work out the formation rules and the meaning.

Practice

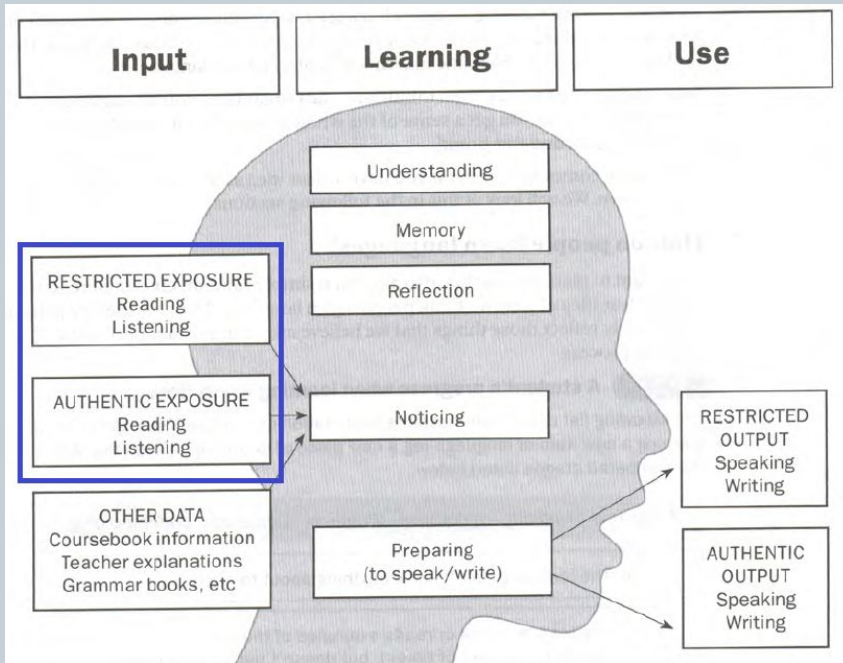
- The learner tries to use the item in his/her speech or writing, maybe hesitantly, probably with many errors.

Active  
use

- The learner integrates the item fully into his/her own language and uses it (without thinking), relatively easily with minor errors.

# Types of Exposure

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- In this diagram, exposure is divided into restricted and authentic.
- What can this involve?

# Exposure

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## Authentic

- Reading magazines, books, articles, brochures
- Listening to radio or tapes
- Watching films or video channels
- Reading pieces of language on notices, posters around the classroom
- Hearing incidental language in class

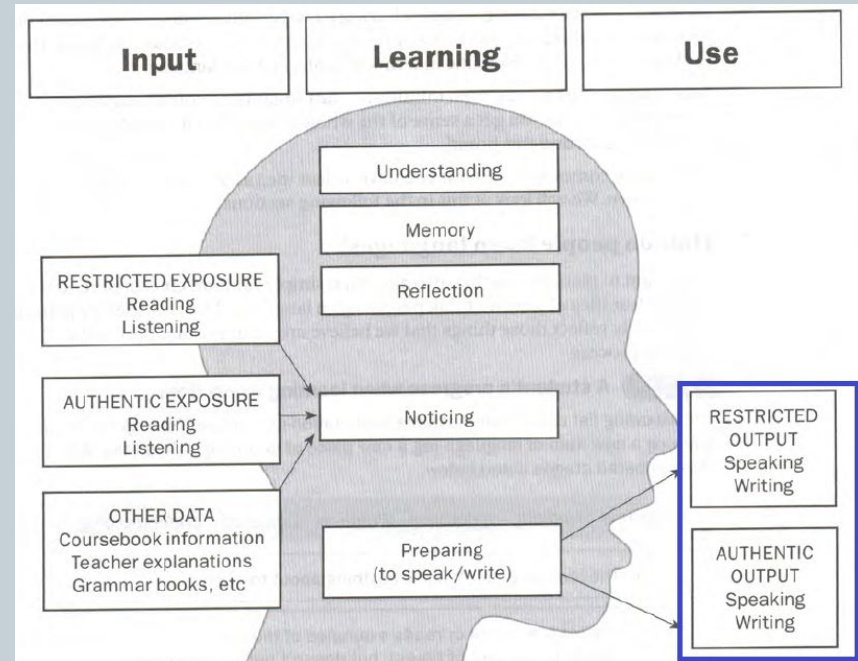
## Restricted

- Teacher saying sentences that exemplify the target language point
- Students read or listen to coursebook texts
- Students read examples of specific language use in grammar or vocabulary reference books

# Types of output

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- Output is also divided into restricted and authentic.
- What does it mean?





# Output

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## Authentic

- Discussions
- Role-plays
- Meetings and negotiations
- Small talk
- Writing a postcard
- Chatting in class

## Restricted

- Drills
- Written gap-fill exercises
- Grammar practice activities
- ‘Repeat what I say’ activities
- Simple games

# Present-practice model

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- Learners get to see or hear examples of language being used
- Explanation / guided discovery / self-directed clarification
- Learners try using the language for themselves

# Alternatives to present-practice

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- Restricted output – teacher explanation – restricted output?
- Authentic exposure – activities to promote noticing – clarification: guided discovery - restricted output?
- Activities that promote ‘preparation’ – Authentic output