

III-C. Effective Lesson Planning for Adult English Language Learners

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Effective Lesson Planning for Adult English Language Learners

This workshop module contains detailed instructions and all of the materials necessary to conduct two training sessions on effective lesson planning for adult English language learners. The module has five components:

- ▶ Trainer Guide
- ▶ Trainer Notes, Part 1
- ▶ Trainer Notes, Part 2
- ▶ Participant Handouts, Part 1
- ▶ Participant Handouts, Part 2

The Trainer Guide is the trainer’s script for the training session. It contains step-by-step instructions for presenting the workshop. It begins with an introduction that states the rationale and purpose of the workshop. It also gives the goal and objectives of the workshop, the workshop agenda, an overview of workshop sections with the amount of time to be spent on each section, trainer preparation instructions, and materials needed. The introduction is followed by detailed sequential instructions for conducting each section of the workshop.

The introduction to each section states the purpose of the activities and the timing of that section. This is followed by a two-column table with instructions for each activity in the first column (Action) and the materials needed in the second column (Materials). Hard copies of all of the materials needed (with the exception of non-CAELA publications) are provided in the Trainer Notes or the Participant Handouts. Materials are listed by title followed by the page number on which it can be found and TN (indicating it can be found in the Trainer Notes) or PH (indicating it can be found in the Participant Handouts). Ordering information for non-CAELA publications is given in the workshop introduction. Materials that need to be made into transparencies for use with an overhead projector or PowerPoint slides are marked “Transparency or PowerPoint Slide.” You will need to prepare them before the training session.

The Trainer Notes accompanies the script of the Trainer Guide. It includes copies of all of the participant handouts, answer keys to participant activities, transparencies or PowerPoint slides to be made, and other supplemental handouts if appropriate. The contents of the Trainer Notes are organized in the order they are needed in the session, and the place they will be used is indicated in the Materials column in this Trainer Guide. When participants are to use materials from Participant Handouts, the page numbers of the handouts that correspond to a section of the Trainer Notes are indicated.

The Participant Handouts contains all of the information and activity sheets that participants need to participate in the session and will take with them when they leave. The contents are also organized in the order they will be used in the session. Make a copy of the handouts for each participant.

Effective Lesson Planning for Adult English Language Learners

Introduction to the module: Planning a language learning lesson is different from planning other types of lessons. This workshop helps participants develop lessons for language learning and introduces them to the stages of a language learning lesson. An effective lesson plan starts with a goal and objectives that meet the needs of the learners and includes activities that lead, step by step, to the completion of the goal. The purpose of this workshop is to help instructors of adult students of English as a second language (ESL) understand the elements of an effective language learning lesson planning for their learners. The workshop activities are based on a variety of well-regarded sources in the field of lesson planning for language lessons. (See Resources at the end of this overview.) The workshop can be tailored for instructors of all levels of adult ESL learners and includes a section on working with multilevel classes.

We recommend that this workshop be held in two sessions, so we have divided the workshop into Part 1 and Part 2. Each session takes approximately 4 hours. Ideally, the second part of the workshop should take place 2–3 weeks (and no later than 4 weeks) after the first part so participants have the opportunity to write a language learning lesson plan and implement it in their own classroom between sessions. However, both parts may also be done in the same day, making the total training time 8 hours, excluding time for breaks and lunch.

If the workshop is done in 1 day (8 hours) with inexperienced teachers, it is best to do the training as it is written because one presentation/activity leads naturally to the next. However, if the workshop is done in two 4-hour sessions, as recommended above, the second session should be modified to allow participants time to discuss the lesson plans that they developed and delivered in their classrooms between the two sessions. Also, if the workshop is attended by experienced teachers, please note the comments in the Trainer Guide for doing the workshop with experienced teachers. The trainer can use the knowledge that experienced teachers bring to the workshop and build on their classroom experience.

Target audience for this workshop: New and experienced teachers, tutors, and classroom aides

Goal of the workshop: To develop skills in planning effective lessons based on promising practices

Workshop objectives for participants: At the end of this workshop, participants will be able to do the following:

Part I	Part II
<ul style="list-style-type: none"> Recognize the principles underlying lesson planning for language lessons Identify lesson objectives Identify the stages of a language lesson Select appropriate activities for each stage of the lesson Analyze a lesson in a textbook and identify its stages and activities 	<ul style="list-style-type: none"> Recognize the role that varied activities, grouping strategies, and other aspects of classroom practice have in effective language lesson planning Recognize the principles underlying lesson planning for multilevel classes Identify reflective teaching strategies Develop activities for each stage of a lesson and use them to write a lesson

Length of workshop: 4 hours

The workshop components for Part 1 are as follows:

Part 1. Introductions and Warm-Up	30 minutes
Part 2. Presentation: Background information, lesson objectives and enabling skills, stages of a lesson	1 hour, 40 minutes
Part 3. Practice: Activity types and components of a lesson plan	50 minutes
Part 4. Application (in workshop): Analyze a textbook lesson and use textbook activities to develop a lesson plan	40 minutes
Part 5. Wrap-Up and Evaluation	10 minutes
Total projected length of workshop	240 minutes* (4 hours)

***Note:** There is a 10-minute break approximately halfway through the workshop, the exact time for the break to be selected by the trainer.

The workshop components for Part 2 are as follows:

Part 1. Introduction and Warm-Up	20 minutes
Part 2. Presentation: Background information	30 minutes
Part 3. Practice: Stages of a lesson and activities for each stage	2 hours, 5 minutes
Part 4. Application (in workshop): Develop a lesson plan	45 minutes
Part 5. Wrap-Up and Evaluation	10 minutes
Total projected length of workshop	240 minutes* (4 hours)

***Note:** There is a 10-minute break approximately halfway through the workshop, the exact time for the break to be selected by the trainer.

Preparation for Part 1

To do before the workshop:

- ▶ Read Effective Lesson Planning Background Information, Part 1 and Part 2 (pp. 38 and 93 of the Trainer Guide).
- ▶ Make transparencies or PowerPoint slides as indicated in the Trainer Guide.
- ▶ Prepare matching strips for Practice 1, Section A on p. 47 of the Trainer Notes.
- ▶ Make a copy of the participant handouts for each participant.
- ▶ Copy the information-gap activity for participants. Use one color for Part A and another color for Part B.

Materials needed for this workshop:

- ▶ Effective Lesson Planning: Trainer Guide
- ▶ Effective Lesson Planning Part 1: Trainer Notes
- ▶ Effective Lesson Planning Part 1: Participant Handouts

Note: If both parts of the workshop are being conducted on the same day, do not distribute the handouts for Part 2 until the beginning of the second session.

Note: In the Trainer Guide, materials to be found in the Trainer Notes are indicated by TN, followed by the page number; materials to be found in the Participant Handouts are indicated by PH, followed by the page number.

Preparation for Part 2

To do before the workshop:

- ▶ Review Effective Lesson Planning Background Information, Part 2.
- ▶ Make transparencies or PowerPoint slides as indicated in the Trainer Guide.
- ▶ Prepare the appropriate YES/NO bingo sheet.
- ▶ Make a copy of the participant handouts for each participant.

Materials needed for this workshop:

- ▶ Effective Lesson Planning: Trainer Guide
- ▶ Effective Lesson Planning, Part 2: Trainer Notes
- ▶ Effective Lesson Planning Part 2: Participant Handouts

Resources

- Arlington Education and Employment Program. (1994). *The REEP curriculum* (3rd ed.). Arlington, VA: Author. Available from www.arlington.k12.va.us/instruct.ctae.adult_ed/REEP/reepcurriculum/
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Longman.
- ESL and Citizenship Programs, Division of Adult and Career Education, Los Angeles Unified School District. (2004). *Tools for ESL lesson planning* (2nd ed.). Los Angeles: Author. Available from http://esl.adultinstruction.org/documents/ToolsforESLLessonPlanning2000revised8-6-2004_000.pdf
- Hunter, M. (1982). *Mastery teaching*. El Segundo, CA: TIP Publications.
- McMullin, M. (1992). *ESL techniques: Lesson planning. Teacher training through video*. White Plains, NY: Longman.
- National Center for Family Literacy & Center for Applied Linguistics. (2004). *Practitioner toolkit: Working with adult English language learners*. Louisville, KY & Washington, DC: Author. Available from www.cal.org/caela/tools/instructional/prac_toolkit.html
- Schaffer, D., & Van Duzer, C. (1984). *Competency-based teacher education workshops in CBE/ESL*. Arlington, VA: Arlington County Public Schools.

Effective Lesson Planning for Adult English Language Learners

Part 1

Overview

1. Introduction and Warm-Up

Purposes:

- ▶ To review the goal, objectives, and agenda for this session
- ▶ To establish awareness of different types of lesson planning
- ▶ To activate prior knowledge about lesson planning
- ▶ for adult ESL classes
- ▶ To identify participants' current practices in lesson planning

Time: 30 minutes

Actions	Materials
<p>Note: To save time, put participant handouts and envelopes for Practice 1 at the participants' places before the workshop begins.</p> <p>1. Introduce trainer(s).</p> <p>Trainers introduce themselves, giving their affiliations, professional experience in adult ESL, and the title of the workshop.</p> <p>2. Review the workshop goal, objectives, and agenda with participants.</p>	<p>Transparency or PowerPoint slide: Workshop, Part I: Goal, Objectives, and Agenda for both sessions (TN, p. 35; PH, p. 65)</p>

Actions	Materials
<p>3. Group participants.</p> <p>Conduct an activity that creates heterogeneous groups of four to five participants. Here are two examples:</p> <p><i>Line Up:</i> Have participants line up in order of experience. Break the line at the midpoint and have participants stand face to face. Have them discuss one of the following questions in a pair and then have two face-to-face pairs form a group of four. The following questions can be used to help participants begin to think about multilevel classes:</p> <ol style="list-style-type: none"> 1. What are your experiences with being a teacher and a student in a multilevel class? 2. What are the challenges of a multilevel class? 3. What are the opportunities and benefits of a multilevel class? <p>State each question and have the pair discuss the first question; then after a few minutes, have two pairs discuss the question together. At the end of the two-pair discussion, have the first pair in the line go to the end and start the discussion process with the second question. Continue the process through questions two and three.</p> <p>Or when greeting participants at the beginning of the workshop, ask each about their teaching experience and place them in heterogeneous groups.</p> <p>Note: If you do a Line Up activity, name it <i>Line Up</i> for the participants, as this activity name will be used in Part 2 of the workshop.</p> <p>4. Establish the many ways there are to plan a lesson.</p> <p>Set up traveler/lesson planning analogy. Tell participants the following: <i>Just as there are many ways to plan a lesson, so are there many ways to plan a trip. There are basically three kinds of travelers:</i></p> <p>Traveler A packs a suitcase filled with everything she needs. She has reservations for every place she will stay and has planned everything she is going to do.</p> <p>Traveler B makes a hotel reservation for the first night and packs an overnight bag. He has a few places to see, but might change his mind once he gets there.</p> <p>Traveler C has decided to leave today. She has packed a toothbrush and some pajamas, but will buy the rest of the things once she is there. She has no reservations or plans, but will decide what to do and where to stay once she gets there.</p>	

Actions	Materials
<p>5. Have participants get to know one another.</p> <p><i>Round Robin:</i> In their groups, have participants briefly introduce themselves by name, agency, and position, and have each take a number 1–4 (or 5).</p> <ul style="list-style-type: none"> • Explain that each person will have 15 seconds to say the kind of traveler he/she is and why. Stress that teammates will not comment during this part of the activity, but that after all teammates have spoken, there will be a 2-minute discussion period for the teammates to discuss the points that came up. • Direct #1 in each group to begin, and set the first 15-second time limit. Call time and direct #2 to speak. • Continue until all participants have spoken, and then set the 2-minute time limit for the discussion. • Summarize the activity and link it to lesson planning. <p>Note: Name this activity <i>Round Robin</i> for the participants, as this activity name will be used in Part 2 of the workshop.</p> <p>If the group of participants is small and they know each other well already, they can write the kind of traveler they are as part of their reflection.</p> <p>6. Allow for individual reflection on lesson planning.</p> <ul style="list-style-type: none"> • Introduce the Reflection worksheet as an opportunity for participants to consider the ways that they plan lessons. Let participants know that throughout the workshop they will have opportunities to reflect on their own practices and relate them to the material being presented. • Have participants individually write the answer to the first question on the Reflection worksheet. 	<p>Reflection (TN, p. 37; PH, p. 67)</p>

2. Presentation

Purposes:

- ▶ To present the essential elements of an effective language learning lesson plan
- ▶ To identify meaningful lesson objectives
- ▶ To identify enabling skills that support a lesson
- ▶ To identify the stages of a lesson and activities for each stage

Time: 1 hour and 40 minutes

Actions	Materials
<p>1. Read background information. (15 minutes)</p> <ul style="list-style-type: none"> • If you are working with experienced teachers, begin with a whole-group discussion about what is meant by the term “multilevel.” You may ask them to draw upon statements they made in their pair or group of four during the Line-Up activity and their own experiences with teaching and learning in a multilevel class. • Have participants turn to the reading, Planning Lessons to Meet Students’ Needs, and preview it (i.e., look at reading subtitles and questions). • Write this question on the transparency or board: Which section of the reading holds the greatest interest for you and why? Ask participants to work with a partner to discuss this question. Elicit responses from two or three participants. • Point out the questions after each section of the reading. Direct participants to read the background information and highlight or underline the answers to the questions within the text. Tell participants they will have 10 minutes to read the piece. If they finish early, they can answer the follow-up questions on PH, p. 71. After 10 minutes, check to see where participants are and, if necessary, give them up to 5 more minutes to complete the reading and answer the questions. <p>Note: The follow-up questions on PH, p. 71, are designed for more experienced teachers. It is assumed that experienced teachers will read or skim the background information more quickly and will have time to answer the questions on PH, p. 71. The in-text questions are comprehension questions and can be used with inexperienced teachers to make sure they understand what they have read. These questions will probably be too “basic” for experienced teachers, so they should concentrate on the follow-up questions at the end of the reading.</p>	<p>Background Information: Effective Lesson Planning, Part I (TN, pp. 38–42; PH, pp. 68–72)</p> <p>Planning Lessons to Meet Students’ Needs. (TN, p. 38; PH, p. 68)</p>

Actions	Materials
<p>If participants are all new teachers, you may not wish to assign the follow-up questions on PH, p. 71. Or you may have them discuss the questions, with you leading the discussion. If participants are all experienced teachers, you may want to encourage them to read the passage more quickly and spend more time on the questions on PH, p. 71.</p> <p>2. Discuss background information. (15 minutes)</p> <ul style="list-style-type: none"> • Have participants select a facilitator in their groups to guide them in checking their answers to the questions after each section and in choosing one question from PH, p. 71, to discuss. • Have one participant from each group share the group's responses to the section questions and to the question on PH, p. 71, that the group selected. Whether working with new or experienced teachers, or a combination, when reporting out the reading, it is important to briefly answer the in-text questions to ensure that all participants have the same basic knowledge. • You may want to take the time to discuss the Comparative Lesson Planning Model Chart on PH, p. 81, if participants are accustomed to using one of the models on the chart instead of the WIPPEA model (Warm-Up, Introduction, Presentation, Practice, Evaluation, Application) upon which this workshop is based. The chart indicates the similarities among different models and notes that all the models begin with an assessment of learner needs and/or goals and move through similar stages. 	<p>(optional transparency or PowerPoint slide) Table 1. Comparative Lesson Plan Model (TN, p. 43; PH, p. 81)</p>

Actions	Materials
<p>3. Work with lesson objectives. (30 minutes)</p> <ul style="list-style-type: none"> • Direct participants' attention to the objectives section of the background information and reiterate that the objectives are stated at the beginning of the lesson plan. They indicate what learners will be able to do at the end of the lesson. These objectives function as the starting point for lesson planning, the reference point to which teacher and learners will return throughout the lesson, and the means for evaluating what has been accomplished. • Refer participants to the handout on Identifying Meaningful ESL Lesson Objectives. Present or have them read the information on objectives, noting the four elements that will be worked with in the practice activity: context, communicative task, language skill proficiencies, and evaluation. • Once participants have read the information and you have answered any questions that have arisen, assign participants to work in their same groups to circle the elements they find in each proposed objective. <p>Note: In a group of all experienced teachers, participants could answer individually and then check their answers with their group members.</p> <ul style="list-style-type: none"> • Walk around the room to make sure participants are on task and to answer any questions. • At the end of the allotted time, ask for any areas of disagreement and lead a discussion on those or any other relevant areas of interest. 	<p>Identifying Meaningful ESL Lesson Objectives (TN, pp. 44–45; PH, pp. 73–74)</p>
<p>4. Identify enabling skills. (20 minutes)</p> <ul style="list-style-type: none"> • Lead a brief discussion of enabling skills (skills such as vocabulary, grammar, and pronunciation that support the students' ability to accomplish the lesson objectives). Ask participants to recall the definition given to enabling skills in the background reading. Ask participants to look again at the objectives on the Identifying Meaningful Lesson Plan Objectives handout that had all four elements (choose one or two as examples) and ask: <i>Do these objectives assume certain knowledge and skills in order to accomplish them?</i> • Discuss which enabling skills might be relevant for each objective. Point out that unless the enabling skills have been covered before the current lesson or have already been acquired by students (as indicated by assessment), the skills must be incorporated in the lesson so that students have all the tools that they will need to accomplish the lesson's objectives. 	<p>Enabling Skills (TN, p. 46)</p>

Actions	Materials
<p>5. Identify stages of a lesson. (15 minutes)</p> <ul style="list-style-type: none"> • <i>Matching Strips</i>: Have participants form pairs. • Give each pair two envelopes. (To save time, pass envelopes out at the beginning of the workshop or while participants are reading the background information.) One envelope has strips of paper with the names of the stages of a lesson. The other envelope has corresponding definitions. Instruct partners to work together to match the stages with their definitions. <p>Note: Name this activity <i>Matching Strips</i> for the participants, as this activity name will be used in Part 2 of the workshop.</p> <ul style="list-style-type: none"> • When pairs finish, they can look back at the background reading to check their answers. <p>Note: The time needed for this activity will vary depending on the experience of the participants.</p>	<p>Identify Stages of a Lesson: Matching Strips (TN, p. 47)</p>
<p>6. Reflect on what has been learned. (5 minutes)</p> <p>Have participants turn to the Reflection worksheet on PH, p. 67, of the Participant Handouts and write their answer to Question #2 for this section of the workshop (Presentation). Elicit responses to the question from one or two volunteers.</p>	<p>Reflection (TN, p. 37; PH, p. 67)</p>

3. Practice

Purposes:

- ▶ To apply the concepts learned in the presentation of new material
- ▶ To identify appropriate activities for each stage of the lesson
- ▶ To identify the components of a lesson plan

Time: 50 minutes

Actions	Materials
<p>1. Practice 1: Introduce/review lesson activity types. (30 minutes)</p> <ul style="list-style-type: none"> • <i>Information Gap:</i> Tell participants that they will be doing an Information Gap activity that will introduce or review possible activities they can use in different stages of lessons. • Ask participants to turn to PH, p. 75, in their handouts. Put the transparency or PowerPoint slide of the same page on the overhead projector. Note the column headings across the top and down the side. Explain that other skills can and should be integrated into each lesson (especially in the warm-up and guided-practice stages), but that the language skill proficiency focus of the presentation should be carried through the practice and evaluation/application stages, so we test what we teach. For example, if our lesson is on oral language skills, we need to evaluate students' oral skills through a role play or other oral activity, not through a written activity. • Using the sample activity in the evaluation/application stage, describe how this activity type (role play) could be an evaluation, an application, or an application that could also be used as an evaluation. • Have participants read the bulleted directions silently. Ask for a volunteer to ask you for the missing information. Ask participants to form pairs. Distribute one A page and one B page to each pair, or distribute A pages to half the room and B pages to the other half and have everyone find a partner. <p>Note: Color code the pages if possible, and tell participants that color coding helps the teacher make sure that everyone has the correct paper. If the trainer does not color code, ask all As to raise their hands and check that there is one A per pair. Repeat with Bs.</p> <ul style="list-style-type: none"> • Review the directions for the Information Gap activity and have one pair demonstrate the activity for the group. 	<p>Transparency or PowerPoint slide: Lesson Activity Types—Information Gap Introduction (TN, p. 48; PH, p. 75)</p> <p>Prepare sets of A and B for each pair of participants.</p> <p>Lesson Activity Types—Information Gap A (TN, p. 49)</p> <p>Lesson Activity Types—Information Gap B (TN, p. 50)</p> <p>Lesson Activity Types—Information Gap, Complete Version (TN, p. 51)</p>

Actions	Materials
<ul style="list-style-type: none"> Advise participants who are not familiar with the sample activities listed on their charts to read the descriptions in the charts as they work together. Each activity is defined in its description. If the trainer is unfamiliar with some of the terms, check the answer sheet in the Trainer Notes. Set a time limit (about 10 minutes) and direct participants to begin. <p>Note: Name this activity <i>Information Gap</i> for the participants, as this activity name will be used in Part 2 of the workshop.</p> <p>2. Practice 2: Identify the components of a lesson plan. (20 minutes)</p> <ul style="list-style-type: none"> Put the objective of the Model Lesson Plan for a beginning high class about health on the overhead or the board and ask participants to answer the following questions: <ul style="list-style-type: none"> <i>What relevance does this lesson have to students' lives?</i> <i>Which enabling skills are necessary to accomplish the objective?</i> Tell participants to read the lesson and answer the following questions in their groups: <ol style="list-style-type: none"> What types of grouping strategies are used during the lesson? How do the activities help students achieve the lesson objectives? What other types of activities might you use and in which stage? What do you think the objective(s) of the next lesson will be? Conduct the report back to the whole group. Have each small-group reporter respond to one of the discussion questions. Make a list of the objective(s) for the next lesson so that participants can see the variety of possibilities. <p>Note: Tell participants there is a blank template for their use on PH, p. 78.</p> <p>3. Reflect on what has been learned.</p> <p>Have participants turn to the Reflection worksheet on PH, p. 67, of the Participant Handouts and write their answer to Question #2 again, but now for this portion of the workshop. Elicit responses from one or two volunteers.</p>	<p>Transparency or PowerPoint slide: Model Lesson Plan (TN, p. 52)</p> <p>Identify the Components of a Lesson Plan (TN, p. 53)</p> <p>Model Lesson Plan (PH, p. 76)</p> <p>Model Lesson Plan Questions: Answer Key (TN, p. 54 ; PH, p. 77)</p> <p>Reflection (TN, p. 37; PH, p. 67)</p>

4. Application (in workshop)

Purposes:

- ▶ To identify which textbook activities could be selected for which stages and how they might be modified (if necessary)
- ▶ To identify other activities that could be used

Time: 40 minutes

Actions	Materials
<p>Fill in Lesson Planning Template with textbook activities.</p> <ul style="list-style-type: none"> • Put a blank Lesson Planning Template on the overhead and point out the various areas participants will be completing on the form (e.g., enabling skills, materials and equipment). Explain that the topic, lesson objective, and language skill proficiency focus will already be filled in for them in the activity, but that when they plan their own lessons, these elements are critical. • Direct participants to look at the sample textbook pages on PH, p. 79; distribute the Lesson Planning Template partially filled in with the topic, lesson objective, and language skill proficiency focus. • As a whole group, decide whether there is an effective warm-up/review activity in the textbook. If the group decides that there is one, write it on the transparency or PowerPoint slide of the lesson plan. If the group decides that there is no activity for that stage, brainstorm to elicit activity ideas. <p>Note: Point out that there are many possibilities for activities because different activities/exercises can be used at different stages, depending on the lesson objective. Also, the activities can be altered to match the needs of the students.</p> <ul style="list-style-type: none"> • Have participants return to their small groups. Tell them they will have 10 minutes to work together to complete the lesson plan based on the textbook pages. Remind participants that they may have to modify existing activities or supply new ones to improve the lesson flow and meet the lesson objective. • Set the 10-minute time limit and have participants continue to work in their groups. Have each group member take on a new role (facilitator, timekeeper, recorder, and reporter). • Evaluate participants' grasp of the information as you circulate among the groups. Note any areas of misunderstanding and clarify after participants have completed the activity. 	<p>Transparency or PowerPoint slide: Lesson Planning Template (TN, p. 55; PH, p. 78)</p> <p>“What’s the Matter” textbook pages (TN, p. 56; PH, p. 79)</p> <p>Transparency or PowerPoint slide: Lesson Planning Template with topic, lesson objective, and language skill proficiency focus filled in. Note: show only these areas. (TN, p. 58)</p>

Actions	Materials
<ul style="list-style-type: none"> • Have each group report on the group activity. Make sure each stage of the lesson plan is discussed. <p>Note: If you have a group of experienced teachers, this exercise may be too basic for them. Instead of having them do this application, refer back to the lesson objectives that the groups wrote at the end of the practice activity (lesson objectives for the lesson after this one). Have each group choose a lesson objective and fill out the lesson planning form, developing their lesson for one of the objectives stated. The lesson planning form can be put on an overhead transparency or PowerPoint slide and each group given a marker to write their lesson. Then groups can present their lessons to each other and learn from each other's knowledge and experience.</p>	

Actions	Materials
<p>3. Apply activities.</p> <p>Note: Do this only if this is the first day of a 2-day workshop and participants have the opportunity to teach in between sessions.</p> <ul style="list-style-type: none"> • Tell participants how important it is for them to put into practice what they have learned and that application activities will help participants retain the information they have worked on in this session. • Ask participants to do at least one of the application activities listed on the handout. The more activities they do, the more they will learn. Point out that discussing what they have done with a colleague in their program or with someone they have met at this workshop will assist them in the learning process. • Review the application activities. Tell participants you will ask them to report back on their activities when they return for the next session. • Assign participants to analyze their own textbook and fill in a lesson plan form. Here is what you might say: <ul style="list-style-type: none"> <i>Analyze your text for activity types. Fill out a lesson plan form with activity/page numbers that match the stages of a lesson. Brainstorm activities to fill in the gaps. Teach the lesson. You will be asked to report back on your experience by answering two questions: What went well? What would you change? Answer the questions for both the planning and the teaching of the lesson.</i> <p>Suggest another application—observing a colleague’s lesson. For example, say the following:</p> <p><i>Another way to solidify the learning from this workshop is to observe a colleague’s lesson. While you observe, fill in a lesson plan form, noting the stages of the lesson and the activities. If you have the opportunity to talk with your colleague after the lesson, ask her/him to answer the reflection questions: What went well? What would you change?</i></p> <ul style="list-style-type: none"> • Have participants fill out the Action Plan (to be done only if Part 1 and Part 2 of the workshop are conducted on different days). Have participants select something from their Reflection worksheets that they will do in their current or future class. Have participants also write down the application activities they will participate in. <p>4. Evaluation. Have participants fill in the workshop evaluation form. (If the workshop is done in one 8-hour day, then participants would not fill out an evaluation at this point.)</p>	<p>Application Activities (TN, p. 59; PH, p. 82)</p> <p>Lesson Plan Template (TN, p. 60; PH, p. 83)</p> <p>Lesson Reflection (TN, p. 61; PH, p. 84)</p> <p>Class Observation (TN, p. 62; PH, p. 85)</p> <p>Action Plan (TN, p. 63; PH, p. 86)</p> <p>Workshop Evaluation (PH, p. 87)</p>

Effective Lesson Planning for Adult English Language Learners

Part 2

Workshop objectives for participants:

At the end of this workshop, participants will be able to

- ▶ Recognize the role that varied activities, grouping strategies, and other aspects such as timing have in effective lesson planning
- ▶ Recognize the principles underlying multilevel lesson planning
- ▶ Identify reflective teaching strategies
- ▶ Develop activities for each stage of a lesson and use them to write a lesson

Length of workshop: 4 hours

The workshop components for Part 2 are as follows:

Part 1. Introduction and Warm-Up	30 minutes
Part 2. Presentation: Effective lesson planning	30 minutes
Part 3. Practice: Identify stages of a lesson and activities for each stage	2 hours and 5 minutes
Part 4. Application (in workshop): Develop a lesson plan	45 minutes
Part 5. Wrap-Up and Evaluation	10 minutes
Total projected length of workshop	240 minutes* (4 hours)

***Note:** There is a 15-minute break approximately halfway through the workshop. The exact time will be selected by the trainer.

Preparation for Part 2

To do before the workshop:

- ▶ Review Effective Lesson Planning Background Information, Part 2.
- ▶ Make transparencies or PowerPoint slides as indicated in the Trainer Guide.
- ▶ Prepare the appropriate YES/NO bingo sheet.
- ▶ Make a copy of the participant handouts for each participant.

Materials needed for this workshop:

- ▶ Effective Lesson Planning Part 2: Trainer Guide
- ▶ Effective Lesson Planning Part 2: Trainer Notes
- ▶ Effective Lesson Planning Part 2: Participant Handouts

1. Warm-Up/Introduction

Purposes:

- ▶ To review the goal, objectives, and agenda for this session
- ▶ To build teams
- ▶ To review elements of lesson planning (if this is a two-part training)

Time: 30 minutes

Actions	Materials
<p>Note: To save time, put participant handouts at the participants' places before the workshop begins.</p> <p>1. Reintroduce presenters (2 minutes)</p> <p>If Part 2 is on a separate day, presenters reintroduce themselves (affiliations, experience in teaching adult ESL, etc.) and the workshop (if this is a two-part workshop).</p> <p>If Part 2 is given on the same day, move to Step 2.</p>	
<p>2. Review the goal, objectives, and agenda (3 minutes)</p> <p>Post the agenda for the session, then review the goal, objectives, and agenda with participants. Summarize what was done in Part 1 of the workshop (introduced steps in planning lessons) and how it relates to Part 2 (continue to develop those skills).</p>	<p>Goals, Objectives, and Agenda (TN, p. 89; PH, p. 119)</p>
<p>3. Review concepts of lesson planning (12 minutes)</p> <ul style="list-style-type: none"> • Distribute the YES/NO bingo sheet • Have participants read through the questions, think about their answers, and write a question of their own in the last square. • Tell participants that they will be circulating around the room to ask and answer the questions with their colleagues. Review the directions on the activity sheet. • Set a time limit for the activity of 8 minutes and tell participants to start. • After the activity is over, ask participants to report back by raising their hands if they found someone who did the activity mentioned. Ask about each square of bingo. 	<p>YES/NO Bingo Sheet (TN, p. 90)</p> <p>Note: Use the “between sessions” version if Part 2 is given on a different day than Part 1. Use the “find someone who” version if Parts 1 and 2 of the workshop are given on the same day.</p>

Actions	Materials
<ul style="list-style-type: none"> • Ask participants to reflect on the activity and ask at which stages of the lesson they might use an activity like this and with what kind of content. • If using the “between session version,” ask participants to share one or two positive outcomes they experienced from doing the application activities. <p>4. Allow for individual reflection on lesson planning (3 minutes)</p> <p>Reintroduce the Lesson Planning Reflection sheet as an opportunity for participants to consider what language lesson planning behaviors they utilize. Let participants know that throughout the workshop, they will have opportunities to reflect on their own practices and relate them to the material being presented.</p> <p>Have participants individually fill out the first question on the Lesson Planning Reflection sheet.</p> <p>Note: If the second part of the workshop is given as a separate session and participants did the application activities in their own classrooms between Parts 1 and 2 of the workshop, then the trainer needs to build time into Part 2 of the workshop to have participants share what they did in their classrooms. This might be done during the “Application” section at the end of Part 2. Instead of using the template to develop a lesson, participants can share what they did between the two workshops. They might also share what worked well and what they would do differently if they were to teach the same lesson. If participants have written their lessons on overhead transparencies or PowerPoint slides, then they can use those as a focus to go over their lessons. This sharing can be done in small groups or a whole group, depending on how many participants are in the workshop. What is important is that all participants are given time to share what they did in their classrooms and get feedback from others.</p> <p>They can also share their lessons during the first part of the workshop and analyze their own lesson as they do the activities in the second part of the workshop. For example, participants can analyze their own lesson for how it addresses the needs of different levels of language learners after they read the selection on planning for multilevel classes.</p>	<p>Reflection (TN, p. 92; PH, p. 120)</p>

2. Presentation

Purposes:

- ▶ To present more essential components of an effective lesson plan
- ▶ To present information on grouping strategies, activities, and multilevel classes
- ▶ To present information on key aspects of lesson planning, such as sequencing and pacing

Time: 30 minutes

Actions	Materials
<p>1. Read background information (30 minutes)</p> <ul style="list-style-type: none"> • Group participants heterogeneously by experience in groups of four or five. • Have participants number off in the group from 1–4. If there are five in a group, there will be two number 1 people, and they will share their role and read the same part of the reading. • Review/introduce Jigsaw Reading. (Use transparency or PowerPoint slide.) • Go over the directions for Jigsaw Reading. (Put on an overhead.) <ol style="list-style-type: none"> 1. Assign parts of reading. Everyone reads The Basics of Lesson Design. 1 reads Managing the Multilevel Class. 2 reads Key Aspects of Lesson Planning. 3 reads Varying Activities/Grouping Strategies. 4 reads Growth Through Reflection. 2. Participants answer the questions related to their portion of the reading. 3. Participants have 5 minutes to read their portions of the background information and answer the questions. (They can do this by underlining or highlighting appropriate portions of the reading.) Tell participants that they should read for main ideas only. At a later time, they can reread the reading for details. 4. When the 5 minutes are up, group members can share what they have read and the answer to their question. (The question about the Basics of Lesson Planning can be discussed by all at the beginning of the discussion.) Once everyone has shared, participants should turn to the follow-up questions on page 124 and select one to discuss as a group. 	<p>Background Part 2: Effective Lesson Planning (TN, pp. 93–98; PH pp. 121–125)</p> <p>Transparency or PowerPoint slide: Directions for Jigsaw Reading (TN, p. 99; PH, p. 126)</p>

Actions	Materials
<ul style="list-style-type: none"> • Check comprehension of the instructions and assign the 5-minute time limit for reading. Monitor the amount of time needed. At 4 minutes, ask how much more time is needed. • Assign the discussion portion, giving 10 minutes for the discussion. Monitor the amount of time needed. At 9 minutes, ask how much more time is needed and give up to 5 more minutes. • When the discussion time is complete, elicit questions about the background information and ask reporters to share the answers to the focus questions. <p>Note: The follow-up questions on page 129 are, in general, designed for more experienced teachers. If your participants are all experienced teachers, you may want to encourage them to read the background information more quickly and spend more time on the follow-up questions on page 129. If participants in the workshop are all new teachers, you may decide <i>not</i> to assign the questions on page 129. If you do wish to discuss them, you should lead the discussion for the whole group.</p> <p>After the Jigsaw Reading discussion, the trainer needs to help participants focus on activities in lessons that lend themselves to being restructured for multilevel learners; that is, what activities in a lesson can be made multilevel, and what activities are better taught at one level to the group as a whole? If the participants are experienced teachers, solicit ideas from them. Either make a list of activities that can be modified or categorize them: 1. Activities for Receptive Skills; 2. Activities for Productive Skills; and 3. Project Work Activities.</p> <p>Some activities that may be suitable for multilevel learners are the following:</p> <ol style="list-style-type: none"> 1. Guided practice tasks for grammar: These can be adjusted to focus on different levels of grammatical knowledge—students can choose correct forms from two to five choices (fewer choices for those just learning the skill); fill in the blank (choices or letters can be given as clues); answering questions (partial answers may be given to make an activity easier). These kinds of tasks can also be used with vocabulary. 2. Readings: Students can read different passages on the same topic and then share what they have learned (this activity can also be scaffolded with a chart that students fill in with information from the different readings); students can read the same passage but have different comprehension questions; and students can read less or more of a reading (lower-level students can read the introductory paragraph while more advanced students can read the entire piece). 	

Actions	Materials
<p>3. Peer editing: Ask students to read each other’s writing and comment on the ideas and their clarity. A feedback sheet can be designed for this. It may not be wise to have lower-level students comment on grammar and punctuation as they may make a sentence worse rather than better. However, they can identify sentences and words that are not clear and give suggestions for making them clearer.</p> <p>4. Projects: Assign students pieces of project work that are appropriate to their level. Students can be given Web sites to visit that are appropriate to their level of reading; students can write portions of the final product that are appropriate to their writing skills; students can interview people in pairs so that they have two sets of ears to listen to responses.</p> <p>These are some ideas of ways that teachers can make parts of a lesson multilevel. Participants in the workshop will have other ideas from their own teaching experience.</p> <p>2. Reflect on what you have learned</p> <p>Have participants turn to Effective Lesson Planning—Reflection on page 120 of the Participant Handouts and answer question number 2 for this section of the workshop—Presentation. Elicit responses from one or two volunteers.</p>	<p>Reflection (TN, p. 92; PH, p. 120)</p>

3. Practice

Purpose:

- ▶ To practice the concepts learned in the presentation of new material, including multi-level lesson planning, grouping strategies, and varying activities

Time: 125 minutes

Actions	Materials
<p>1. Identify activity types and grouping strategies (15 minutes)</p> <ul style="list-style-type: none"> • Ask participants to categorize the list of activities into the best grouping strategies to use for each (whole class, half-class teams, small groups, pairs, or individuals). One activity can be placed in more than one category. <p>Note: Participants have seen or experienced each of these activities in Part 1 and/or 2 of this workshop.</p> <ul style="list-style-type: none"> • Assign participants to look at the lesson plan for beginning high students (this is the same one they saw in Part 1 of the workshop) and to answer the two questions at the top of the page. 	<p>Varying Activities and Grouping Strategies (TN, p. 99; PH, p. 127)</p> <p>Model Lesson Plan: Beginning High (TN, p. 100; PH, p. 128)</p>
<p>2. Identify elements of the multilevel lesson (20 minutes)</p> <ul style="list-style-type: none"> • Show participants the Multilevel Lesson Framework transparency or PowerPoint slide and ... <ol style="list-style-type: none"> 1. Ask participants to look at the Multilevel Lesson Plan and, in pairs, answer the questions on page 131. 2. Lead a discussion about the multilevel lesson by eliciting the answers to the questions from the groups. 3. Refer participants to the annotated version of the framework on page 132 of their handouts. 	<p>Transparency or PowerPoint slide: Multilevel Lesson Framework, (TN, p. 101) Annotated (TN, p. 102)</p> <p>Multilevel Lesson Plan (TN, pp. 103–104; PH, pp. 129–130)</p> <p>Multilevel Lesson Plan Questions (TN, p. 105; PH, p. 131)</p>
<p>3. Comprehension checks (20 minutes)</p> <ul style="list-style-type: none"> • Have participants read the background information about comprehension checks at the top of the worksheet. • Model a comprehension check by asking questions about the material read, such as <ol style="list-style-type: none"> 1. Why should teachers use comprehension checks? 2. When is it good to do a comprehension check? 3. What are some characteristics of a good (or bad) question to use for a comprehension check? 4. Why is wait time important? 5. What are some other ways besides asking questions to do a comprehension check? (Yes/no or +/- cards are another way to check comprehension that is not mentioned in the reading.) 	<p>Multilevel Lesson Framework Annotated (TN, p. 102; PH, p. 132)</p> <p>Comprehension Checks (TN, p. 106; PH, p. 133)</p>

Actions	Materials
<ul style="list-style-type: none"> • Have participants review the directions for the activity. • Set a time limit and have participants pair up and write four or five comprehension check questions in the space provided. • When they are finished, have participants check their answers with another pair or lead the check with the whole group. • If this is the second part of the workshop after a break and participants shared their lessons earlier in this session, they can now analyze their own lessons to see where they did, and possibly need to do, comprehension checks. (Allot more time for this.) 	
<p>4. Giving Directions (15 minutes)</p> <ul style="list-style-type: none"> • Have participants read the background information about writing directions on the Directions worksheet. • Do a comprehension check of the material read by asking questions, such as <ol style="list-style-type: none"> 1. What are some characteristics of good directions? 2. Why should directions be given orally and in writing? 3. Why should activities be modeled/demonstrated after directions have been given? • Review the directions for the activity. • Set a time limit and have participants pair up and write directions in the space provided. • When they are finished, have participants share their directions with another pair. • If this is the second part of the workshop after a break and participants have their own lessons, they can analyze or write directions for their own lesson. (Allot more time for this.) 	<p>Giving Directions (TN, p. 107; PH, p. 134)</p>
<p>5. Sequencing/pacing/timing (25 minutes)</p> <p>A. Sequencing</p> <ol style="list-style-type: none"> 1. Review the directions on the Sequencing worksheet. 2. Set a time limit and have participants work individually to match the activities to the stage of the lesson. 3. Have participants check their answers with a partner. 4. Elicit any discrepancies and discuss with the group. 	<p>Sequencing (TN, p. 108; PH, p. 135)</p>

Actions	Materials
<p>B. Pacing and Timing</p> <ol style="list-style-type: none"> 1. Review the directions on the Pacing and Timing worksheet with the participants. 2. Have participants form pairs. 3. Have them look at the Beginning Low lesson on page 137. Note that the content is similar to the lesson content in Sequencing, so participants will be familiar with it. 4. Set a time limit for them to fill in the times for the lesson. 5. Have participants compare answers with another pair and discuss their reasoning for the timing. 6. Circulate during the discussion and summarize the activity with some of the reasons that you hear. 7. If this is the second part of the workshop with a break in between and participants have their own lessons, they can now analyze their lessons for sequencing/pacing/timing. (Allot more time for this.) <p>6. Identify teacher talk and learner talk (20 minutes)</p> <ul style="list-style-type: none"> • Review the directions on the Identify Teacher Talk and Learner Talk worksheet with the participants. • Have participants look back at the lesson they worked with in Pacing and Timing. Have them note when talking is going on versus quiet time. • Set a time limit and have participants individually identify the amount of teacher talk and learner talk in the lesson (this should not include the “quiet times”) and draw a pie chart to represent it in the circle on the bottom page. • Have participants form a small group and share their pie chart. Have them consider the following questions in their groups: <ol style="list-style-type: none"> 1. Compare the amount of teacher talk/learner talk in the pie chart with that of a typical lesson you teach. 2. How will you change the teacher talk/learner talk ratio in your classes? • If this is the second part of this workshop after a break and participants have their own lessons, they can analyze the amount of teacher talk and learner talk in their own lessons. (Allot more time for this.) 	<p>Pacing and Timing (TN, p. 109; PH, p. 136)</p> <p>Model Lesson Plan: Beginning Low (TN, p. 110; PH, p. 137)</p> <p>Teacher Talk and Learner Talk (TN, p. 111; PH, p. 138)</p>

Actions	Materials
<p>7. Reflect on what you have learned (10 minutes)</p> <p>Have participants turn to Reflection on page 120 of the Participant Handouts and answer question number 2 again for this portion of the workshop—Practice. Elicit responses from one or two volunteers.</p>	<p>Reflection (TN, p. 92; PH, p. 120)</p>

4. Application (in workshop)

Purpose:

- ▶ To write a lesson plan by filling in a lesson plan template with the activities and other elements learned in this workshop

Time: 50 minutes

Time	Actions	Materials
30 min	<ol style="list-style-type: none"> 1. Review the directions on the Application worksheet with the participants. 2. Tell participants that they will have 25 minutes to work together to complete steps 1–5. Ask them to watch their time so that they try to get through all the lesson stages. Check in with them at 20 minutes as to where they are. Ask them to finish up (it's OK if they haven't completed the lesson) and move to the comprehension check and directions (step 5) if they have not done so already. You can allow them an extra 5 minutes for a total of 30 minutes on this activity. 3. Evaluate participants' grasp of the information as you circulate among the groups. Offer guidance to pairs as they complete their task. Note any areas of misunderstanding and clarify after participants have completed the activity, if necessary. 	Application (TN, p. 112; PH, p. 139) Lesson Plan Template (TN, p. 113; PH, p. 140)
15 min	<ol style="list-style-type: none"> 4. Ask participants to form small groups with another pair. Set a time limit of 8 minutes and ask them to share their lesson plan (step 6). Tell them to request suggestions from their group on how to improve their plan. 	
5 min	<ol style="list-style-type: none"> 5. Summarize the activity and relate it to their future lesson planning, and answer any questions or issues that may have come up. <p>Note: If participants have taken this workshop in two parts with time in between to apply lesson planning in their classrooms, this would be a good place to have them share what they have done and what they learned, instead of using the above application activity. Suggestions for doing this are given at the beginning of Part 2 of this workshop, at the end of the Warm-Up/Introduction section of the Trainer Guide.</p>	

5. Wrap-Up and Evaluation

Purposes:

- ▶ To have participants reflect on and evaluate what was learned in Effective Lesson Planning, Part 2
- ▶ To make an action plan for further lesson planning

Time: 10 minutes

Actions	Materials
<p>1. Reflection</p> <ul style="list-style-type: none"> • Have participants answer question 2 on their Reflection sheet about their application activity or anything else they would like to add. • Elicit the reflections of a few volunteer participants on what they have learned and what they are going to take back to their classroom (if they are teaching now) or to their teaching in the future (if they are not teaching now). <p>Note: This activity also acts as a summary of the workshop, because participants are sharing what they have learned.</p>	<p>Reflection (TN, p. 92; PH, p. 120)</p>
<p>2. Summary</p> <p>Review the workshop objectives and summarize what participants have learned.</p> <p>Note: Include objectives from both Parts 1 and 2 if they were given in the same day.</p>	<p>Goals, Objectives, and Agenda (TN, p. 89; PH, p. 119)</p>
<p>3. Application activities</p> <p>If this is an 8-hour workshop that includes both Parts 1 and 2 on the same day, do all of the steps in the Action Plan. If Parts 1 and 2 have taken place on separate days, SKIP TO STEP 3 on the Action Plan.</p> <ul style="list-style-type: none"> • Tell participants how important it is for them as well as their students to put into practice what they have learned. Let them know that application activities will help them retain the information they have worked on in this session. • Review the application activities (after-workshop). Ask participants to select at least one of the application activities to try in their programs after the workshop. Direct them to the handouts that can help them carry out these activities. 	<p>Application Activities (After-Workshop) (TN, p. 114; PH, p. 141)</p>

Actions	Materials
<p>Note:</p> <ol style="list-style-type: none"> 1. If this is an 8-hour workshop—it's best for participants to do either #1: Analyze a textbook or #3: Develop a lesson. 2. If this is the second session of a two-part workshop—Participants should do # 3: Develop a lesson. <p>4. Action Plan</p> <p>Have participants select something from their Reflection sheets that they will do back in their class. Have participants also write down the application activities they will participate in.</p> <p>5. Evaluation</p> <p>Have participants fill in the workshop evaluation form.</p>	<p>Lesson Planning Template (TN, p. 115; PH, p. 142)</p> <p>Lesson Reflection (TN, p. 116; PH, p. 143)</p> <p>Class Observation (TN, p. 117; PH, p. 144)</p> <p>Action Plan (TN, p. 118; PH, p. 145)</p> <p>Workshop Evaluation (PH, p. 146)</p>

Notes

Effective Lesson Planning for Adult English Language Learners

Workshop Part 1: Goal, Objectives, and Agenda

Goal:

To help new and experienced adult ESL teachers develop skills in lesson planning

Objectives:

By the end of this session, participants will be able to

- ▶ Recognize the principles underlying lesson planning
- ▶ Identify lesson objectives
- ▶ Identify the stages of a lesson
- ▶ Select appropriate activities for each stage of the lesson
- ▶ Analyze a textbook lesson for stages and activities

Agenda:

- I. **Introduction and Warm-Up**
- II. **Presentation:** Background information on lesson objectives, enabling skills, and stages of a lesson
- III. **Practice:** Components of a lesson plan
- IV. **Application (in workshop):** Lesson planning
- V. **Wrap-Up and Evaluation**

Effective Lesson Planning for Adult English Language Learners

Workshop Part 2: Goal, Objectives, and Agenda

Goal:

To help new and experienced adult ESL teachers develop skills in lesson planning

Objectives:

By the end of this session, participants will be able to

- ▶ Recognize the roles that varied activities, grouping strategies, and other aspects such as time play in effective lesson planning
- ▶ Recognize the principles underlying multilevel lesson planning
- ▶ Identify reflective teaching strategies
- ▶ Develop activities for each stage of a lesson
- ▶ Write a lesson plan containing all stages

Agenda:

- VI. **Introduction and Warm-Up**
- VII. **Presentation:** Effective lesson planning background information, Part 2
- VIII. **Practice:** Identifying varied activities, grouping strategies, elements of the multilevel class, sequencing, timing, and pacing; writing comprehension checks and directions
- IX. **Application (in workshop):** Develop a lesson plan
- X. **Wrap-Up and Evaluation**

Part I: Background Information: Effective Lesson Planning

- ▶ As you read, think about your answers to the questions.
- ▶ After you read, highlight the answers in the text.

Planning Lessons to Meet Students' Needs

Lesson plans help teachers provide an effective learning experience for their students. These plans ensure that students' time in class results in learning that will help them achieve their goals. Lesson planning also enhances the teaching experience by helping teachers save time, avoid frustration, and analyze and improve their lessons.

There are many ways to plan an effective lesson—the important thing is to make a plan. Writing out a script, completing a chart of lesson stages, matching lesson steps with textbook pages, or visualizing lesson activities are all examples of lesson planning strategies that successful teachers use.

Effective lessons emerge from specific learning objectives and contain a unified set of learning activities. Learning objectives for adult English language learners are based on the needs of the students as well as existing state standards and program curricula. Needs assessments help teachers determine the communication needs of their students, i.e., the situations in which students need to understand, speak, read, and write English. For beginning-level students, a simple needs assessment can be accomplished by showing learners pictures of various situations, like the doctor's office or a job site, and asking them to number the pictures in order of their need to be able to understand, speak, read, or write English. Intermediate and advanced students can be given a questionnaire asking them to identify the situations in which they need to use English.

In addition to students' needs, teachers have to consider other information about the students, such as English language proficiency level, educational background, and language of origin. This information can be gleaned from students' registration materials or from informal discussion.

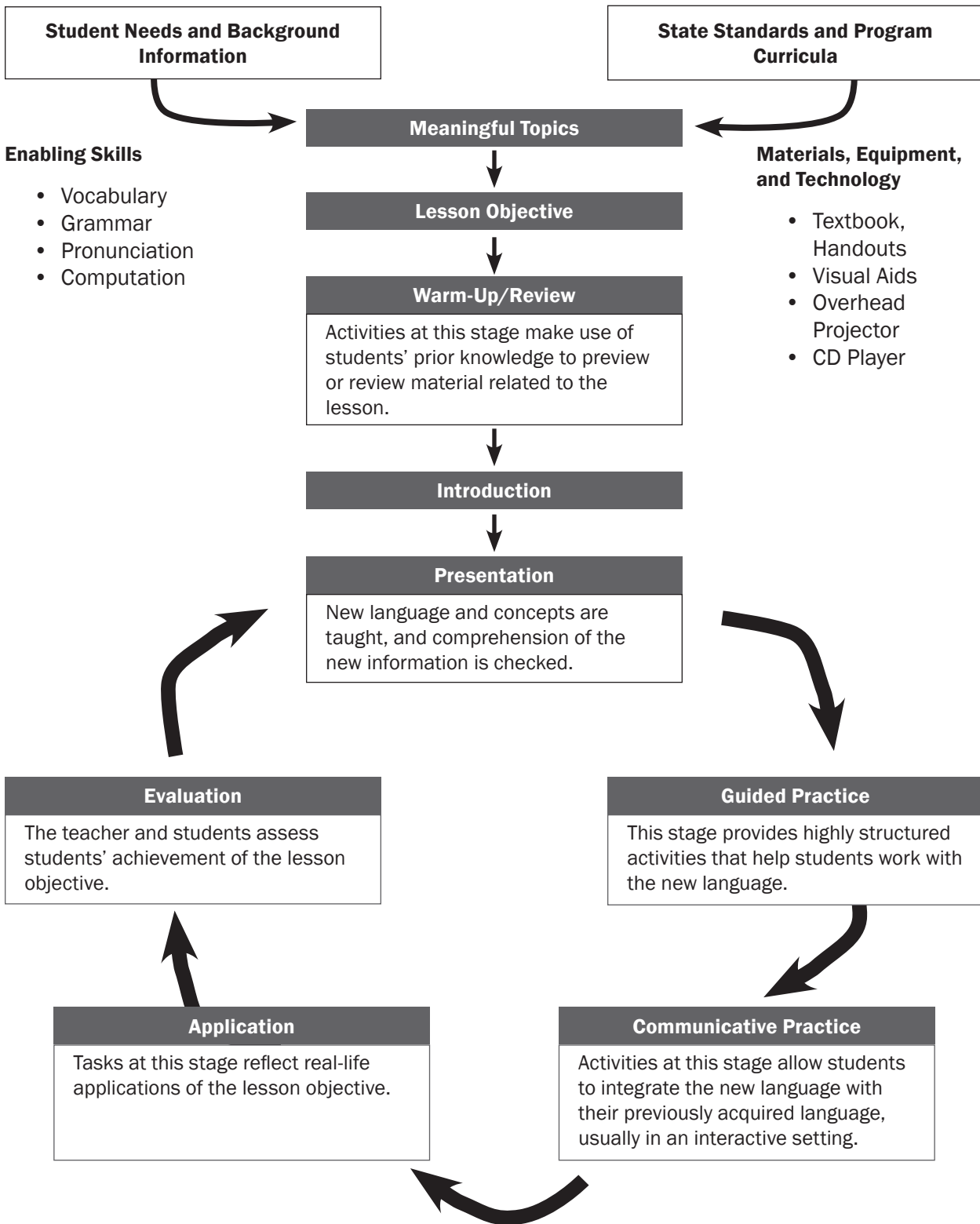
- ▶ According to the reading, what is the value of lesson planning?
Key Points: *Lesson plans help teachers provide an effective learning experience for their students. These plans ensure students that their time in class will result in learning that will help them achieve their goals. Lesson planning also enhances the teaching experience by helping teachers save time, avoid frustration, and analyze and improve their lessons.*
- ▶ How does knowing about students' language needs and background help teachers plan effective lessons?
Key Point: *It helps teachers determine the communication needs of their students, which become the lesson objectives.*

Five Components of Effective Lessons

Once teachers know students' language needs and something about their backgrounds, teachers can begin to plan lessons. There are many teaching styles and many ways to plan lessons. (See the chart on PH, p. 81.) However, the following five components can be found in most effective lesson plans:

- ▶ **Topic.** Communicative or real-life contexts or topics can be gleaned from student needs assessments. If in a needs assessment, beginning-level students select a visual that depicts a doctor talking to a patient, the teacher could choose *Communicating with health personnel* as the topic for a group of lessons.
- ▶ **Lesson objective.** An objective is the goal for a lesson or group of lessons. A well-written objective tells what students will be able to do, rather than what students will know, by the end of the lesson. Learning objectives should relate to the topics chosen by the students during the needs assessment. If the topic of the lesson is *Communicating with health personnel*, one appropriate beginning-level lesson objective might be, *By the end of this lesson, students will be able to describe symptoms to medical personnel.*
- ▶ **Enabling skills.** These are the skills, such as vocabulary, grammar, and pronunciation, that support the students' ability to accomplish the lesson objective. For the topic *Communicating with health personnel*, the vocabulary might be *headache, fever, cough, etc.* The grammar could be the simple present tense of the verb to *have*, and the pronunciation work might focus on the *ch* sound in *ache*.
- ▶ **Sequence of stages.** Research has shown that including a series of stages in lessons will help students achieve the lesson objective. Most lessons include warm-up/review, introduction, presentation, practice, evaluation, and application stages. A comprehension check is always included in the presentation stage of the lesson and may occur at other stages as well. (See the chart below for a description of terms.) As teachers plan lessons, they can select activities for each stage that will move the students toward accomplishing the lesson objective. For example, with the health objective *Describe medical symptoms*, a teacher might demonstrate a dialogue between a patient and a nurse for the presentation stage, have students work with the dialogue (substituting various symptoms) as part of the practice stage, and then do a role play activity (working without the dialogue in front of them) for the evaluation and application stages of the lesson.
- ▶ **Materials, equipment, and technology.** Anything needed to execute the lesson should be identified and secured well before class time to ensure that activities can be carried out as planned. This may include realia (real-life materials, such as an appointment card and a medical history form), visual aids, teacher-made handouts, textbooks, flipchart and markers, overhead projector, CD players, and computers.

Figure 1. Single-Level Lesson: Sequence of Stages



Note: The sequence of stages in this chart is based on the Direct Instruction Model, appearing in Hunter, M. (1982). *Mastery teaching*. El Segundo, CA: TIP.

While planning a lesson utilizing these five components, a teacher should also consider other things such as the length of the lesson, the sequencing of the activities, and the amount of time that should be spent on each stage or activity. Other considerations include whether the class is a single-level or multilevel class and whether it is an open entry/exit class (where students can enter and leave at any time during the semester, or whether students are required to attend class on a regular basis [managed enrollment]).

- ▶ What are the five components found in most lesson plans? Describe each.

Key Points: *See arrows on p. 39.*

Experience Makes a Difference

The lesson plan is an aid for both new and seasoned teachers. New teachers often find that it is helpful to write down the details of each activity—perhaps even script each activity. Eventually classroom experience determines how detailed a lesson plan needs to be. Experience also helps teachers decide which types of lesson plan formats work best for them and their students.

The more lesson planning a teacher does, the more efficient the process becomes. Reviewing and evaluating lessons at the end of each class period helps teachers improve their instruction and recycle successful elements from those lessons into future lessons.

- ▶ How does experience with lesson planning affect the planning process?

Key Point: *The more lesson planning a teacher does, the more efficient the process becomes.*

A lesson plan acts as a road map for a class session. It identifies the destination (objective of the lesson) and marks out the route (activities for each stage of the lesson). Sharing this road map with the learners (e.g., by writing the objective and listing lesson activities on the board) keeps both the teacher and the learner focused not only on where they are going, but also how they are going to get there. Perhaps most important, it also helps them know when they have arrived.

Follow-up questions:

Answers vary.

- ▶ What are some of the challenges of planning a lesson?
- ▶ What things are helpful to know about students before planning lessons?
- ▶ If any one of the five components of an effective lesson plan were missing, how do you think the lesson would be affected? Why?
- ▶ What are advantages and disadvantages of recycling material and activities?

References/Resources

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Table 1. Comparative Lesson Plan Models

WIPPEA ¹	Equipped for the Future ²	Backward Lesson Design ³	Into, Through, Beyond ⁴
	<i>Preparation and Planning</i>		
Identify Student Needs and Background	Step 1: Determine individual learner's goals and purposes and identify the standards that will help him/her achieve them.	Step 1: Identifying desired results	Intro: Ascertain what the student knows about the subject matter.
Identify State Standards and Curriculum	Determine the student's prior knowledge about these goals and standards.		
Identify Lesson Objective	Step 2: In a group, identify a shared interest, purpose, or goal and determine the group's prior knowledge of this topic. Identify the standard that will help the group address this shared goal.	Step 2: Determining acceptable evidence of achievement	
(Plan the lesson)	Step 3: Use the standard to design a learning activity to address the real-life goal of the learners. Step 4: With students, develop a plan to capture evidence and report learning.	Step 3: Planning learning experiences and instruction	
	<i>Carrying Out the Plan</i>		
Warm-Up/Review	Step 5: Carry out the learning activity.		Introduce the major concepts that will be covered.
Introduction			Through: Teacher lectures/contributes to learning by utilizing realia, visuals, etc....
Presentation			...and various modes of interaction between students.
Guided Practice			Student takes responsibility for learning by participating in group work and sharing understanding with others.
Communicative Practice			
	<i>Evaluation and Reflection</i>		
Evaluation	Step 6: Observe and document evidence of performance. Step 7: With students, evaluate and reflect on how what was learned is transferable to real-life situations.		Beyond: Student demonstrates real-world application of the newly learned information.
Application	Step 8: With students, determine next steps to help them meet their goals.		

¹ Based on Madeline Hunter's Direct Instruction Model (1982), WIPPEA stands for the stages of a language lesson: Warm-up/review, Introduction, Guided Practice, Communicative Practice, Evaluation, and Application.

² Miller, Susan Finn (2004). 8 steps for lesson planning: From student goals to instruction and assessment. Fieldnotes for ABLE Staff, Commonwealth of Pennsylvania. Available from www.able.state.pa.us/able/lib/able/fieldnotes04/fn04effplan.pdf

³ Backward Lesson Design as described by SuccessLink, funded by Missouri Department of Education. Available from http://successlink.org/gti/gti_detail.asp?id=101

⁴ Gulack, John, & Sandy Silverstein. (n.d.). SDAIE handbook, TASSI (Teachers Asian Study Summer Institute). Pomona: California State University. Available from www.intranet.csupomona.edu/~tassi/sdate.htm

Identifying Meaningful ESL Lesson Objectives

The lesson objective states what students will be able to do by the close of a lesson. For lesson objectives to have relevance to adult learners' lives, instructors need to think in terms of real-life demonstrable outcomes—behaviors and skills that students will be able to do in the real world upon completion of the lesson.

A meaningful objective for an adult ESL class identifies the *context* in which a specific *communicative task* will be accomplished. It generally focuses on the one or two target *language-skill proficiencies* (listening, speaking, reading, and writing) that are needed to complete the communication task. The achievement of the meaningful ESL objective is *evaluated* in the same language-skill proficiency in which it was taught. For example, in the objective *Students will describe symptoms to a health professional*, the focus would be on speaking-skill development, and the evaluation would ask students to demonstrate their ability to perform the speaking objective in a role play with students or the teacher. An awareness of an objective's language-skill focus is critical to lesson planning in two ways: (1) it dictates which enabling skills need to be reviewed or presented (e.g., pronunciation points, reading skills, writing skills), and (2) it helps determine the nature of the evaluation activity. The evaluation of the objective is not always a pen-and-paper test. For speaking and listening objectives, it is appropriate to use a performance-based assessment (e.g., role plays).

A meaningful objective also contains information about how a teacher is going to determine whether or not the students have met the objective (a method of evaluation). A handy template for writing a lesson objective is:

The student will be able to _____ in order to _____
_____ as evidenced by _____.

For example, "The student will be able to describe common health problems in order to talk to a medical practitioner as evidenced by his/her use of language in role plays completed in class."

1. With a small group, determine which of the elements of a meaningful ESL lesson objective are present in the list below.
2. Mark each proposed objective as follows:
 - ▶ If the objective features a context, write **C** in the blank.
 - ▶ If the objective focuses on one or two language skill proficiencies, write **P** in the blank.
 - ▶ If the objective features a communicative task or purpose, write **CT** in the blank.
 - ▶ If the objective can be evaluated, write **E** in the blank.
3. Once you have finished identifying the elements, make a check (✓) next to the meaningful objectives.

Objective

- ___ 1. The student will be able to contrast the simple present and past tenses of the verb BE.
- ___ 2. The student will be able to write eight new words.
- ___ 3. The student will be able to read a food label in order to understand the ingredients as evidenced by making a grocery list of healthy food choices.
- ___ 4. The student will be able to orally describe the events in a crime in order to report a crime to the police as evidenced by a role play.
- ___ 5. The student will be able to study the housing vocabulary on page__ of the textbook.
- ___ 6. The student will be able to read a narrative paragraph about Cinco de Mayo and answer comprehension questions.
- ___ 7. The student will be able to write a short paragraph.
- ___ 8. The student will be able to ask and answer questions.
- ___ 9. The student will be able to take and leave simple phone messages at home as evidenced by writing a message upon hearing a taped telephone message.
- ___ 10. The student will be able to listen to a taped job interview in order to know the types of questions asked as evidenced by checking on a list of those questions that were asked.

Choose one of the objectives above that you feel is not as good as it could be and rewrite it below to include a context, language skill proficiency(ies), a communicative task/purpose, and a method of evaluation.

Note: Adapted from *An Objective Approach to Lesson Planning Workshop* (Adelson-Goldstein & Owensby, 2005).

Enabling Skills

Notes on enabling skills:

Possible enabling skills for objectives with all four elements are listed below.

C P CT E 3. The student will be able to read a food label to understand the ingredients as evidenced by making a grocery list of healthy food choices.

- ▶ Use grocery item vocabulary
- ▶ Write a list
- ▶ Identify healthy food choices

C P CT E 4. The student will be able to orally describe the events in a crime in order to report a crime to the police as evidenced by a role play.

- ▶ Use vocabulary relating to crimes (e.g., burglary, suspect, etc.)
- ▶ Use chronological order
- ▶ Use adjectives and adverbs appropriately

C P CT E 6. The student will be able to read a narrative paragraph about Cinco de Mayo and answer comprehension questions.

- ▶ Use Cinco de Mayo and holiday vocabulary
- ▶ Use prereading skills

C P CT E 9. The student will be able to take and leave simple phone messages at home as evidenced by writing a message upon hearing a taped telephone message.

- ▶ Use vocabulary and simple sentences related to leaving messages (May I ask who is calling? Call him back, etc.)
- ▶ Use time vocabulary
- ▶ Use imperative, simple past (Joe called), object pronouns (Call him back)

Identifying Stages of a Lesson—Matching Strips

Note. Make enough copies of the following table for each pair of participants to have a copy. Cut the table in two on the vertical line and put the resulting strips in two envelopes—stages in one and definitions in the other.

Stages	Definitions
Warm-Up/Review	Activities at this stage make use of students' prior knowledge to preview or review material related to the lesson.
Introduction	The instructor establishes the purpose of the lesson by focusing students' attention on it (for example, by asking questions or using visuals).
Presentation	New language and concepts are taught, and comprehension of the new information is checked.
Guided Practice	This stage provides highly structured activities that help students work with the new language.
Communicative Practice	Activities at this stage allow students to integrate the new language with their previously acquired language, usually in an interactive setting.
Evaluation	The teacher and students assess students' achievement of the lesson objective.
Application	Tasks at this stage reflect real-life applications of the lesson objective.

Lesson Activity Types—Information Gap

Introduction

Directions:

- ▶ Look at the chart below. What information do you have? What information is missing?
- ▶ Ask the trainer for the information you need. Clarify what you hear and check your information.
- ▶ Use this question to get the information you need.

What kind of activity could I use for the ___ stage of a ___ lesson?

A	Sample SPEAKING Lesson Activities			
	Warm Up/Review	Presentation	Guided Practice	Communicative Practice
	Dialogue	Drills	Role play	
Sample SPEAKING Lesson Activities	Students, in pairs, take turns dictating words or phrases from previous lessons that relate to the topic of the lesson.	The teacher presents a model dialogue to the class, demonstrating the intonation, rhythm, and stress of the language and clarifying the meaning.	Students work with parts of a dialogue, substituting new language or transforming the pieces by substituting different grammar structures.	Students work in pairs or small groups to ask each other questions based on the lesson topic.
				Students work in pairs or small groups to role play a conversation using the dialogue's structure but also using their own ideas.

A Word About These Lesson Activities

All of the activities above focus on **speaking** language skills to demonstrate the progression of speaking activities a teacher might plan for a lesson with a speaking objective. In the complete lesson, activities that practice other language skills would be integrated into the speaking lesson (e.g., reading information about a picture that will later be used as the basis for a dialogue). Also, there might be more than one activity for the presentation, guided practice, or communicative practice stages. In addition, the activities listed here might fit very well at another stage in another kind of lesson. For example, depending on the content, a peer dictation could be a communicative practice activity for a lesson with a listening objective.

Lesson Activity Types—Information Gap A

- ▶ Work with a partner, but don't look at your partner's paper!
- ▶ Ask and answer this question with your partner to fill in the missing activities on your chart:
What kind of activity could I use for the _____ stage of a _____ lesson?

A		Warm-Up/Review	Presentation	Guided Practice	Communicative Practice	Evaluation/Application
Sample LISTENING Lesson Activities		Students, in pairs, take turns dictating words or phrases from previous lessons that relate to the topic of the current lesson.	Storytelling The teacher tells a story that relates to the listening passage students will hear, then asks comprehension questions to help students verify what they heard.	Focused Listening Students hear dialogues, monologues, or announcements and listen for specific information.	Students work in pairs. Partner A has a chart, graph, or table that is missing information that is on Partner B's paper (and vice versa). Partners ask and answer questions to complete their papers.	Authentic Listening Task Students are asked to listen to an authentic listening passage related to the lesson (e.g., an actual voicemail message, a movie schedule) and respond to questions.
	Sample WRITING Lesson Activities	Brainstorm Students, as a class, brainstorm a list of words or phrases associated with the writing topic.	Language Experience Writing Students and teacher together write a paragraph about something that they have experienced. Students dictate ideas, vocabulary, and sentences, and the teachers writes what the students say.	Students, working in groups of 3-4, use a pack of word cards and form as many sentences as they can, recording each sentence before they work on the next one.	Students write a first draft of sentences based on prompts, check their work with a partner, and write a final draft	Writing Test Students are given a related prompt and asked to write 5-10 new sentences.
Sample READING Lesson Activities	Scrambled Sentences	Students unscramble sentences based on prior lessons but related to the current lesson topic.	The teacher conducts a previewing task (looking at elements of the reading passage) or a predicting task (e.g., asking students to brainstorm what they already know about the topic and what they think the reading will be about).	Read & Answer Comp. Questions Students read a passage once silently, and once with the teacher reading it aloud. They then answer the comprehension questions and reread the passage to check their answers.	Survey Students survey each other to find out what they think about the ideas in the reading passage. Students can chart the results of the survey in a bar graph.	Multiple-Choice Test Students take a multiple-choice test on the reading topic.

Lesson Activity Types—Information Gap B

- ▶ Work with a partner, but don't look at your partner's paper!
- ▶ Ask and answer this question with your partner to fill in the missing activities on your chart:

What kind of activity could I use for the _____ stage of a _____ lesson?

B		Warm-Up/Review	Presentation	Guided Practice	Communicative Practice	Evaluation/Application
Sample LISTENING Lesson Activities	Peer Dictation	Students, in pairs, take turns dictating words or phrases from previous lessons that relate to the topic of the current lesson.	Storytelling	Students hear dialogues, monologues, or announcements and listen for specific information.	Information Gap	Students are asked to listen to an authentic listening passage related to the lesson (e.g., an actual voicemail message, a movie schedule) and respond to questions.
	Brainstorm	Students, as a class, brainstorm a list of words or phrases associated with the writing topic.		Word Cards	Writing Process	Writing Test
Sample WRITING Lesson Activities		Students and teacher together write a paragraph about something that they have experienced. Students dictate ideas, vocabulary, and sentences, and the teachers writes what students say.			Students write a first draft of sentences based on prompts, check their work with a partner, and write a final draft.	Students are given a related prompt and asked to write 5–10 new sentences.
	Prereading Activity		Prereading Activity	Read & Answer Comp. Questions		Multiple-Choice Test
Sample READING Lesson Activities		Students look at scrambled sentences on the board and unscramble them. Sentences are based on prior lessons but related to the current lesson topic.	The teacher conducts a previewing task (looking at elements of the reading passage) or a predicting task (e.g., asking students to brainstorm what they already know about the topic or what they think the reading will be about).	Students read a passage once silently, and once with the teacher reading it aloud. They then answer the comprehension questions and reread the passage to check their answers.	Students survey each other to find out what they think about the ideas in the reading passage. Students can chart the results of the survey in a bar graph.	Students take a multiple-choice test on the reading topic.

Lesson Activity Types—Information Gap

Complete Version

- ▶ Work with a partner, but don't look at your partner's paper!
- ▶ Ask and answer this question with your partner to fill in the missing activities on your chart:

What kind of activity could I use for the ____ stage of a ____ lesson?

	Communicative Practice			Evaluation/Application	
	Warm-Up/Review	Presentation	Guided Practice		Information Gap
Sample LISTENING Lesson Activities	Peer Dictation Students, in pairs, take turns dictating words or phrases from previous lessons that relate to the topic of the current lesson.	Storytelling The teacher tells a story that relates to the listening passage students will hear, then asks comprehension questions to help students verify what they heard.	Focused Listening Students hear dialogues, monologues, or announcements and listen for specific information.	Information Gap Students work in pairs. Partner A has a chart, graph, or table that is missing information that is on Partner B's paper (and vice versa). Partners ask and answer questions to complete their papers.	Authentic Listening Task Students are asked to listen to an authentic listening passage related to the lesson (e.g., an actual voicemail message, a movie schedule) and respond to questions.
	Brainstorm Students, as a class, brainstorm a list of words or phrases associated with the writing topic.	Language Experience Writing Students and teacher together write a paragraph about something that they have experienced. Students dictate ideas, vocabulary, and sentences, and the teachers writes what students say.	Word Cards Students, working in groups of 3–4, use a pack of word cards and form as many sentences as they can, recording each sentence before they work on the next one.	Writing Process Students write a first draft of sentences based on prompts, check their work with a partner, and write a final draft.	Writing Test Students are given a related prompt and asked to write 5–10 new sentences.
Sample READING Lesson Activities	Sentence Scramble Students look at scrambled sentences on the board and unscramble them. Sentences are based on prior lessons but related to the current lesson topic.	Prereading Activity The teacher conducts a previewing task (looking at elements of the reading passage) or a predicting task (e.g., asking students to brainstorm what they already know about the topic or what they think the reading will be about).	Read & Answer Comp. Questions Students read a passage once silently and once with the teacher reading it aloud. They then answer the comprehension questions and reread the passage to check their answers.	Survey Students survey each other to find out what they think about the ideas in the reading passage. Students can chart the results of the survey in a bar graph.	Multiple-Choice Test Students take a multiple-choice test on the reading topic.

Model Lesson Plan

Lesson Basics

Class Level: Beg. High	Topic: Health	Class Length: 2.5 hrs.	Date: 11-10-05
Lesson Objective: <i>Students will be able to describe symptoms to medical personnel</i>			
Enabling Skills: Grammar: use simple present tense, first and third person Vocabulary: parts of the body, symptoms for basic ailments: <i>sore, ache, pain in my _____</i> . Pronunciation: suffix <i>ache</i>			
Language Skill Proficiency Focus L S W R		Materials and Equipment Visuals: parts of body, ailments, doctor and patient in conversation Handout: outline of the body	
<h2>Activity Plan</h2>			
Warm-Up/Review: Whole-class discussion on picture that shows patient talking to a doctor. Play a quick game of yes/no questions (about the picture) using previously acquired language (e.g., <i>Is the patient under the table?</i>).			
Introduction: Put up (or draw) a silhouette of a man. Name him, give him a backstory (with students' suggestions), and then tell the class that he's going to the doctor because he has a pain in his foot. (Have class suggest how he got the pain.) Tell the class the objective of the lesson.			
Presentation	Guided Practice	Communicative Practice	Evaluation
Present (and elicit) a dialogue between the man and his doctor that includes the symptom (pain in <i>foot</i>), possible reason for the symptom (dancing all night), and suggested course of action (rest your <i>feet</i> .) Act out the dialogue and use visuals to support the language. Guide students through the dialogue. Comprehension check: Ask students Y/N, OR, and WH- questions for approximately 5 min. regarding the content of the dialogue and vocabulary usage.	1. Group students for roundtable label of parts of the body on a handout. 2. Have students use labels as substitution for pair practice of dialogue.	Have pairs develop role plays based on the dialogue.	1. Have pairs perform their role plays for the class. Students listen and write down symptoms they hear. 2. Give students time to reflect on/talk about language and skills they've learned.
Application: Guide whole-class discussion of where you go/what you do when you have various symptoms. Prompts: <i>When do you call the doctor? When do you stay home from work? When do you go to the emergency room? When do you call 911?</i>			

Identify the Components of a Lesson Plan

Put the objective of the Model Lesson Plan on the overhead or the board and ask participants to answer the following questions:

- ▶ What application does this lesson have to students' lives?

Students can use the information from this lesson when they visit the doctor's office.

- ▶ Which enabling skills are necessary to accomplish the objective?

Grammar: simple present tense, first and third person

Vocabulary: parts of the body, symptoms for basic ailments, e.g., sore, ache, pain in my _____

Pronunciation: suffix ache

Model Lesson Plan Questions: Answer Key

Tell participants to read the lesson and answer the following questions in their groups:

1. What types of grouping strategies are used during the lesson?

Whole-class (warm-up and application), small-group, pair (guided practice), pair (communicative practice and evaluation)

2. How do the activities help students achieve the lesson objectives?

The activities help students learn a dialogue, a version of which they could use when they visit the doctor. Once they have the opportunity to role play the dialogue, they are one step away from actually using the dialogue with their own doctor or other medical personnel.

The activities are sequenced to first give students practice using the dialogue (its vocabulary and grammar and how its words should be pronounced and stressed). Then the communicative practice, evaluation, and application activities give students the opportunity to vary and personalize the dialogue according to different situations.

3. What other types of activities might you use and in which stage?

Warm-Up: Review of parts of the body or symptoms

Presentation: Focused listening to the dialogue

Guided Practice:

- ▶ *Information Gap with different patients and different pain*
- ▶ *Sentence Maker with He/She/has/doesn't have/a pain/in/his/her/knee/shoulder*

Communicative Practice: Mixer—State problem, get advice, switch cards

Evaluation: Performance-based assessment of learners with teacher taking doctor role

Application: Survey: What do you take for a _____?

4. What do you think the objective(s) of the next lesson will be?

Students will be able to—

- ▶ *Describe more symptoms to medical personnel*
- ▶ *Call for a medical appointment*
- ▶ *Call in sick*
- ▶ *Call 911*

Lesson Planning Template

LESSON BASICS			
Class Level:	Topic:	Class Length:	Date:
Lesson Objective: <i>Students will be able to</i>			
Enabling Skills:			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review:			
Introduction:			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

What's the Matter?

A. Look at the picture. Answer the questions with your classmates.



1. Where are they? Who are they?
2. How is the man feeling?
3. What is the woman doing? Why?
4. What will happen next?

B. Check true (T) or false (F) or no information (NI).

Listen and read the story.

Samuel Wu is at the doctor's office. He tells the doctor his symptoms. He has a back-ache and a sore shoulder. The doctor checks Samuel's heart and lungs. The doctor tells Sam, "You don't have a fever. Take ibuprofen for your symptoms and get rest."

- | | |
|---------------------------------------|-------------------------------------|
| ___1. Sam is at the dentist's office. | ___4. Sam's back is always sore. |
| ___2. Sam has two symptoms. | ___5. The doctor wants Sam to rest. |
| ___3. Sam doesn't have a fever. | ___6. Ibuprofen is food. |

C. Work with your classmates. List words you know.

1. How many symptoms can you name?
2. How many medicines can you name?
3. How many different types of doctors can you name?

D. Listen and repeat the conversation.

Doctor: Good afternoon, Mr. Wu. How can I help you today?

Patient: I feel terrible.

Doctor: Really? Tell me your symptoms.

Patient: I have a sore shoulder and a backache, but I don't have a fever.

Doctor: Let me check your heart and lungs. Breathe in. Breathe out.

Patient: What do you think, doctor?

Doctor: I think you have a sore shoulder. Take some ibuprofen and get rest.

Patient: Thanks, doctor.

E. Match the medications to the symptoms.

- | | |
|---------------------|---------------|
| ___1. ibuprofen | a. an earache |
| ___2. cough syrup | b. sore eyes |
| ___3. cold medicine | c. a backache |
| ___4. eye drops | d. a cough |
| ___5. ear drops | e. a cold |

F. Work with a partner. Make new conversations. Use the ideas below or use your own ideas.

Ms. Pawlak
headache
cough

Mr. Kim
cold
sore eyes

Lesson Planning Template

LESSON BASICS			
Class Level: (BH-IL)	Topic: Health	Class Length:	Date:
Lesson Objective: <i>Students will be able to describe symptoms to health care personnel</i>			
Enabling Skills: Grammar: <i>simple present tense, be and have</i> Vocabulary: <i>ailment, symptoms, and medications</i> Pronunciation: <i>3rd person singular "s"</i>			
Language Skill Proficiency Focus L S W R	Materials and Equipment <i>Answers vary, possible items are OHP, word and picture cards, realia (stethoscope, thermometer, medicines).</i>		
ACTIVITY PLAN			
Warm Up/Review: Exercise A, page 1 (or modification using just the picture and asking the questions orally) OR Exercise C, page 1			
Introduction: <i>e.g., Today we are going to read a story and learn a dialogue about talking to the doctor or to the nurse.</i>			
Presentation	Guided Practice	Communicative Practice	Evaluation
Section B: Listen and read the story. Section D: Listen and repeat the conversation.	Use the items in section E. Match the medications to the symptoms—as substitutions for the dialogue in section D.	Section F: Now You Do It!	Monitor the communicative practice Section F: Now You Do It or Have partners role play the situation in front of the class.
Application: <i>Report back on a time that the student describes symptoms to medical personnel such as a doctor, nurse, or pharmacist.</i>			

Application Activities

To retain what you learned in this workshop, please select at least one application activity.

Select 1

1. **Analyze your textbook** for activity types. **Plan a lesson** by filling out a Lesson Planning Template (PH, p. 83) with the textbook activity/page numbers that match the stages of a lesson. Brainstorm activities to fill in the gaps. **Teach this lesson** (or the one your group developed during the workshop). Soon after you teach the lesson, take time to reflect on how it went. Ask yourself questions such as*

- ▶ What went well? Why?
- ▶ What did not go as planned? Why?
- ▶ If I had to do it over again, what would I change?
- ▶ What have I learned about my students that I can take into account in future lesson planning?

* Use the Lesson Reflection worksheet on PH, p. 84. You can also use the Class Observation worksheet on PH, p. 85.

2. **Observe a lesson** at the same level you teach (or hope to teach). As you observe, fill in the Lesson Planning Template. Then fill in the Class Observation worksheet on PH, p. 85.

3. **Have someone observe your class.** Develop a lesson using the Lesson Planning Template on PH, p. 83. Ask a colleague to observe you as you teach it. Your colleague can fill in the Lesson Planning Template and the Class Observation worksheet. After the lesson, reflect on your own teaching, using questions such as*

- ▶ What went well? Why?
- ▶ What did not go as planned? Why?
- ▶ If I had to do it over again, what would I change?
- ▶ What have I learned about my students that I can address in future lesson planning?

Ask your colleagues for verification or support as necessary.

* Use the Lesson Reflection worksheet on PH, p. 84. You can also use the Class Observation worksheet on PH, p. 85.

Note: For further discussion of reflective teacher practices, see the digest *Reflective Teaching Practice in Adult ESL Settings*, available from www.cal.org/caela/esl_resources/digests/reflect.html

Lesson Planning Template

LESSON BASICS			
Class Level:	Topic:	Class Length:	Date:
Lesson Objective: <i>Students will be able to</i>			
Enabling Skills:			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review:			
Introduction:			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

Lesson Reflection

1. What went well? Why?
2. What did not go as planned? Why?
3. If I had to do it over again, what would I change?
4. What have I learned about my students that I can address in future lessons?

Class Observation

- ▶ Arrange to observe a class at the same level you teach, if possible.
- ▶ As you observe, fill in the Lesson Planning Template on PH, p. 83.
- ▶ Then answer these questions:

Questions	Yes/No	Answer/Comments
1. Were the objectives clear?	Y N	
2. Did the lesson include all the stages? If not, which ones were missing? How did that affect the lesson?	Y N	
3. Were the activities varied in type and modality?	Y N	
4. Were the activities and materials appropriate for the students' skill level?	Y N	
5. Did the materials support the lesson focus and objectives?	Y N	
6. Was the sequencing of activities logical and appropriate?	Y N	
7. Were the transitions evident and appropriate?	Y N	
8. What worked well?		
9. What would you change?		

Action Plan

Step 1—Reflection into Practice

Look at your reflections about your learning during this workshop on PH, pp. 67 and 120, Question #2. Select three things you have learned that you will implement in your teaching. Write them below.

1.

2.

3.

Step 2—Application

Select one application activity on PH, p. 82, that you will complete. Check the activity you will complete and write the dates by which you will start and complete it.

Activity	Projected Start Date	Projected Completion Date
<input type="checkbox"/> Analyze your textbook/plan and teach a lesson.	_____	_____
<input type="checkbox"/> Observe a lesson.	_____	_____
<input type="checkbox"/> Have someone observe your lesson.	_____	_____

Step 3—Report Back

Share your action plan activities with a colleague in one of the following ways:

- ▶ Meet and talk with a colleague at break time.
- ▶ Call or email a network buddy from this workshop.

Name: _____ Phone: _____ Email address: _____

Name: _____ Phone: _____ Email address: _____

- ▶ Report to your colleagues at a staff meeting.
- ▶ Report to your colleagues at a subsequent workshop.

Notes

Effective Lesson Planning for Adult English Language Learners

Workshop Part 1: Goal, Objectives, and Agenda

Goal:

To help new and experienced adult ESL teachers develop skills in lesson planning

Objectives:

By the end of this session, participants will be able to

- ▶ Recognize the principles underlying lesson planning
- ▶ Identify lesson objectives
- ▶ Identify the stages of a lesson
- ▶ Select appropriate activities for each stage of the lesson
- ▶ Analyze a textbook lesson for stages and activities

Agenda:

- I. **Introduction and Warm-Up**
- II. **Presentation:** Background information on lesson objectives, enabling skills, and stages of a lesson
- III. **Practice:** Components of a lesson plan
- IV. **Application (in workshop):** Lesson planning
- V. **Wrap-Up and Evaluation**

Effective Lesson Planning for Adult English Language Learners

Workshop Part 2: Goal, Objectives, and Agenda

Goal:

To help new and experienced adult ESL teachers develop skills in lesson planning

Objectives:

By the end of this session, participants will be able to

- ▶ Recognize the roles that varied activities, grouping strategies, and other aspects such as time play in effective lesson planning
- ▶ Recognize the principles underlying multilevel lesson planning
- ▶ Identify reflective teaching strategies
- ▶ Develop activities for each stage of a lesson
- ▶ Write a lesson plan containing all stages

Agenda:

- VI. **Introduction and Warm-Up**
- VII. **Presentation:** Effective lesson planning background information, Part 2
- VIII. **Practice:** Identifying varied activities, grouping strategies, elements of the multilevel class, sequencing, timing, and pacing; writing comprehension checks and directions
- IX. **Application (in workshop):** Develop a lesson plan
- X. **Wrap-Up and Evaluation**

Part I: Background Information: Effective Lesson Planning

- ▶ As you read, think about your answers to the questions.
- ▶ After you read, highlight the answers in the text.

Planning Lessons to Meet Students' Needs

Lesson plans help teachers provide an effective learning experience for their students. These plans ensure that students' time in class results in learning that will help them achieve their goals. Lesson planning also enhances the teaching experience by helping teachers save time, avoid frustration, and analyze and improve their lessons.

There are many ways to plan an effective lesson—the important thing is to make a plan. Writing out a script, completing a chart of lesson stages, matching lesson steps with textbook pages, or visualizing lesson activities are all examples of lesson planning strategies that successful teachers use.

Effective lessons emerge from specific learning objectives and contain a unified set of learning activities. Learning objectives for adult English language learners are based on the needs of the students as well as existing state standards and program curricula. Needs assessments help teachers determine the communication needs of their students, i.e., the situations in which students need to understand, speak, read, and write English. For beginning-level students, a simple needs assessment can be accomplished by showing learners pictures of various situations, like the doctor's office or a job site, and asking them to number the pictures in order of their need to be able to understand, speak, read, or write English. Intermediate and advanced students can be given a questionnaire asking them to identify the situations in which they need to use English.

In addition to students' needs, teachers have to consider other information about the students, such as English language proficiency level, educational background, and language of origin. This information can be gleaned from students' registration materials or from informal discussion.

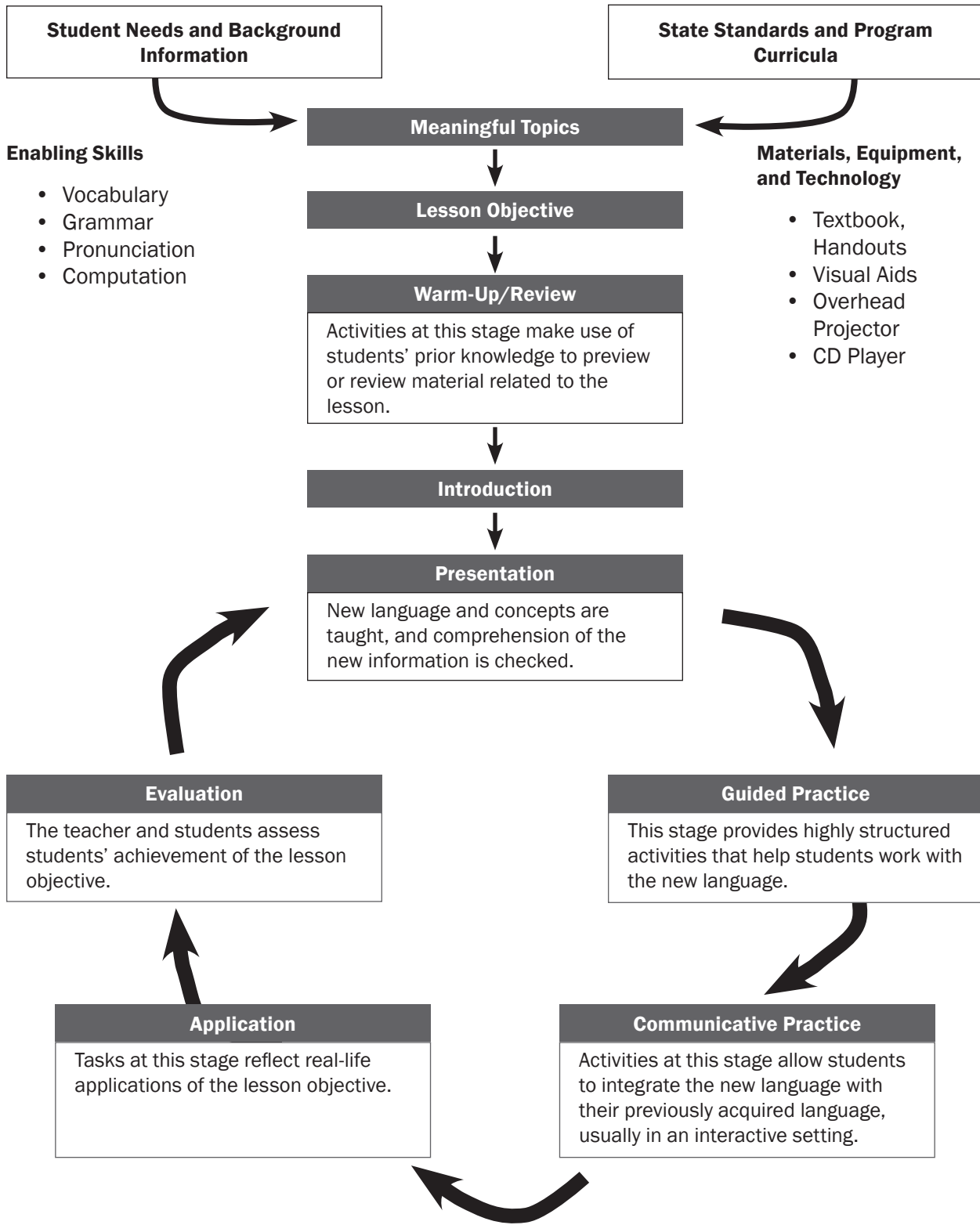
- ▶ According to the reading, what is the value of lesson planning?
- ▶ How does knowing about students' language needs and background help teachers plan effective lessons?

Five Components of Effective Lessons

Once teachers know students' language needs and something about their backgrounds, teachers can begin to plan lessons. There are many teaching styles and many ways to plan lessons. (See the chart on PH, p. 81.) However, the following five components can be found in most effective lesson plans:

- ▶ **Topic.** Communicative or real-life contexts or topics can be gleaned from student needs assessments. If in a needs assessment, beginning-level students select a visual that depicts a doctor talking to a patient, the teacher could choose *Communicating with health personnel* as the topic for a group of lessons.
- ▶ **Lesson objective.** An objective is the goal for a lesson or group of lessons. A well-written objective tells what students will be able to do, rather than what students will know, by the end of the lesson. Learning objectives should relate to the topics chosen by the students during the needs assessment. If the topic of the lesson is *Communicating with health personnel*, one appropriate beginning-level lesson objective might be, *By the end of this lesson, students will be able to describe symptoms to medical personnel.*
- ▶ **Enabling skills.** These are the skills, such as vocabulary, grammar, and pronunciation, that support the students' ability to accomplish the lesson objective. For the topic *Communicating with health personnel*, the vocabulary might be *headache, fever, cough, etc.* The grammar could be the simple present tense of the verb to *have*, and the pronunciation work might focus on the *ch* sound in *ache*.
- ▶ **Sequence of stages.** Research has shown that including a series of stages in lessons will help students achieve the lesson objective. Most lessons include warm-up/review, introduction, presentation, practice, evaluation, and application stages. A comprehension check is always included in the presentation stage of the lesson and may occur at other stages as well. (See the chart below for a description of terms.) As teachers plan lessons, they can select activities for each stage that will move the students toward accomplishing the lesson objective. For example, with the health objective *Describe medical symptoms*, a teacher might demonstrate a dialogue between a patient and a nurse for the presentation stage, have students work with the dialogue (substituting various symptoms) as part of the practice stage, and then do a role play activity (working without the dialogue in front of them) for the evaluation and application stages of the lesson.
- ▶ **Materials, equipment, and technology.** Anything needed to execute the lesson should be identified and secured well before class time to ensure that activities can be carried out as planned. This may include realia (real-life materials, such as an appointment card and a medical history form), visual aids, teacher-made handouts, textbooks, flipchart and markers, overhead projector, CD players, and computers.

Figure 1. Single-Level Lesson: Sequence of Stages



Note: The sequence of stages in this chart is based on the Direct Instruction Model, appearing in Hunter, M. (1982). *Mastery teaching*. El Segundo, CA: TIP.

While planning a lesson utilizing these five components, a teacher should also consider other things such as the length of the lesson, the sequencing of the activities, and the amount of time that should be spent on each stage or activity. Other considerations include whether the class is a single-level or multilevel class and whether it is an open entry/exit class (where students can enter and leave at any time during the semester, or whether students are required to attend class on a regular basis [managed enrollment]).

- ▶ What are the five components found in most lesson plans? Describe each.

Experience Makes a Difference

The lesson plan is an aid for both new and seasoned teachers. New teachers often find that it is helpful to write down the details of each activity—perhaps even script each activity. Eventually classroom experience determines how detailed a lesson plan needs to be. Experience also helps teachers decide which types of lesson plan formats work best for them and their students.

The more lesson planning a teacher does, the more efficient the process becomes. Reviewing and evaluating lessons at the end of each class period helps teachers improve their instruction and recycle successful elements from those lessons into future lessons.

- ▶ How does experience with lesson planning affect the planning process?

A lesson plan acts as a road map for a class session. It identifies the destination (objective of the lesson) and marks out the route (activities for each stage of the lesson). Sharing this road map with the learners (e.g., by writing the objective and listing lesson activities on the board) keeps both the teacher and the learner focused not only on where they are going, but also how they are going to get there. Perhaps most important, it also helps them know when they have arrived.

Follow-up questions:

- ▶ What are some of the challenges of planning a lesson?
- ▶ What things are helpful to know about students before planning lessons?
- ▶ If any one of the five components of an effective lesson plan were missing, how do you think the lesson would be affected? Why?
- ▶ What are advantages and disadvantages of recycling material and activities?

References/Resources

- Adelson-Goldstein, J., & Owensby, J. (2005). *An objective approach to lesson planning workshop*. Los Angeles: ESL/CBET & Citizenship Programs, Division of Adult and Career Education, Los Angeles Unified School District.
- Arlington Education and Employment Program. (1994). *The REEP curriculum* (3rd ed.). Arlington, VA: Author. Available from www.arlington.k12.va.us/instruct.ctae.adult_ed/REEP/reepcurriculum/
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- OTAN. (2005). *The lesson plan builder*. Sacramento, CA: Author. Available from www.adultedlessons.org
- Schaffer, D., & Van Duzer, C. (1984). *Competency-based teacher education workshops in CBE/ESL*. Arlington, VA: Arlington County Public Schools.

Identifying Meaningful ESL Lesson Objectives

The lesson objective states what students will be able to do by the close of a lesson. For lesson objectives to have relevance to adult learners' lives, instructors need to think in terms of real-life demonstrable outcomes—behaviors and skills that students will be able to do in the real world upon completion of the lesson.

A meaningful objective for an adult ESL class identifies the *context* in which a specific *communicative task* will be accomplished. It generally focuses on the one or two target *language-skill proficiencies* (listening, speaking, reading, and writing) that are needed to complete the communication task. The achievement of the meaningful ESL objective is *evaluated* in the same language-skill proficiency in which it was taught. For example, in the objective *Students will describe symptoms to a health professional*, the focus would be on speaking-skill development, and the evaluation would ask students to demonstrate their ability to perform the speaking objective in a role play with students or the teacher. An awareness of an objective's language-skill focus is critical to lesson planning in two ways: (1) it dictates which enabling skills need to be reviewed or presented (e.g., pronunciation points, reading skills, writing skills), and (2) it helps determine the nature of the evaluation activity. The evaluation of the objective is not always a pen-and-paper test. For speaking and listening objectives, it is appropriate to use a performance-based assessment (e.g., role plays).

A meaningful objective also contains information about how a teacher is going to determine whether or not the students have met the objective (a method of evaluation). A handy template for writing a lesson objective is:

The student will be able to _____ in order to _____
_____ as evidenced by _____.

For example, "The student will be able to describe common health problems in order to talk to a medical practitioner as evidenced by his/her use of language in role plays completed in class."

1. With a small group, determine which of the elements of a meaningful ESL lesson objective are present in the list below.
2. Mark each proposed objective as follows:
 - ▶ If the objective features a context, write **C** in the blank.
 - ▶ If the objective focuses on one or two language skill proficiencies, write **P** in the blank.
 - ▶ If the objective features a communicative task or purpose, write **CT** in the blank.
 - ▶ If the objective can be evaluated, write **E** in the blank.
3. Once you have finished identifying the elements, make a check (✓) next to the meaningful objectives.

Objective

- ___ 1. The student will be able to contrast the simple present and past tenses of the verb BE.
- ___ 2. The student will be able to write eight new words.
- ___ 3. The student will be able to read a food label in order to understand the ingredients as evidenced by making a grocery list of healthy food choices.
- ___ 4. The student will be able to orally describe the events in a crime in order to report a crime to the police as evidenced by a role play.
- ___ 5. The student will be able to study the housing vocabulary on page__ of the textbook.
- ___ 6. The student will be able to read a narrative paragraph about Cinco de Mayo and answer comprehension questions.
- ___ 7. The student will be able to write a short paragraph.
- ___ 8. The student will be able to ask and answer questions.
- ___ 9. The student will be able to take and leave simple phone messages at home as evidenced by writing a message upon hearing a taped telephone message.
- ___ 10. The student will be able to listen to a taped job interview in order to know the types of questions asked as evidenced by checking on a list of those questions that were asked.

Choose one of the objectives above that you feel is not as good as it could be and rewrite it below to include a context, language skill proficiency(ies), a communicative task/purpose, and a method of evaluation.

Note: Adapted from *An Objective Approach to Lesson Planning Workshop* (Adelson-Goldstein & Owensby, 2005).

Lesson Activity Types—Information Gap

Introduction

Directions:

- ▶ Look at the chart below. What information do you have? What information is missing?
- ▶ Ask the trainer for the information you need. Clarify what you hear and check your information.
- ▶ Use this question to get the information you need.

What kind of activity could I use for the ___ stage of a ___ lesson?

A	Warm Up/Review				Presentation		Guided Practice		Communicative Practice		Evaluation/ Application	
			Dialogue		Drills				Role play			
Sample SPEAKING Lesson Activities	Students, in pairs, take turns dictating words or phrases from previous lessons that relate to the topic of the lesson.		The teacher presents a model dialogue to the class, demonstrating the intonation, rhythm, and stress of the language and clarifying the meaning.		Students work with parts of a dialogue, substituting new language or transforming the pieces by substituting different grammar structures.		Students work in pairs or small groups to ask each other questions based on the lesson topic.		Students work in pairs or small groups to role play a conversation using the dialogue's structure but also using their own ideas.			

A Word About These Lesson Activities

All of the activities above focus on **speaking** language skills to demonstrate the progression of speaking activities a teacher might plan for a lesson with a speaking objective. In the complete lesson, activities that practice other language skills would be integrated into the speaking lesson (e.g., reading information about a picture that will later be used as the basis for a dialogue). Also, there might be more than one activity for the presentation, guided practice, or communicative practice stages. In addition, the activities listed here might fit very well at another stage in another kind of lesson. For example, depending on the content, a peer dictation could be a communicative practice activity for a lesson with a listening objective.

Model Lesson Plan

Lesson Basics

Class Level: Beg. High	Topic: Health	Class Length: 2.5 hrs.	Date: 11-10-05
Lesson Objective: <i>Students will be able to describe symptoms to medical personnel</i>			
Enabling Skills: Grammar: use simple present tense, first and third person Vocabulary: parts of the body, symptoms for basic ailments: <i>sore, ache, pain in my _____</i> . Pronunciation: suffix <i>ache</i>			
Language Skill Proficiency Focus L S W R		Materials and Equipment Visuals: parts of body, ailments, doctor and patient in conversation Handout: outline of the body	
<h2>Activity Plan</h2>			
Warm-Up/Review: Whole-class discussion on picture that shows patient talking to a doctor. Play a quick game of yes/no questions (about the picture) using previously acquired language (e.g., <i>Is the patient under the table?</i>).			
Introduction: Put up (or draw) a silhouette of a man. Name him, give him a backstory (with students' suggestions), and then tell the class that he's going to the doctor because he has a pain in his foot. (Have class suggest how he got the pain.) Tell the class the objective of the lesson.			
Presentation	Guided Practice	Communicative Practice	Evaluation
Present (and elicit) a dialogue between the man and his doctor that includes the symptom (pain in <i>foot</i>), possible reason for the symptom (dancing all night), and suggested course of action (rest your <i>feet</i> .) Act out the dialogue and use visuals to support the language. Guide students through the dialogue. Comprehension check: Ask students Y/N, OR, and WH- questions for approximately 5 min. regarding the content of the dialogue and vocabulary usage.	1. Group students for roundtable label of parts of the body on a handout. 2. Have students use labels as substitution for pair practice of dialogue.	Have pairs develop role plays based on the dialogue.	1. Have pairs perform their role plays for the class. Students listen and write down symptoms they hear. 2. Give students time to reflect on/talk about language and skills they've learned.
Application: Guide whole-class discussion of where you go/what you do when you have various symptoms. Prompts: <i>When do you call the doctor? When do you stay home from work? When do you go to the emergency room? When do you call 911?</i>			

Lesson Planning Template

LESSON BASICS			
Class Level:	Topic:	Class Length:	Date:
Lesson Objective: <i>Students will be able to</i>			
Enabling Skills:			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review:			
Introduction:			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

What's the Matter?

A. Look at the picture. Answer the questions with your classmates.



1. Where are they? Who are they?
2. How is the man feeling?
3. What is the woman doing? Why?
4. What will happen next?

B. Check true (T) or false (F) or no information (NI).

Listen and read the story.

Samuel Wu is at the doctor's office. He tells the doctor his symptoms. He has a backache and a sore shoulder. The doctor checks Samuel's heart and lungs. The doctor tells Sam, "You don't have a fever. Take ibuprofen for your symptoms and get rest."

- | | |
|---------------------------------------|-------------------------------------|
| ___1. Sam is at the dentist's office. | ___4. Sam's back is always sore. |
| ___2. Sam has two symptoms. | ___5. The doctor wants Sam to rest. |
| ___3. Sam doesn't have a fever. | ___6. Ibuprofen is food. |

C. Work with your classmates. List words you know.

1. How many symptoms can you name?
2. How many medicines can you name?
3. How many different types of doctors can you name?

D. Listen and repeat the conversation.

Doctor: Good afternoon, Mr. Wu. How can I help you today?

Patient: I feel terrible.

Doctor: Really? Tell me your symptoms.

Patient: I have a sore shoulder and a backache, but I don't have a fever.

Doctor: Let me check your heart and lungs. Breathe in. Breathe out.

Patient: What do you think, doctor?

Doctor: I think you have a sore shoulder. Take some ibuprofen and get rest.

Patient: Thanks, doctor.

E. Match the medications to the symptoms.

- | | |
|---------------------|---------------|
| ___1. ibuprofen | a. an earache |
| ___2. cough syrup | b. sore eyes |
| ___3. cold medicine | c. a backache |
| ___4. eye drops | d. a cough |
| ___5. ear drops | e. a cold |

F. Work with a partner. Make new conversations. Use the ideas below or use your own ideas.

Ms. Pawlak	Mr. Kim
headache	cold
cough	sore eyes

Table 1. Comparative Lesson Plan Models

WIPPEA ¹		Equipped for the Future ²		Backward Lesson Design ³		Into, Through, Beyond ⁴	
		<i>Preparation and Planning</i>					
Identify Student Needs and Background	Step 1: Determine individual learner's goals and purposes and identify the standards that will help him/her achieve them. Determine the student's prior knowledge about these goals and standards.	Step 1: Identifying desired results	Into: Ascertain what the student knows about the subject matter.	Step 1: Identifying desired results			
Identify State Standards and Curriculum	Step 2: In a group, identify a shared interest, purpose, or goal and determine the group's prior knowledge of this topic. Identify the standard that will help the group address this shared goal.	Step 2: Determining acceptable evidence of achievement		Step 2: Determining acceptable evidence of achievement			
Identify Lesson Objective	Step 3: Use the standard to design a learning activity to address the real-life goal of the learners.	Step 3: Planning learning experiences and instruction		Step 3: Planning learning experiences and instruction			
(Plan the lesson)	Step 4: With students, develop a plan to capture evidence and report learning.						
<i>Carrying Out the Plan</i>							
Warm-Up/Review	Step 5: Carry out the learning activity.					Introduce the major concepts that will be covered.	
Introduction						Through: Teacher lectures/contributes to learning by utilizing realia, visuals, etc....	
Presentation						...and various modes of interaction between students.	
Guided Practice						Student takes responsibility for learning by participating in group work and sharing understanding with others.	
Communicative Practice							
<i>Evaluation and Reflection</i>							
Evaluation	Step 6: Observe and document evidence of performance. Step 7: With students, evaluate and reflect on how what was learned is transferable to real-life situations.					Beyond: Student demonstrates real-world application of the newly learned information.	
Application	Step 8: With students, determine next steps to help them meet their goals.						

¹ Based on Madeline Hunter's Direct Instruction Model (1982), WIPPEA stands for the stages of a language lesson: Warm-up/review, Introduction, Guided Practice, Communicative Practice, Evaluation, and Application.
² Miller, Susan Finn (2004). 8 steps for lesson planning: From student goals to instruction and assessment. Fieldnotes for ABLÉ Staff, Commonwealth of Pennsylvania. Available from www.able.state.pa.us/able/lib/able/fieldnotes04/fn04effplan.pdf
³ Backward Lesson Design as described by SuccessLink, funded by Missouri Department of Education. Available from http://successlink.org/gti/gti_detail.asp?id=101
⁴ Gulack, John, & Sandy Silverstein. (n.d.). SDAIE handbook, TASSI (Teachers Asian Study Summer Institute). Pomona: California State University. Available from www.intranet.csupomona.edu/~tassi/sdate.htm

Application Activities

To retain what you learned in this workshop, please select at least one application activity.

Select 1

1. **Analyze your textbook** for activity types. **Plan a lesson** by filling out a Lesson Planning Template (PH, p. 83) with the textbook activity/page numbers that match the stages of a lesson. Brainstorm activities to fill in the gaps. **Teach this lesson** (or the one your group developed during the workshop). Soon after you teach the lesson, take time to reflect on how it went. Ask yourself questions such as*

- ▶ What went well? Why?
- ▶ What did not go as planned? Why?
- ▶ If I had to do it over again, what would I change?
- ▶ What have I learned about my students that I can take into account in future lesson planning?

* Use the Lesson Reflection worksheet on PH, p. 84. You can also use the Class Observation worksheet on PH, p. 85.

2. **Observe a lesson** at the same level you teach (or hope to teach). As you observe, fill in the Lesson Planning Template. Then fill in the Class Observation worksheet on PH, p. 85.

3. **Have someone observe your class.** Develop a lesson using the Lesson Planning Template on PH, p. 83. Ask a colleague to observe you as you teach it. Your colleague can fill in the Lesson Planning Template and the Class Observation worksheet. After the lesson, reflect on your own teaching, using questions such as*

- ▶ What went well? Why?
- ▶ What did not go as planned? Why?
- ▶ If I had to do it over again, what would I change?
- ▶ What have I learned about my students that I can address in future lesson planning?

Ask your colleagues for verification or support as necessary.

* Use the Lesson Reflection worksheet on PH, p. 84. You can also use the Class Observation worksheet on PH, p. 85.

Note: For further discussion of reflective teacher practices, see the digest *Reflective Teaching Practice in Adult ESL Settings*, available from www.cal.org/caela/esl_resources/digests/reflect.html

Lesson Planning Template

LESSON BASICS			
Class Level:	Topic:	Class Length:	Date:
Lesson Objective: <i>Students will be able to</i>			
Enabling Skills:			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review:			
Introduction:			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

Class Observation

- ▶ Arrange to observe a class at the same level you teach, if possible.
- ▶ As you observe, fill in the Lesson Planning Template on PH, p. 83.
- ▶ Then answer these questions:

Questions	Yes/No	Answer/Comments
1. Were the objectives clear?	Y N	
2. Did the lesson include all the stages? If not, which ones were missing? How did that affect the lesson?	Y N	
3. Were the activities varied in type and modality?	Y N	
4. Were the activities and materials appropriate for the students' skill level?	Y N	
5. Did the materials support the lesson focus and objectives?	Y N	
6. Was the sequencing of activities logical and appropriate?	Y N	
7. Were the transitions evident and appropriate?	Y N	
8. What worked well?		
9. What would you change?		

Action Plan

Step 1—Reflection into Practice

Look at your reflections about your learning during this workshop on PH, p. 143, Question #2. Select three things you have learned that you will implement in your teaching. Write them below.

1.

2.

3.

Step 2—Application

Select one application activity on PH, p. 82, that you will complete. Check the activity you will complete and write the dates by which you will start and complete it.

Activity	Projected Start Date	Projected Completion Date
<input type="checkbox"/> Analyze your textbook/ plan and teach a lesson.	_____	_____
<input type="checkbox"/> Observe a lesson.	_____	_____
<input type="checkbox"/> Have someone observe your lesson.	_____	_____

Step 3—Report Back

Share your action plan activities with a colleague in one of the following ways:

- ▶ Meet and talk with a colleague at break time.
- ▶ Call or email a network buddy from this workshop.

Name: _____ Phone: _____ Email address: _____

Name: _____ Phone: _____ Email address: _____

- ▶ Report to your colleagues at a staff meeting.
- ▶ Report to your colleagues at a subsequent workshop.

Effective Lesson Planning for Adult English Language Learners, Part 1

Workshop Evaluation

Expectations About Contents of the Workshop

What did you hope to gain from this course or workshop? (please ✓ all that apply)

- Basic introduction or exposure to subject
- In-depth theory or study of subject
- Strategies and ideas about how to implement subject
- Information to take back and share at program
- More general information about subject
- Other _____

Did the workshop fulfill your expectations and needs? (please circle one)

Not at all Barely Sufficiently A great deal Completely

Please explain why you circled the above.

Quality of the Workshop

Area	Quality (please ✓ one)				Comments/Suggestions for Improvement
Trainer style	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Presentation and progress (balance between trainer and participant involvement, kinds of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Materials (handouts, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Organization of workshops (arrangement of content, flow of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	

Follow-Up Activity

As a result of these workshops, what do you hope to try in your classroom or program?

Other Comments

Notes

Effective Lesson Planning for Adult English Language Learners

Workshop Part 2: Goal, Objectives, and Agenda

Goal:

To help new and experienced adult ESL teachers develop skills in lesson planning

Objectives:

By the end of this session, participants will be able to

- ▶ Recognize the roles that varied activities, grouping strategies, and other aspects such as time play in effective lesson planning
- ▶ Recognize the principles underlying multilevel lesson planning
- ▶ Identify reflective teaching strategies
- ▶ Develop activities for each stage of a lesson
- ▶ Write a lesson plan containing all stages

Agenda:

VI. Introduction and Warm-Up

VII. Presentation: Effective lesson planning background information, Part 2

VIII. Practice: Identifying varied activities, grouping strategies, elements of the multilevel class, sequencing, timing, and pacing; writing comprehension checks and directions

IX. Application (in workshop): Develop a lesson plan

X. Wrap-Up and Evaluation

Yes/No Bingo!

- ▶ Read through the questions. Think about your answers.
- ▶ Write a question of your own in the last square.
- ▶ Ask and answer the questions with your colleagues.
 - When a colleague answers “yes,” write his or her name in the square.
 - When a colleague answers “no,” ask him or her another question.
- ▶ When you have four squares in a horizontal, vertical, or diagonal row, shout “BINGO!”

Between now and the last session, did you...			
<i>do a needs assessment with your students?</i> Name:	<i>teach a lesson from session 1?</i> Name:	<i>observe a colleague?</i> Name:	<i>reread the background information?</i> Name:
<i>talk to someone from the workshop?</i> Name:	<i>write a lesson plan based on the template?</i> Name:	<i>reflect on your lesson planning?</i> Name:	<i>read more about lesson planning?</i> Name:
<i>do a Round Robin with your class?</i> Name:	<i>do an Info Gap with your class?</i> Name:	<i>do a role-play with your class?</i> Name:	<i>do a Line Up with your class?</i> Name:
<i>pair students?</i> Name:	<i>group students?</i> Name:	<i>assign roles to students in groups?</i> Name:	? Name:

Yes/No Bingo!

- ▶ Read through the questions. Think about your answers.
- ▶ Write a question of your own in the last square.
- ▶ Ask and answer the questions with your colleagues.
 - When a colleague answers “yes,” write his or her name in the square.
 - When a colleague answers “no,” ask him or her another question.
- ▶ When you have four squares in a horizontal, vertical, or diagonal row, shout “BINGO!”

Find someone who...			
<i>speaks Spanish</i> Name:	<i>has lived abroad</i> Name:	<i>has studied another language as an adult</i> Name:	<i>teaches a class of Spanish speakers</i> Name:
<i>teaches students from more than one language group</i> Name:	<i>knows where his/her students work</i> Name:	<i>teaches only ESOL</i> Name:	<i>teaches ESOL and ABE</i> Name:
<i>whose community feels tension about the influx of new immigrants</i> Name:	<i>whose community is welcoming to new immigrants</i> Name:	<i>has moved to this community from elsewhere</i> Name:	<i>was born in this community</i> Name:
<i>has used PowerPoint</i> Name:	<i>has facilitated a workshop</i> Name:	<i>has tried to speak the language of another country when traveling there</i> Name:	<i>has</i> Name:

Background Part 2: Effective Lesson Planning

- ▶ As you read, think about your answers to the questions.
- ▶ After you read, highlight the answers in the text.

The Basics of Lesson Design

Adult English language learners generally have limited time to devote to participating in language classes. A good lesson plan is an important tool that focuses both the instructor and the learners on the purpose of the lesson and, when carefully constructed and followed, enables learners to meet their goals efficiently. There are several things to consider in the design of effective lessons, including matching lesson objectives to students' needs and abilities, identifying the types of activities and grouping strategies that will support the objective, and determining the sequencing and pacing of the lesson.

Good lesson design begins with an assessment of students' needs. Once these needs are identified, teachers select which need(s) they will address in the lesson and determine the matching topic, lesson objective, and enabling skills (vocabulary, grammar, and pronunciation). While listening, speaking, reading, and writing are integrated into each lesson, teachers need to consider which of these skills is the focus of the lesson objective and be sure that the lesson evaluation tests those skills. After this critical preliminary work is done, the teacher is ready to devise a lesson plan. Effective lessons generally cycle through review, presentation, practice, evaluation, and application stages. Instructors plan activities that review previously learned material; introduce and present the new content and language; and provide opportunities for learners to practice, be evaluated, and apply what they have learned. Instructors also spend time identifying the materials and equipment needed to conduct the lesson.

What are the steps in effective lesson design?

- ▶ Assessment of students' needs
- ▶ Selection of which needs will be addressed, determination of matching topics and objectives, and identification of enabling skills
- ▶ Consideration of which of the four skills is the focus
- ▶ Creation of a lesson plan that follows the stages of warm-up/review, introduction and presentation, practice, evaluation, and application

Varying Activities and Grouping Strategies

Within the sequence of lesson stages, the lesson plan should incorporate a variety of activity types and grouping strategies. This variety will provide each student with the opportunity to learn in an environment best suited to his or her needs. Varying activity types addresses the learning styles of different learners. For example, reading a passage addresses a print-oriented learner, watching a video clip engages a visual learner, and getting up and talking to another student on the other side of the room addresses both kinesthetic and oral/aural learners. Varying

activities also keeps learner interest high. In addition, each activity has an ideal group size (whole class, half-class teams, small groups, pairs, or individuals) that needs to be taken into consideration while planning. Some students learn best in an anonymous, large group; others thrive in the interaction of a small group or pair; and still others need time to work individually—so using a variety of grouping strategies is an important consideration during lesson planning.

The selection of activity types and grouping strategies often depends on the stage of the lesson being planned or the range of proficiency levels within a class. For guided or controlled practice activities, teachers may group students with the same overall proficiency level. When matched with controlled activities, this type of grouping reinforces students' accuracy. Depending on the lesson focus, students can also be grouped according to their proficiency in one skill area (listening, speaking, reading, or writing). During communicative practice activities, however, teachers often create groups of students with different proficiency levels to create a greater range of communicative resources in the group and build fluency.

How does utilizing a variety of activity types and grouping strategies affect the learning environment?

- ▶ It provides each student with the opportunity to learn in an environment best suited to his or her needs, addressing the learning styles of different learners and keeping learner interest high.

Managing the Multilevel Class

Single-level classes usually include students with more than one language-proficiency level, but when the proficiency levels vary widely, a class can be considered multilevel. Multilevel classes often occur because of funding constraints or program logistics. Although common, such classes are not ideal because they require extreme patience and flexibility on both the teacher's and learners' parts. Multilevel classes also require the teacher to do extra planning to provide for the differing needs of students.

To effectively teach a multilevel class, a teacher should start by doing what she or he would do in any class: assess students' abilities and interests. The teacher can then modify the single-level lesson plan format to meet the needs of the multilevel class (see chart on PH, p. 76, and TN, p. 62, for one example). One way for a teacher to design a multilevel lesson plan is to select the same topic for the whole class while identifying different level-appropriate objectives for each proficiency level. For example, if the topic is *Communicate with medical personnel*, the following objectives would be appropriate:

- ▶ Beginning Low—identify the major parts of the body
- ▶ Beginning High—describe symptoms of common illnesses
- ▶ Intermediate Low—ask for and offer health advice

In this type of lesson framework, content for all levels is introduced and presented to the class as a whole (e.g., students listen to a doctor and patient's conversation where parts of the body are

named, symptoms are described, and advice is given). Following the presentation, the teacher has students practice the new content in similar-level groups so that they will be able to meet the objective(s) for their level. Using very guided activities works best at this stage of the lesson because the teacher often must monitor one level's work at a time. Assigning students specific roles or tasks during the activity also helps the lesson go smoothly (e.g., in a pair, student A dictates, student B writes). There are times, of course, when one level may need additional content that the other levels do not need. At those times, the teacher usually assigns a practice activity to the levels that don't need the information and then provides a separate presentation to the other level. The multilevel lesson often combines the communicative practice, evaluation, and application stages by having students work with a role play or other communicative language task. These tasks provide opportunities for students of varying abilities to work together and allow the teacher to evaluate students' success on their individual objectives.

What is one framework for a multilevel lesson?

- ▶ Assess students' needs and interests to determine the lesson topic and a lesson objective for each of the general proficiency levels in the class. Next, introduce and present the content for all levels to the whole class. During the practice stage, have students use guided activities to practice the content in similar-level groups. In some cases, the teacher may present additional information to one level while the other levels work on their similar-level practice activities. At the communicative practice stage, students of varying abilities work together to complete a communicative language task. This task may also serve as an evaluation and/or application activity.

Key Aspects of Lesson Planning

While planning the content of the lesson stages is key to effective instruction, the art of teaching requires attention to other elements as well. These elements are addressed once the lesson plan has been sketched out and play an important role in finalizing the plan.

- ▶ **Time frame.** How long is each class period? How long will it take to teach the lesson objective? Is the amount of time allotted for each part of the lesson sufficient?
- ▶ **Checking comprehension and giving directions.** How will the teacher determine whether students are ready to move from one stage to the next? How will students know what to do during an activity? How does one give clear directions?
- ▶ **Sequencing and pacing.** Do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth? Are activities the right length and varied so that learners remain engaged and enthused?
- ▶ **Balancing teacher talk time and learner talk time.** Is the amount of time the teacher speaks in class equal to or less than the amount of time the students speak? Does the lesson allow enough time for learners to practice what they have learned—to interact, produce, and initiate language?

- ▶ **Flexibility.** Does the lesson plan allow for a “teachable moment”? If the lesson is running long, what types of adjustments could be made? If the planned lesson finishes early, is there a backup activity ready?
- ▶ **New or returning students.** How can students catch up to the current lesson? Is there sufficient review of previous instruction? Are there activities that lend themselves to peer tutoring?

Why must teachers consider these elements when planning a lesson?

- ▶ Each of these elements affects the success of the lesson. Timing, sequencing, pacing, and flexibility all ensure that the lesson objective can be met within an appropriate time frame. Identifying where comprehension should be checked and how directions should be given guarantees that learners will be able to move from one stage (or activity) to the next successfully. Balancing teacher talk time and learner talk time within a lesson is key to giving learners sufficient practice with the target language. Awareness of how new and returning students can affect the lesson helps the teacher create warm-up/review activities and practice activities that take these students into account.

Growth Through Reflection

While most aspects of lesson planning are learned by experience, active reflection on each day’s lesson makes it possible to identify those lesson elements that need to be refined. The questions below are examples of the kind of reflection that teachers may find helpful:

- ▶ What went well? Why?
- ▶ What did not go as planned? Why?
- ▶ If I had to do it over again, what would I change?
- ▶ What have I learned about my students that I can incorporate into future lesson planning?

Some teachers may also find it useful to participate in peer observations. These observations can increase each teacher’s awareness of effective and less-effective lesson elements and provide a support system that extends long past the actual observation and reflection session.

How does reflection enhance growth?

- ▶ It helps the instructor identify those lesson elements that are working well and those that need to be revised or refined. With the revision and refinement of these elements comes improvement and growth.

Through the cycle of planning, teaching, and reflecting, teachers can improve their skills and learn to assemble key lesson elements into a cohesive, meaningful sequence of activities that culminates in students’ mastery of the lesson objective.

Follow-up questions:

Answers vary.

1. Which stages of the lesson are the most difficult to plan? Why?
2. What are the inherent challenges of putting students in groups?
3. What other things besides time frame and sequencing need to be considered when planning a lesson?
4. What are the benefits and challenges of the multilevel lesson framework presented in the background information?
5. What are some other things teachers can do or ask themselves to aid reflection and growth?

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Directions for Jigsaw Reading

- A. In your groups, count off 1–4.
- B. Reading assignments:
 Everyone reads *The Basics of Lesson Design*
 AND
 - 1 reads Managing the Multilevel Class
 - 2 reads Key Aspects of Lesson Planning
 - 3 reads Varying Activities/Grouping Strategies
 - 4 reads Growth Through Reflection
- C. As you read, answer the questions related to your part of the reading by highlighting the answers in your text. Be ready to share answers with the whole group. You will have 5 minutes to read and answer your questions.
- D. When all have finished reading their parts, share answers in the group.

Varying Activities and Grouping Strategies

- ▶ Categorize the activities into the grouping strategies they can be used with. An activity can be put in more than one category.

Activities

Role Play Jigsaw Reading Line Up Roundtable Information Gap
 Sentence Scramble Brainstorm Peer Dictation Yes/No Bingo Matching Strips

Grouping Strategies

Individuals	Pairs	Small Groups	Half Class	Whole Class
Sentence Scramble	Role Play	Role Play	Sentence Scramble	Line Up
Brainstorm	Jigsaw Reading	Jigsaw Reading		Brainstorm
Matching Strips	Information Gap	Roundtable		Yes/No Bingo
	Sentence Scramble	Sentence Scramble		
	Brainstorm	Brainstorm		
	Peer Dictation			
	Matching Strips			

Model Lesson Plan: Beginning High

- ▶ Look at the lesson plan below and answer these questions.
 1. How many different types of activities are used in this lesson?
Nine: discussion of picture, yes/no question game, elicited dialogue, question comp check, roundtable label, substitution drill, role play, focused listening w/role play, Q&A "Where do you go when...?"
 2. What other activities might you use in this lesson plan?
(various answers such as information gap with symptoms; corners)

Lesson Basics

Class Level: Beg. High	Topic: Health	Class Length: 2.5 hrs.	Date: 11-10-05
Lesson Objective: Students will be able to describe symptoms to medical personnel			
Enabling Skills: Grammar: use simple present tense, first and third person Vocabulary: parts of the body, symptoms for basic ailments: <i>sore, ache, pain in my _____.</i> Pronunciation: suffix <i>ache</i>			
Language Skill Proficiency Focus L S W R		Materials and Equipment Visuals: parts of body, ailments, doctor and patient in conversation Handout: outline of the body	

Activity Plan

Warm-Up/Review: Whole-class discussion on picture that shows patient talking to a doctor. Play a quick game of yes/no questions (about the picture) using previously acquired language (e.g., *Is the patient under the table?*).

Introduction: Put up (or draw) a silhouette of a man. Name him, give him a backstory (with students' suggestions), and then tell the class that he's going to the doctor because he has a pain in his *foot*. (Have class suggest how he got the pain.) Tell the class the objective of the lesson.

Presentation	Guided Practice	Communicative Practice	Evaluation
Present (and elicit) a dialogue between the man and his doctor that includes the symptom (pain in <i>foot</i>), possible reason for the symptom (dancing all night), and suggested course of action (rest your <i>feet</i> .) Act out the dialogue and use visuals to support the language. Guide students through the dialogue. Comprehension check: Ask students Y/N, OR, and WH- questions for approximately 5 min. regarding the content of the dialogue and vocabulary usage.	<ol style="list-style-type: none"> 1. Group students for roundtable label of parts of the body on a handout. 2. Have students use labels as substitution for pair practice of dialogue. 	Have pairs develop role plays based on the dialogue.	<ol style="list-style-type: none"> 1. Have pairs perform their role plays for the class. Students listen and write down symptoms they hear. 2. Give students time to reflect on/talk about language and skills they've learned.
Application: Guide whole-class discussion of where you go/what you do when you have various symptoms. Prompts: <i>When do you call the doctor? When do you stay home from work? When do you go to the emergency room? When do you call 911?</i>			

Note: Adapted from Adelson-Goldstein, J. (2006, May). *Mastering the madness and magic of multilevel classes*. Presentation given at the Maryland Association for Adult Community and Continuing Education Conference.

Figure 0. Multilevel Lesson Framework

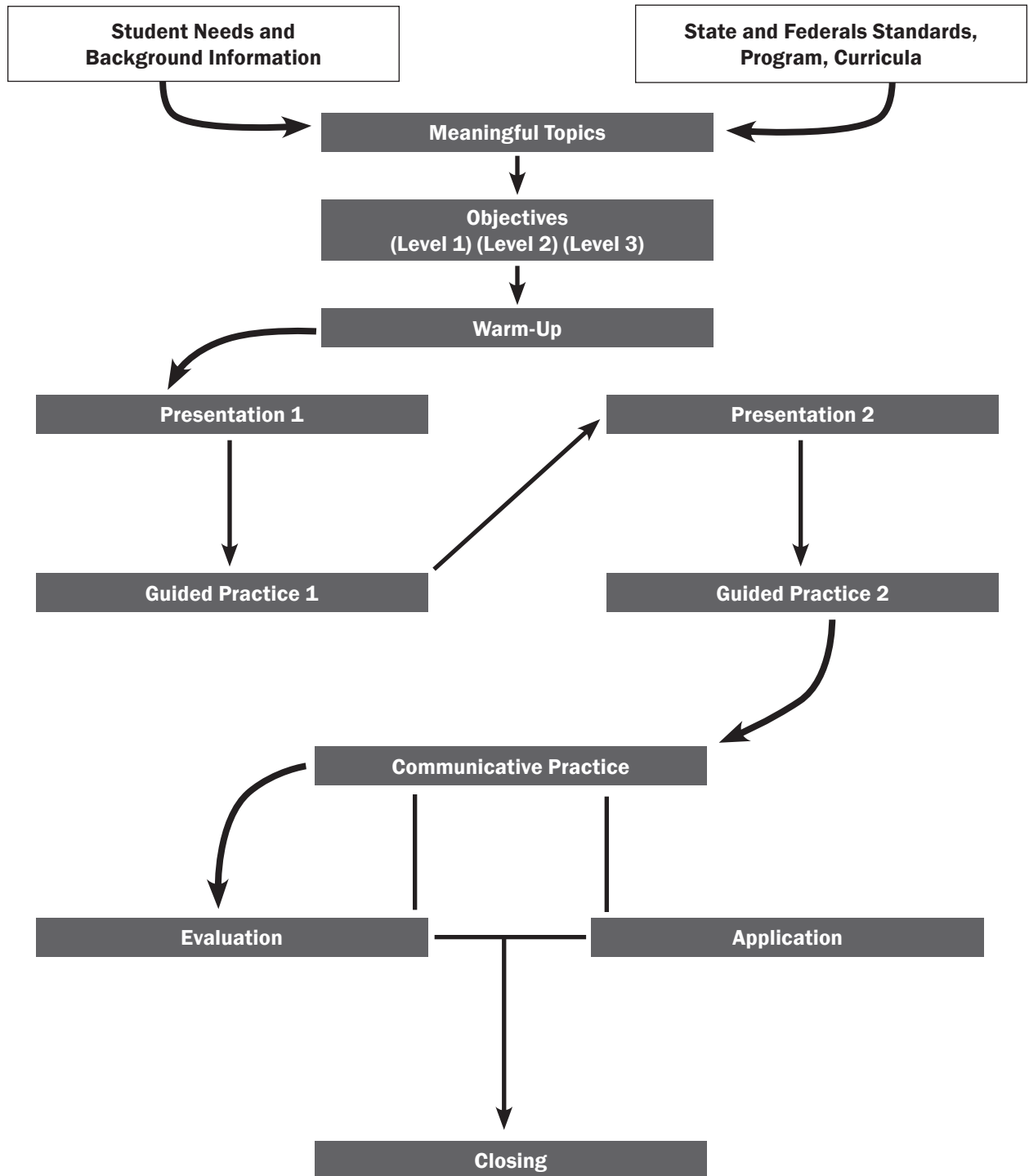
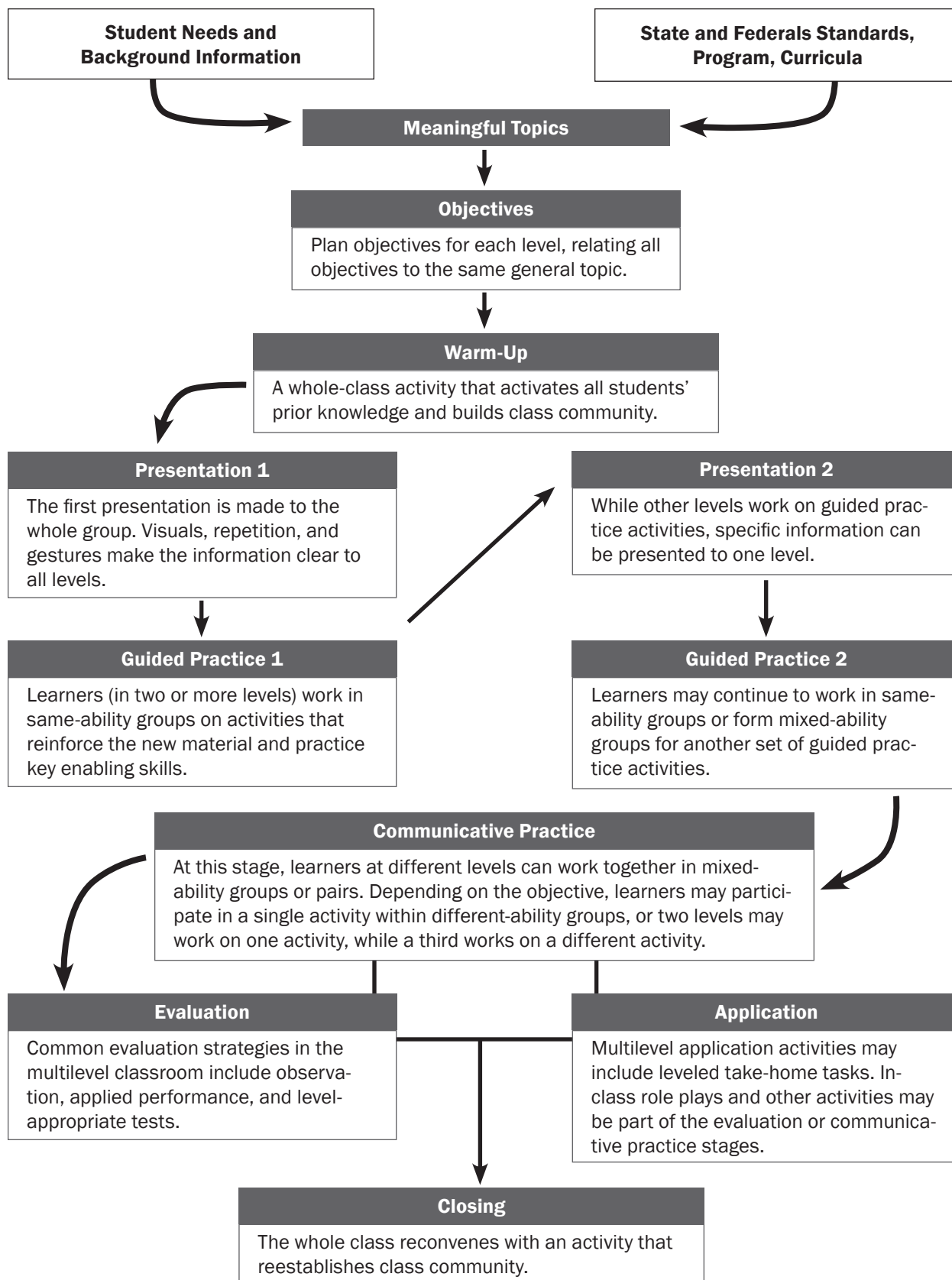


Figure 1. Annotated Multilevel Lesson Framework



Multilevel Lesson Plan

- ▶ Look at the multilevel lesson plan below.
- ▶ Answer the questions on PH, p. 131 (TN, p. 105).

Lesson Basics

Class Level: Multilevel (BL-IL)	Topic: Health	Class Length: 2.5 hrs.*	Date: 11-10-05
Lesson Objective: <i>Students will be able to</i> BL: identify the major parts of the body BH: describe symptoms to medical personnel IL: offer health advice or recommend over-the-counter (OTC) medications			
Enabling Skills: Grammar: use poss. adj. (BL), simple present tense, first and third person (BH), gerunds with the phrase: "Why don't you stop/start...?" (IL) Vocabulary: parts of the body, symptoms for basic ailments, OTC medications. Pronunciation: suffix "ache," emphasis on "Why don't you...?"			
Language Skill Proficiency Focus L S W R		Materials and Equipment Visuals: parts of body, ailments, doctor and patient in conversation Handout: outline of the body	
Activity Plan—Part 1			
Warm-Up/Review: Whole class discussion on picture that shows patient talking to a doctor. Play a quick game of yes/no questions (about the picture) using previously acquired language (e.g., <i>Is the patient under the table?</i>). Time: 10 minutes			
Introduction: Put up (or draw) a silhouette of a man. Ask the BL students to name him. Elicit his backstory from the class and ask BH students why he's going to the doctor. Ask IL students to say how it happened. Tell the class the lesson objectives. Time: 10 minutes			
Presentation: Present and elicit a dialogue between the man and his doctor that includes the symptom (pain in <i>foot</i> [BL]), possible reason for the symptom (He dances all the time [BH]), and suggested course of action (Why don't you stop dancing? [IL]). Act out the dialogue and use visuals to support the language. Guide students through the dialogue. Model or point out structures within the dialogue (poss. adj, simple pres. and Why don't you stop/start + gerund). Give students a chance to repeat the structures using the language from the dialogue and substitute related vocabulary as well. Time: 15 minutes			
Comprehension check: Ask Y/N, "OR" and WH- questions from students for approximately 5 min. re: the content of the dialogue and vocabulary usage. Time: 5 minutes			

*Includes 15 min. break, opening and closing activities.

<p>Lesson Objective: <i>Students will be able to</i> BL: identify the major parts of the body BH: describe symptoms to medical personnel IL: offer health advice or recommend over-the-counter (OTC) medications</p>		
Activity Plan – Part 1		
Section 1	Section 2	Section 3
<p><i>Give BH and IL their tasks:</i></p> <p>BH Guided Practice Have BH students, in small groups, roundtable label parts of the body on a handout and then use labels as substitutions for pair practice of dialogue.</p> <p>IL Guided Practice Have IL students, in small groups, brainstorm different pains and ailments, then matching remedies. Have groups create 10 sentences that follow the pattern, <i>If you have..., why don't you stop...</i></p> <p><i>Facilitate BL group</i></p> <p>BL Presentation 2 Use TPR to help students acquire names of 8–10 parts of the body and to check comp.</p>	<p><i>Give BL and BH their tasks:</i></p> <p>BL Guided Practice Students in pairs give each other TPR commands based on picture cues (point to, touch, raise, etc.). Then switch and work with another partner.</p> <p>BH Guided Practice Have students work individually or in pairs to write questions and answers. (<i>Where's the pain? It's in my foot.</i>)</p> <p>IL Presentation 2 Present registers of <i>You should, Why don't you, Maybe you should...</i></p> <p>IL Practice Pairs practice pronunciation skills, especially linking (<i>don't you = donchoo</i>)</p>	<p><i>Give BH/IL and BL their tasks:</i></p> <p>BH/IL Communicative Practice Different-level pairs develop role play based on dialogue.</p> <p>BL Communicative Practice Pairs role play the dialogue: A: What's the matter?" B: I have a pain in my _____. A: Oh, that's too bad. B: It sure is!</p> <p><i>Observe BL students during role plays.</i></p>
Time: 15 minutes	Time: 20 minutes	Time: 15 minutes
<p>Evaluation: (BH/IL) pairs perform role plays for class while BL and rest of class listen and fill out chart identifying name of the patient, reason for the visit, and the recommendation. Time: 20 minutes</p>		
<p>Application: Guided whole-class discussion of alternative remedies.</p> <p>Prompt: <i>George has a headache. What should he do?</i> Encourage IL students to use advice practiced in lesson to make recommendations (e.g., <i>Why doesn't he start meditating?</i>). Time: 15 minutes</p>		

Note: Adapted from Adelson-Goldstein, J. (2006, May). *Mastering the madness and magic of multilevel classes*. Presentation given at the Maryland Association for Adult Community and Continuing Education Conference.

Multilevel Lesson Plan: Questions

Discuss the following questions with a partner.

1. How does the teacher ensure that all students will understand the first presentation?

The teacher checks all students' comprehension with directed questions.

2. Why does the teacher make separate second presentations to the BL and BH/IL students?

The BL students need additional work with the new language.

The IL students need information on the model grammar structure.

3. How has the teacher grouped learners throughout this lesson? Why?

- ▶ *Warm-Up/Review through Presentation: Whole group*
- ▶ *Guided Practice: Level-alike groups*
- ▶ *Communicative Practice: Different-level groups for BH/IL, level-alike for BL*
- ▶ *Application: Whole class*

Learners are grouped together at the beginning and end of the lesson to reinforce the class community. Providing a whole-class presentation makes it easier on the teacher, and learners of all proficiency levels get to hear all the facets of the lesson.

Alike-level grouping allows learners to work toward their level objective and practice language at their level. Different-level groups create a more natural, communicative environment. In serving as an audience for the BH/IL role plays, the BL learners can successfully use their receptive skills.

4. Which activities are going on simultaneously in this lesson?

- ▶ *Teaching of body parts to BL; BH roundtable parts of the body and practice the dialogue; IL brainstorm symptoms and remedies and then write 10 sentences.*
- ▶ *Teaching IL grammar point and pronunciation practice; BL do TPR pair activity; BH write questions and answers.*

5. What would the teacher have to do to prepare students to work independently during the practice stage of the lesson?

Model or demonstrate the activity, give clear directions, and check learners' comprehension. Circulate, monitor, and facilitate each group, if even for just a few moments.

Note: All learners benefit from hearing what other groups will be doing.

Comprehension Checks

During or after the presentation, it is important to check whether students have understood the new material. A yes/no question such as “Do you understand?” usually results in most students nodding or saying “yes”—even though they may not have understood. To accurately verify students’ comprehension, use one of the techniques listed below. Also, make sure the comprehension questions you ask are at the right language level for your students. Always wait between 10 and 15 seconds for students to respond to a command, question, or request.

1. Ask questions that match the students’ level, for example—
Beginning Low—*Is it red or blue?*
Beginning High—*What color is it?*
2. Ask a question that helps students demonstrate understanding, e.g., *The teacher conference is from 3:00 to 3:30. What time do you need to be at the school?*
3. Ask learners to paraphrase or restate the information presented or directions given.
4. Ask learners to complete a task that demonstrates understanding, e.g., *It’s hot in here. Please open the window.*

Practice Writing a Comprehension Check

1. Review the presentation and comprehension check for the lesson on PH, p. 133 (TN, p. 106).
2. Look at the sample dialogue below.
3. With a partner, write some appropriate questions to check comprehension of the dialogue. Use the examples above to help you.
A: What’s the matter, Mr. Yee?
B: My foot hurts. It hurts every time I dance.
A: Really?
B: Yes, and I dance all the time.
A: Hmmmm. Why don’t you stop dancing so much? I think your foot will feel better.

Sample dialogue from the multilevel lesson on PH, p. 130 (TN, p. 104)

Sample Comprehension Check Questions

1. *Who is the patient? Is Mr. Yee the patient or the doctor?*
2. *What hurts, his foot or his finger?*
3. *Why does it hurt?*
4. *How often does he dance?*
5. *What is the doctor’s advice?*
6. *Does the doctor think Mr. Yee’s condition is very serious?*

Note: Based on the work of Kathleen Santopietro Weddel. (2006). *Classroom Teacher Language for Teacher and Learner Interaction*, Independent Study Module, Northern Colorado Literacy Resource Center.

Giving Directions

Directions can make or break a practice activity. Directions must be clear and concise. When giving directions, use language that learners already know or that is made comprehensible by visuals and meaningful gestures. The fewer words that are used, the better. It is a good idea to write the directions on the board or overhead projector. Once the learners have heard the directions orally and have seen them in writing, demonstrate the activity with one learner. At the very lowest levels, demonstration may be the best way to give directions.

Appropriate directions include

1. Steps given in one- or two-word verbs. Demonstrate each step one at a time.
2. Level-appropriate grammar and vocabulary, for example—
 Beginning Low—*What's this?*
 Beginning High—*What's in the picture?*
 Intermediate—*What do you see in the picture on page__?*

Practice Writing Directions

1. With a partner, choose one of the Guided or Communicative practice activities for Beginning High or Intermediate Low in the lesson plan on PH, p. 130 (TN, p. 104).
2. Write directions for the practice activity you chose.
3. Share the directions you wrote with another pair of students.

Directions

Level _____ Activity _____

Answers vary.

Note: Based on the work of Kathleen Santopietro Weddel. (2006). *Classroom Teacher Language for Teacher and Learner Interaction*, Independent Study Module, Northern Colorado Literacy Resource Center.

Sequencing

1. The activities in the chart below support the following Beginning Low lesson objective.

Students will be able to identify U.S. testing rules and “bubble in” an electronically scored answer sheet for a multiple-choice test on previously learned material.

2. Match the lesson activities to the stages of the lesson.
3. Check your answers with a partner.

- | | |
|--|---|
| <u> d </u> 1. Warm-Up/Review | a. Have small groups of students work together to make a poster of test-taking rules and procedures. (<i>Look at your answer sheet only.</i>) |
| <u> e </u> 2. Introduction | b. Have students demonstrate testing procedures in a TPR activity. |
| <u> f </u> 3. Presentation | c. Have students take a sample test with answer sheets and #2 pencils, bubbling in answers on the answer sheet. |
| <u> b </u> 4. Guided Practice | d. Give students a simple T/F test on material they’ve studied previously . Ask students how they felt about taking the test. |
| <u> a </u> 5. Communicative Practice | e. Lead a class brainstorm of test-taking rules. |
| <u> c </u> 6. Evaluation/Application | f. Demonstrate the rules and procedures for taking a multiple-choice test with an answer sheet. Then check students’ comprehension by asking “OR” questions about the process. <i>Do you write on the test or the answer sheet?</i> |

Pacing and Timing

1. Form a pair.
2. Read through the 2.5-hour Beginning Low lesson on PH, p. 137 (TN, p. 110) and complete the timing chart below. Make notes about pacing or timing issues.
3. Compare your answers with another pair.

Answers will vary—this is one possible way to do it.

Stage	Activity/Demo	Time Frame	Notes
Warm-Up/Review	T/F test	5	Add opening—Meet and greet, 5 min.
	“Show and Tell”	10	
Introduction	Brainstorm rules	10	Extra time for copying rules.
Presentation	Explain and demo test process	5	
	Go over test questions	10	
	Demo incorrect responses	5	
Guided Practice	Work with commands imperatives (TPR)	20	Students respond to, give, and write commands.
	T/F test	5	
Communicative Practice	Team interview	15	5 min. of each activity is model and comp check. Team poster activity includes 1–2 min report back per group.
	Team posters	30	
Evaluation/Application	Sample test	10	Add closing activity—another 10 min.
	Reflection	10	

Total: 2 hr., 30 min. with opening and closing.

Beginning Low Lesson Plan

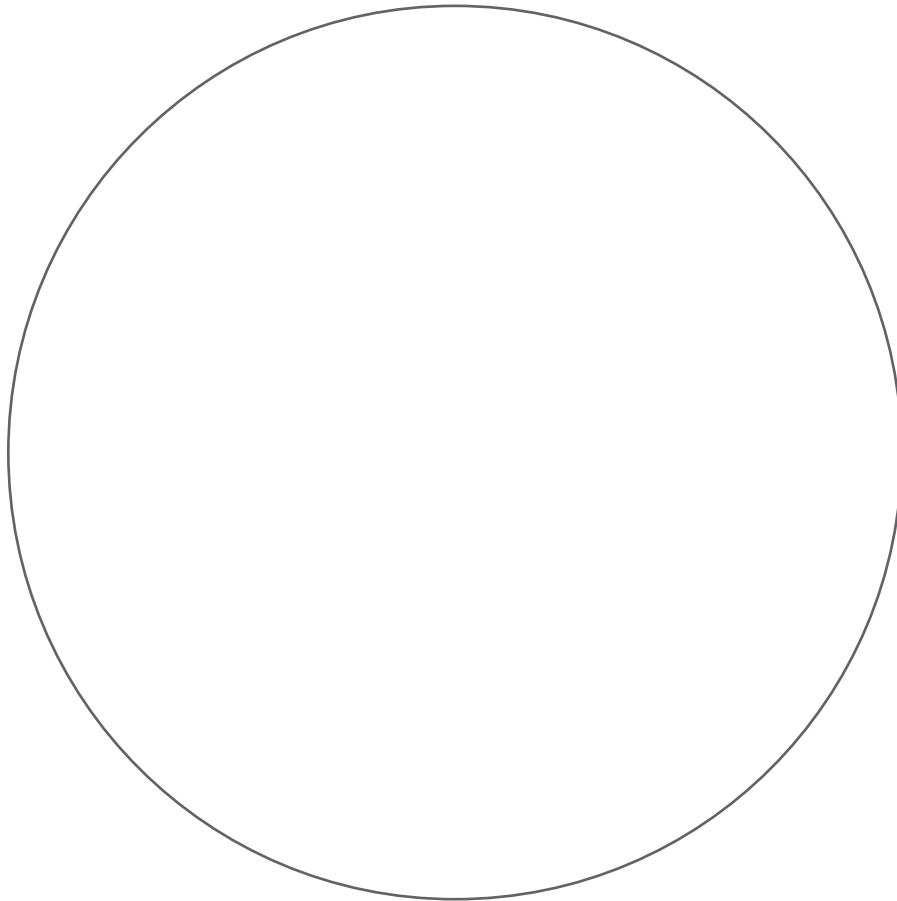
Lesson Planning Template

LESSON BASICS			
Class Level: BL	Topic: Academic Skills	Class Length: 2.5 hrs.	Date: 10-30-06
Lesson Objective: <i>Students will be able to identify U.S. testing rules and complete an electronically scored answer sheet for a multiple-choice test on previously learned material.</i>			
Enabling Skills: Grammar: <i>Imperatives Mark A, Bubble in, Use a #2 pencil</i> Vocabulary: <i>answer sheet, multiple choice, fill in, bubble in, mark, erase completely, correct, incorrect</i> Pronunciation: <i>word stress: answer, erase</i>			
Language Skill Proficiency Focus L <input type="checkbox"/> S <input type="checkbox"/> W <input type="checkbox"/> R <input type="checkbox"/>	Materials and Equipment Overhead projector, sample test booklets, mock electronic answer sheets for multiple choice and T/F, #2 pencils.		
ACTIVITY PLAN			
Warm-Up/Review: Give students a simple T/F test on material they've studied previously. Ask students how they felt about taking the test. "Show and tell" with a test booklet, an electronic answer sheet, a pen, and a #2 pencil. Use "OR" questions to verify that students know which is which. <i>Is this the test booklet or the answer sheet? Do you write on the booklet or the answer sheet?</i>			
Introduction: Elicit the rules for taking tests. Write students' ideas on the board. Touch on any of these rules that students do not come up with: 1. Use a #2 pencil. 2. Write your name on your answer sheet. 3. Cover your answers. 4. Don't talk. 5. Don't write on the test booklet.			
Presentation	Guided Practice	Communicative Practice	Evaluation
<p>1. Use sample test questions to demonstrate the process of reading a question in one place and filling in the answer on an answer sheet. Use the first question to teach the concept of "multiple choice."</p> <p>2. Read each question together, and have the students tell you the answer. Demonstrate bubbling in the answer to the first question on the board or overhead projector. Demonstrate incorrect ways to fill in the answer sheet, such as crossing out, circling, or checking the letters on the form.</p>	<p>Work with imperatives. Have students demonstrate the key test commands.</p> <p>1. Write sample test items on the board such as: 1. A B C D</p> <p>2. Give students a sample answer sheet and have them bubble in the correct "answer" for each.</p> <p>3. Circulate to check that students are correctly bubbling in the answers.</p> <hr/> <p>Give a quick T/F test to determine whether students know basic U.S. testing rules. Give students T/F answer sheets so they can bubble in answers (e.g., <i>You can ask your partner for an answer on a test. [F]</i>).</p>	<p>1. Write these three questions: <i>Do you get nervous on test day?</i> <i>How long do you study for tests?</i> <i>What kinds of tests do you like?</i></p> <p>2. Form groups of four. Set a time limit and have teammates take turns interviewing each other. Person #1 asks everyone question #1. Person #2 asks question #2, etc.</p> <p>3. Call time and tally the class answers for each question.</p> <hr/> <p>Have small groups work together to make a poster of test-taking rules.</p>	<p>1. Distribute a sample test, answer sheet, and #2 pencil to each student.</p> <p>2. Give students directions and set a 10-minute time limit for the test.</p> <p>3. Collect the answer sheets only. Then, using the test handout, review the answers with the class. Collect and review the students' test booklets and answer sheets to determine how well they understood the lesson.</p> <hr/> <p>Ask students to identify two things they learned in the lesson.</p>

Teacher Talk and Learner Talk

1. Look back at the Beginning Low lesson.
2. Given the types of activities in the lesson, identify the amount of time the teacher is likely to be talking and the amount of time the learners will probably be talking.
3. Draw a pie chart in the circle below to represent these amounts of teacher talk and learner talk.
4. Form a small group and share your pie chart. Compare the amount of teacher talk/learner talk in the pie chart with that of a typical lesson you teach. How will you change the teacher talk/learner talk ratio in your classes?

Answers will vary.



Application

With a partner, write a lesson plan for learners you may teach.

Using the lesson template on PH, p. 140 (TN, p. 112), do the following:

1. Select from one of the objectives below. Then, fill in the “Lesson Basics.”
 - ▶ Identify different types of jobs in order to state job goals.
 - ▶ Write a note excusing a child’s absence from school.
 - ▶ Clarify instructions to operate common office machines (copier, fax, shredder).
 - ▶ Identify common emergencies and procedures to make a 911 call.
 - ▶ Exchange or return a damaged item to a department store.
 - ▶ Identify acceptable reasons for changing a work schedule and request a change.
 - ▶ Interpret food and nutrition labels to determine healthy choices.
2. Complete the activity plan by briefly describing the activities you would use to help students meet the lesson objective. You may want to select from the activities listed below or use other activities from your repertoire.

Activities Discussed or Used During the <i>Effective Lesson Planning</i> Training		
Brainstorm	Jigsaw Reading	Roundtable
Categorizing	Line Up	Scrambled Sentences
Corners	Language Experience Writing	Sentence Maker
Dialogue	Matching Strips	Storytelling
Drills	Multiple-Choice Test	Survey
Focused Listening	Peer Dictation	True/False Questions
Information Gap	Read & Answer Questions	Word Cards
Interview	Role Play	Yes/No Bingo

3. Identify grouping strategies you would use for each activity (pairs, small group, teams, whole class).
4. Include the time each activity will need. The total time should match the class length.
5. On a separate sheet of paper,
 - a. Write a comprehension check for the presentation.
 - b. Write directions for at least one practice activity.
6. Form a small group with another pair and share your lesson plan. Ask for suggestions from your group on how to improve your plan.

Lesson Planning Template

LESSON BASICS			
Class Level:	Topic:	Class Length:	Date:
Lesson Objective: <i>Students will be able to</i>			
Enabling Skills:			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review:			
Introduction:			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

Application Activities

To retain what you learned in this workshop, please select at least one application activity.

Select one or more

1. **Analyze your textbook** for activity types. **Plan a lesson** by filling out a Lesson Planning Template Single Level/Single Presentation on page 20 with activity/page numbers that match the stages of a lesson. Brainstorm activities to fill in the gaps. **Teach this lesson** (or you may use the sample lessons on pages 8 or 15 or the one your group developed during the workshop). Soon after you teach the lesson, take time to reflect on how it went. Ask yourself questions such as*
 - ▶ What went well? Why?
 - ▶ What did not go as planned? Why?
 - ▶ If I had to do it over again, what would I change?
 - ▶ What have I learned about my students that I can account for in future lesson planning?

*Use the Lesson Reflection worksheet on page 116. You can also use the Class Observation worksheet on page 117.

2. **Observe a lesson** at the same level you teach (or hope to teach). As you observe, fill in the Lesson Planning Template on PH, p. 142, TN, p. 115. Then, fill in the Class Observation worksheet on PH, p. 144, TN, p. 117.

3. **Develop a lesson** using the same directions you used in the Application (in-class) on PH, p. 139, TN, p. 112. Use the Lesson Planning Template on PH, p. 142, TN, p. 115. Teach the lesson. After you teach the lesson, reflect upon your own teaching, using questions such as*
 - ▶ What went well? Why?
 - ▶ What did not go as planned? Why?
 - ▶ If I had to do it over again, what would I change?
 - ▶ What have I learned about my students that I can account for in future lesson planning?

*Use the Lesson Reflection worksheet on TN, p. 116. You can also use the Class Observation worksheet on TN, p. 117.

4. **Have someone observe your class.** Develop a lesson in section 3 above. Ask a colleague to observe you as you teach it. Your colleague can fill in the Lesson Planning Template on PH, p. 142, TN, p. 115 and the Lesson Observation worksheet on PH, p. 144, TN, p. 117. After the lesson, reflect upon your own teaching, using questions such as*
 - ▶ What went well? Why?
 - ▶ What did not go as planned? Why?
 - ▶ If I had to do it over again, what would I change?
 - ▶ What have I learned about my students that I can account for in future lesson planning?

Ask your colleague for verification or support as necessary.

* Use the Lesson Reflection worksheet on TN, p. 116. You can also use the Class Observation worksheet on TN, p. 117.

Note: For further discussion of reflective teacher practices, see the digest *Reflective Teaching Practice in Adult ESL Settings*, available from www.cal.org/caela/esl_resources/digests/reflect.html

Lesson Planning Template

LESSON BASICS			
Class Level:	Topic:	Class Length:	Date:
Lesson Objective: <i>Students will be able to</i>			
Enabling Skills:			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review:			
Introduction:			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

Lesson Reflection

1. What went well? Why?

2. What did not go as planned? Why?

3. If I had to do it over again, what would I change?

4. What have I learned about my students that I can account for in future lesson planning?

Class Observation

- ▶ Arrange to observe a class at the same level you teach, if possible.
- ▶ As you observe, fill in the Lesson Planning Template on the next page.
- ▶ Answer the following questions.

Questions	Yes/No	Answer/Comments
1. Were the objectives clear?	Y N	
2. Did the lesson include all the stages? If not, which ones were missing? How did that affect the lesson?	Y N	
3. Were the activities varied in type and modality?	Y N	
4. Were the activities and materials appropriate for the students' skill level?	Y N	
5. Did the materials support the lesson focus and objectives?	Y N	
6. Was the sequencing of activities logical and appropriate?	Y N	
7. Were the transitions evident and appropriate?	Y N	
8. What worked well?		
9. What would you change?		

Action Plan

Step 1—Reflection into Practice

Look at your reflections about your learning during this workshop on page 116, question 2. Select three things you have learned that you will implement in your teaching. Write them below.

1.

2.

3.

Step 2—Application

Select one application activity on page 112 that you will complete. Check the activity you will complete and write the dates by which you will start and complete it.

Activity	Projected Start Date	Projected Completion Date
<input type="checkbox"/> Analyze your textbook/plan and teach a lesson.	_____	_____
<input type="checkbox"/> Develop a lesson.	_____	_____
<input type="checkbox"/> Observe a lesson.	_____	_____
<input type="checkbox"/> Have someone observe your lesson.	_____	_____

Step 3—Report Back

Share your action plan activities with a colleague in one of the following ways:

- ▶ Meet and talk with a colleague at break time.
- ▶ Call or email a network buddy from this workshop.

Name: _____ Phone: _____ Email address: _____

Name: _____ Phone: _____ Email address: _____

- ▶ Report to your colleagues at a staff meeting.
- ▶ Report to your colleagues at a subsequent workshop.

Effective Lesson Planning for Adult English Language Learners

Workshop Part 2: Goal, Objectives, and Agenda

Goal:

To help new and experienced adult ESL teachers develop skills in lesson planning

Objectives:

By the end of this session, participants will be able to

- ▶ Recognize the roles that varied activities, grouping strategies, and other aspects (such as time) play in effective lesson planning
- ▶ Recognize the principles underlying multilevel lesson planning
- ▶ Identify reflective teaching strategies
- ▶ Develop activities for each stage of a lesson
- ▶ Write a lesson plan containing all stages

Agenda:

VI. Introduction and Warm-Up

VII. Presentation: Effective lesson planning background information, Part 2

VIII. Practice: Identifying varied activities, grouping strategies, elements of the multilevel class, sequencing, timing, and pacing; writing comprehension checks and directions

IX. Application (in workshop): Develop a lesson plan

X. Wrap-Up and Evaluation

Part 2: Background Information: Effective Lesson Planning

- ▶ As you read, think about your answers to the questions.
- ▶ After you read, highlight the answers in the text.

The Basics of Lesson Design

Adult English language learners generally have limited time to devote to participating in language classes. A good lesson plan is an important tool that focuses both the instructor and the learners on the purpose of the lesson and, when carefully constructed and followed, enables learners to meet their goals efficiently. There are several things to consider in the design of effective lessons, including matching lesson objectives to students' needs and abilities, identifying the types of activities and grouping strategies that will support the objective, and determining the sequencing and pacing of the lesson.

Good lesson design begins with an assessment of students' needs. Once these needs are identified, teachers select which need(s) they will address in the lesson and determine the matching topic, lesson objective, and enabling skills (vocabulary, grammar, and pronunciation). While listening, speaking, reading, and writing are integrated into each lesson, teachers need to consider which of these skills is the focus of the lesson objective and be sure that the lesson evaluation tests those skills. After this critical preliminary work is done, the teacher is ready to devise a lesson plan. Effective lessons generally cycle through review, presentation, practice, evaluation, and application stages. Instructors plan activities that review previously learned material; introduce and present the new content and language; and provide opportunities for learners to practice, be evaluated, and apply what they have learned. Instructors also spend time identifying the materials and equipment needed to conduct the lesson.

- ▶ What are the steps in effective lesson design?

Varying Activities and Grouping Strategies

Within the sequence of lesson stages, the lesson plan should incorporate a variety of activity types and grouping strategies. This variety will provide each student with the opportunity to learn in an environment best suited to his or her needs. Varying activity types addresses the learning styles of different learners. For example, reading a passage addresses a print-oriented learner, watching a video clip engages a visual learner, and getting up and talking to another student on the other side of the room addresses both kinesthetic and oral/aural learners. Varying activities also keeps learner interest high. In addition, each activity has an ideal group size (whole class, half-class teams, small groups, pairs, or individuals) that needs to be taken into consideration while planning. Some students learn best in an anonymous, large group; others thrive in the interaction of a small group or pair; and still others need time to work individually—so using a variety of grouping strategies is an important consideration during lesson planning.

The selection of activity types and grouping strategies often depends on the stage of the lesson being planned or the range of proficiency levels within a class. For guided or controlled practice activities, teachers may group students with the same overall proficiency level. When matched with controlled activities, this type of grouping reinforces students' accuracy. Depending on the lesson focus, students can also be grouped according to their proficiency in one skill area (listening, speaking, reading, or writing). During communicative practice activities, however, teachers often create groups of students with different proficiency levels to create a greater range of communicative resources in the group and build fluency.

- ▶ How does utilizing a variety of activity types and grouping strategies affect the learning environment?

Managing the Multilevel Class

Single-level classes usually include students with more than one language-proficiency level, but when the proficiency levels vary widely, a class can be considered multilevel. Multilevel classes often occur because of funding constraints or program logistics. Although common, such classes are not ideal because they require extreme patience and flexibility on both the teacher's and learners' parts. Multilevel classes also require the teacher to do extra planning to provide for the differing needs of students.

To effectively teach a multilevel class, a teacher should start by doing what she or he would do in any class: assess students' abilities and interests. The teacher can then modify the single-level lesson plan format to meet the needs of the multilevel class (see chart on PH, p. 129 and TN, p. 103 for one example). One way for a teacher to design a multilevel lesson plan is to select the same topic for the whole class while identifying different level-appropriate objectives for each proficiency level. For example, if the topic is *Communicate with medical personnel*, the following objectives would be appropriate:

- ▶ Beginning Low—identify the major parts of the body
- ▶ Beginning High—describe symptoms of common illnesses
- ▶ Intermediate Low—ask for and offer health advice

In this type of lesson framework, content for all levels is introduced and presented to the class as a whole (e.g., students listen to a doctor and patient's conversation where parts of the body are named, symptoms are described, and advice is given). Following the presentation, the teacher has students practice the new content in similar-level groups so that they will be able to meet the objective(s) for their level. Using very guided activities works best at this stage of the lesson because the teacher often must monitor one level's work at a time. Assigning students specific roles or tasks during the activity also helps the lesson go smoothly (e.g., in a pair, student A dictates, student B writes). There are times, of course, when one level may need additional content that the other levels do not need. At those times, the teacher usually assigns a practice activity to the levels that don't need the information and then provides a separate presentation to the other level. The multilevel lesson often combines the communicative practice, evaluation,

and application stages by having students work with a role play or other communicative language task. These tasks provide opportunities for students of varying abilities to work together and allow the teacher to evaluate students' success on their individual objectives.

- ▶ What is one framework for a multilevel lesson?

Key Aspects of Lesson Planning

While planning the content of the lesson stages is key to effective instruction, the art of teaching requires attention to other elements as well. These elements are addressed once the lesson plan has been sketched out and play an important role in finalizing the plan.

- ▶ **Time frame.** How long is each class period? How long will it take to teach the lesson objective? Is the amount of time allotted for each part of the lesson sufficient?
- ▶ **Checking comprehension and giving directions.** How will the teacher determine whether students are ready to move from one stage to the next? How will students know what to do during an activity? How does one give clear directions?
- ▶ **Sequencing and pacing.** Do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth? Are activities the right length and varied so that learners remain engaged and enthused?
- ▶ **Balancing teacher talk time and learner talk time.** Is the amount of time the teacher speaks in class equal to or less than the amount of time the students speak? Does the lesson allow enough time for learners to practice what they have learned—to interact, produce, and initiate language?
- ▶ **Flexibility.** Does the lesson plan allow for a “teachable moment”? If the lesson is running long, what types of adjustments could be made? If the planned lesson finishes early, is there a backup activity ready?
- ▶ **New or returning students.** How can students catch up to the current lesson? Is there sufficient review of previous instruction? Are there activities that lend themselves to peer tutoring?
- ▶ Why must teachers consider these elements when planning a lesson?

Growth Through Reflection

While most aspects of lesson planning are learned by experience, active reflection on each day's lesson makes it possible to identify those lesson elements that need to be refined. The questions below are examples of the kind of reflection that teachers may find helpful:

- ▶ What went well? Why?
- ▶ What did not go as planned? Why?
- ▶ If I had to do it over again, what would I change?
- ▶ What have I learned about my students that I can incorporate into future lesson planning?

Some teachers may also find it useful to participate in peer observations. These observations can increase each teacher's awareness of effective and less-effective lesson elements and provide a support system that extends long past the actual observation and reflection session.

- ▶ How does reflection enhance growth?

Through the cycle of planning, teaching, and reflecting, teachers can improve their skills and learn to assemble key lesson elements into a cohesive, meaningful sequence of activities that culminates in students' mastery of the lesson objective.

Follow-up questions:

1. Which stages of the lesson are the most difficult to plan? Why?
2. What are the inherent challenges of putting students in groups?
3. What other things besides time frame and sequencing need to be considered when planning a lesson?
4. What are the benefits and challenges of the multilevel lesson framework presented in the background information?
5. What are some other things teachers can do or ask themselves to aid reflection and growth?

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Directions for Jigsaw Reading

- A. In your groups, count off 1–4.

- B. Reading assignments:
Everyone reads *The Basics of Lesson Design*
AND
 - 1 reads Managing the Multilevel Class
 - 2 reads Key Aspects of Lesson Planning
 - 3 reads Varying Activities/Grouping Strategies
 - 4 reads Growth Through Reflection

- C. As you read, answer the questions related to your part of the reading by highlighting the answers in your text. Be ready to share answers with the whole group. You will have 5 minutes to read and answer your questions.

- D. When all have finished reading their parts, share answers in the group.

Varying Activities and Grouping Strategies

- ▶ Categorize the activities into the grouping strategies they can be used with. An activity can be put in more than one category.

Activities

Role Play Jigsaw Reading Line Up Roundtable Information Gap
 Sentence Scramble Brainstorm Peer Dictation Yes/No Bingo Matching Strips

Grouping Strategies

Individuals	Pairs	Small Groups	Half Class	Whole Class
	Role Play	Role Play		

Model Lesson Plan: Beginning High

- ▶ Look at the lesson plan below and answer these questions.
- 1. How many different types of activities are used in this lesson?
- 2. What other activities might you use in this lesson plan?

Lesson Basics

Class Level: Beg. High	Topic: Health	Class Length: 2.5 hrs.	Date: 11-10-05
Lesson Objective: <i>Students will be able to describe symptoms to medical personnel</i>			
Enabling Skills: Grammar: use simple present tense, first and third person Vocabulary: parts of the body, symptoms for basic ailments: <i>sore, ache, pain in my _____</i> . Pronunciation: suffix <i>ache</i>			
Language Skill Proficiency Focus L S W R		Materials and Equipment Visuals: parts of body, ailments, doctor and patient in conversation Handout: outline of the body	

Activity Plan

Warm-Up/Review: Whole-class discussion on picture that shows patient talking to a doctor. Play a quick game of yes/no questions (about the picture) using previously acquired language (e.g., *Is the patient under the table?*).

Introduction: Put up (or draw) a silhouette of a man. Name him, give him a backstory (with students' suggestions), and then tell the class that he's going to the doctor because he has a pain in his *foot*. (Have class suggest how he got the pain.) Tell the class the objective of the lesson.

Presentation	Guided Practice	Communicative Practice	Evaluation
Present (and elicit) a dialogue between the man and his doctor that includes the symptom (pain in <i>foot</i>), possible reason for the symptom (dancing all night), and suggested course of action (rest your <i>feet</i> .) Act out the dialogue and use visuals to support the language. Guide students through the dialogue. Comprehension check: Ask students Y/N, OR, and WH- questions for approximately 5 min. regarding the content of the dialogue and vocabulary usage.	1. Group students for roundtable label of parts of the body on a handout. 2. Have students use labels as substitution for pair practice of dialogue.	Have pairs develop role plays based on the dialogue.	1. Have pairs perform their role plays for the class. Students listen and write down "symptoms" they hear. 2. Give students time to reflect on/talk about language and skills they've learned.

Application: Guide whole-class discussion of where you go/what you do when you have various symptoms. Prompts: *When do you call the doctor? When do you stay home from work? When do you go to the emergency room? When do you call 911?*

Note: Adapted from Adelson-Goldstein, J. (2006, May). *Mastering the madness and magic of multilevel classes*. Presentation given at the Maryland Association for Adult Community and Continuing Education Conference.

Multilevel Lesson Plan

- ▶ Look at the multilevel lesson plan below.
- ▶ Answer the questions on PH, p. 131 (TN, p. 105).

Lesson Basics

Class Level: Multilevel (BL-IL)	Topic: Health	Class Length: 2.5 hrs.*	Date: 11-10-05
Lesson Objective: <i>Students will be able to</i> BL: identify the major parts of the body BH: describe symptoms to medical personnel IL: offer health advice or recommend over-the-counter (OTC) medications			
Enabling Skills: Grammar: use poss. adj. (BL), simple present tense, first and third person (BH), gerunds with the phrase: "Why don't you stop/start...?" (IL) Vocabulary: parts of the body, symptoms for basic ailments, OTC medications. Pronunciation: suffix "ache," emphasis on "Why don't you...?"			
Language Skill Proficiency Focus L S W R		Materials and Equipment Visuals: parts of body, ailments, doctor and patient in conversation Handout: outline of the body	
Activity Plan—Part 1			
Warm-Up/Review: Whole class discussion on picture that shows patient talking to a doctor. Play a quick game of yes/no questions (about the picture) using previously acquired language (e.g., <i>Is the patient under the table?</i>). Time: 10 minutes			
Introduction: Put up (or draw) a silhouette of a man. Ask the BL students to name him. Elicit his backstory from the class and ask BH students why he's going to the doctor. Ask IL students to say how it happened. Tell the class the lesson objectives. Time: 10 minutes			
Presentation: Present and elicit a dialogue between the man and his doctor that includes the symptom (pain in <i>foot</i> [BL]), possible reason for the symptom (He dances all the time [BH]), and suggested course of action (Why don't you stop dancing? [IL]). Act out the dialogue and use visuals to support the language. Guide students through the dialogue. Model or point out structures within the dialogue (poss. adj, simple pres. and Why don't you stop/start + gerund). Give students a chance to repeat the structures using the language from the dialogue and substitute related vocabulary as well. Time: 15 minutes			
Comprehension check: Ask Y/N, "OR" and WH- questions from students for approximately 5 min. re: the content of the dialogue and vocabulary usage. Time: 5 minutes			

*Includes 15 min. break, opening and closing activities.

<p>Lesson Objective: <i>Students will be able to</i> BL: identify the major parts of the body BH: describe symptoms to medical personnel IL: offer health advice or recommend over-the-counter (OTC) medications</p>		
Activity Plan – Part 2		
Section 1	Section 2	Section 3
<p><i>Give BH and IL their tasks:</i></p> <p>BH Guided Practice Have BH students, in small groups, roundtable label parts of the body on a handout and then use labels as substitutions for pair practice of dialogue.</p> <p>IL Guided Practice Have IL students, in small groups, brainstorm different pains and ailments, then matching remedies. Have groups create 10 sentences that follow the pattern, <i>If you have..., why don't you stop...</i></p> <p><i>Facilitate BL group</i></p> <p>BL Presentation 2 Use TPR to help students acquire names of 8–10 parts of the body and to check comp.</p>	<p><i>Give BL and BH their tasks:</i></p> <p>BL Guided Practice Students in pairs give each other TPR commands based on picture cues (point to, touch, raise, etc.). Then switch and work with another partner.</p> <p>BH Guided Practice Have students work individually or in pairs to write questions and answers. (<i>Where's the pain? It's in my foot.</i>)</p> <p>IL Presentation 2 Present registers of <i>You should, Why don't you, Maybe you should...</i></p> <p>IL Practice Pairs practice pronunciation skills, especially linking (<i>don't you = donchoo</i>)</p>	<p><i>Give BH/IL and BL their tasks:</i></p> <p>BH/IL Communicative Practice Different-level pairs develop role play based on dialogue.</p> <p>BL Communicative Practice Pairs role play the dialogue: A: What's the matter?" B: I have a pain in my _____. A: Oh, that's too bad. B: It sure is!</p> <p><i>Observe BL students during role plays.</i></p>
Time: 15 minutes	Time: 20 minutes	Time: 15 minutes
<p>Evaluation: (BH/IL) pairs perform role plays for class while BL and rest of class listen and fill out chart identifying name of the patient, reason for the visit, and the recommendation. Time: 20 minutes</p>		
<p>Application: Guided whole-class discussion of alternative remedies.</p> <p>Prompt: <i>George has a headache. What should he do?</i> Encourage IL students to use advice practiced in lesson to make recommendations (e.g., <i>Why doesn't he start meditating?</i>). Time: 15 minutes</p>		

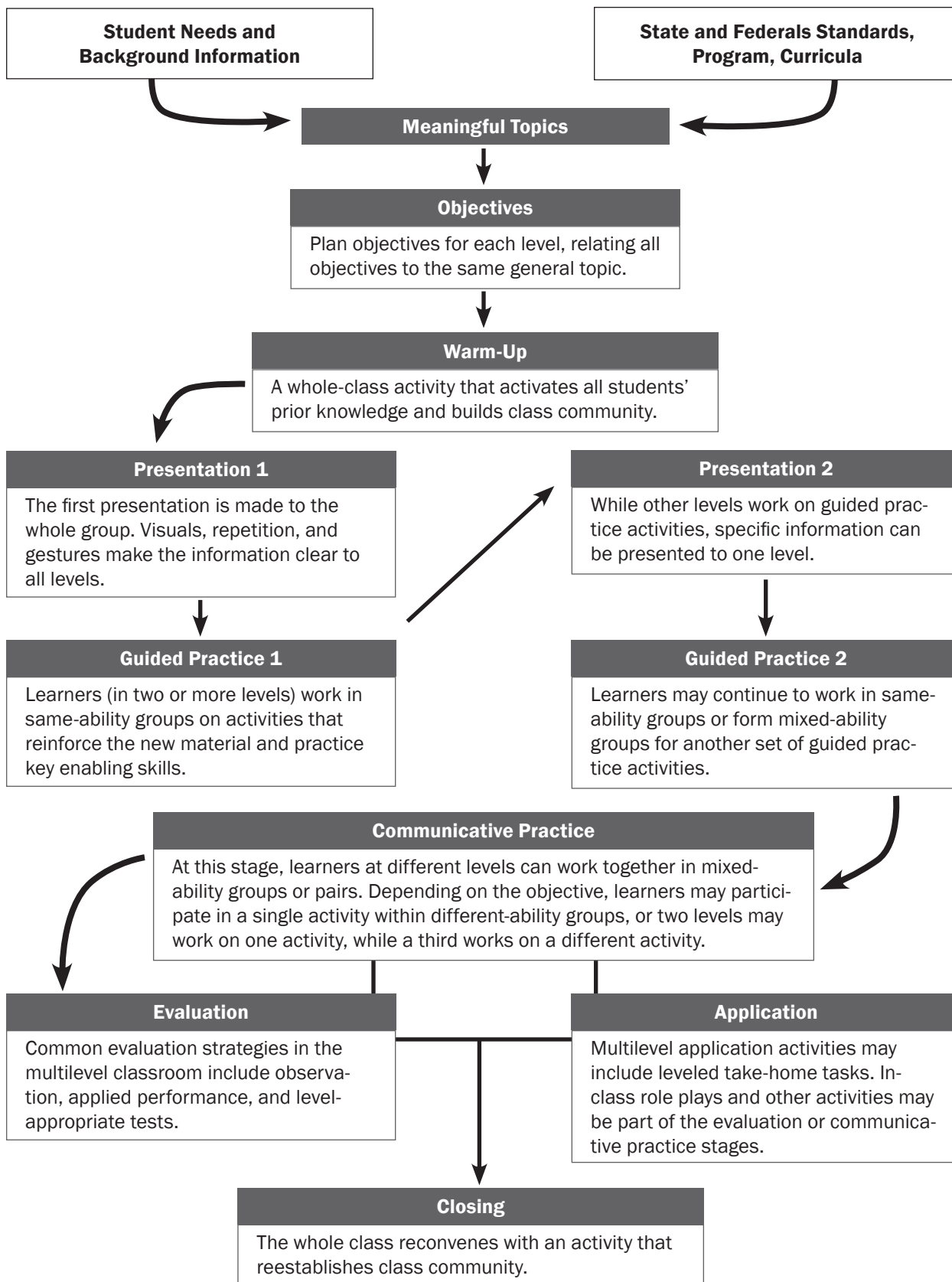
Note: Adapted from Adelson-Goldstein, J. (2006, May). *Mastering the madness and magic of multilevel classes*. Presentation given at the Maryland Association for Adult Community and Continuing Education Conference.

Multilevel Lesson Plan: Questions

Discuss the following questions with a partner.

1. How does the teacher ensure that all students will understand the first presentation?
2. Why does the teacher make separate second presentations to the BL and BH/IL students?
3. How has the teacher grouped learners throughout this lesson? Why?
4. Which activities are going on simultaneously in this lesson?
5. What would the teacher have to do to prepare students to work independently during the practice stage of the lesson?

Figure 1. Annotated Multilevel Lesson Framework



Comprehension Checks

During or after the presentation, it is important to check whether students have understood the new material. A yes/no question such as “Do you understand?” usually results in most students nodding or saying “yes”—even though they may not have understood. To accurately verify students’ comprehension, use one of the techniques listed below. Also, make sure the comprehension questions you ask are at the right language level for your students. Always wait between 10 and 15 seconds for students to respond to a command, question, or request.

1. Ask information questions that match the students’ level, e.g., *Is it red or blue? What color is it?*
2. Ask a question that helps students demonstrate understanding, e.g., *We don’t have childcare at this school. Where can you take your children?*
3. Ask learners to paraphrase or restate the information presented or directions given.
4. Ask learners to complete a task that demonstrates understanding, e.g., *It’s hot in here. Please open the window.*

Practice Writing a Comprehension Check

1. Review the presentation and comprehension check for the lesson on page 129.
2. Look at the sample dialogue below.
3. With a partner, write some appropriate questions to check comprehension of the dialogue. Use the examples above to help you.

A: What’s the matter, Mr. Yee?

B: My foot hurts. It hurts every time I dance.

A: Really?

B: Yes, and I dance all the time.

A: Hmmmm. Why don’t you stop dancing so much? I think your foot will feel better.

Sample dialogue from the multilevel lesson on p. 129

Comprehension Check Questions

Note: Based on the work of Kathleen Santopietro Weddel. (2006). *Classroom Teacher Language for Teacher and Learner Interaction*, Independent Study Module, Northern Colorado Literacy Resource Center.

Giving Directions

Directions can make or break a practice activity. Directions must be clear and concise. When giving directions, use language that learners already know or that is made comprehensible by visuals and meaningful gestures. The fewer words that are used, the better. It is a good idea to write the directions on the board or overhead projector. Once the learners have heard the directions orally and have seen them in writing, demonstrate the activity with one learner. At the very lowest levels, demonstration may be the best way to give directions.

Appropriate directions include

1. Steps given in one- or two-word verbs. Demonstrate each step one at a time.
2. Level-appropriate grammar and vocabulary, for example—
Beginning Low – *What's this?*
Beginning High – *What's in the picture?*
Intermediate – *What do you see in the picture on page__?*

Practice Writing Directions

1. With a partner, choose one of the Guided or Communicative practice activities for Beginning High or Intermediate Low in the lesson plan on page 130.
2. Write directions for the practice activity you chose.
3. Share the directions you wrote with another pair of students.

Directions

Level _____ Activity _____

Answers vary.

Note: Based on the work of Kathleen Santopietro Weddel. (2006). *Classroom Teacher Language for Teacher and Learner Interaction*, Independent Study Module, Northern Colorado Literacy Resource Center.

Sequencing

1. The activities in the chart below support the following Beginning Low lesson objective.

Students will be able to identify U.S. testing rules and “bubble in” an electronically scored answer sheet for a multiple-choice test on previously learned material.

2. Match the lesson activities to the stages of the lesson.
3. Check your answers with a partner.

- | | |
|--|---|
| <p><u> d </u> 1. Warm-Up/Review</p> | <p>a. Have small groups of students work together to make a poster of test-taking rules and procedures. (<i>Look at your answer sheet only.</i>)</p> |
| <p><u> </u> 2. Introduction</p> | |
| <p><u> </u> 3. Presentation</p> | <p>b. Have students demonstrate testing procedures in a TPR activity.</p> |
| <p><u> </u> 4. Guided Practice</p> | <p>c. Have students take a sample test with answer sheets and #2 pencils, bubbling in answers on the answer sheet.</p> |
| <p><u> </u> 5. Communicative Practice</p> | <p>d. Give students a simple T/F test on material they’ve studied previously. Ask students how they felt about taking the test.</p> |
| <p><u> </u> 6. Evaluation/Application</p> | <p>e. Lead a class brainstorm of test-taking rules.</p> <p>f. Demonstrate the rules and procedures for taking a multiple-choice test with an answer sheet. Then check students’ comprehension by asking “OR” questions about the process. <i>Do you write on the test or the answer sheet?</i></p> |

Pacing and Timing

1. Form a pair.
2. Read through the 2.5-hour Beginning Low lesson on page 137 and complete the timing chart below. Make notes about pacing or timing issues.
3. Compare your answers with another pair.

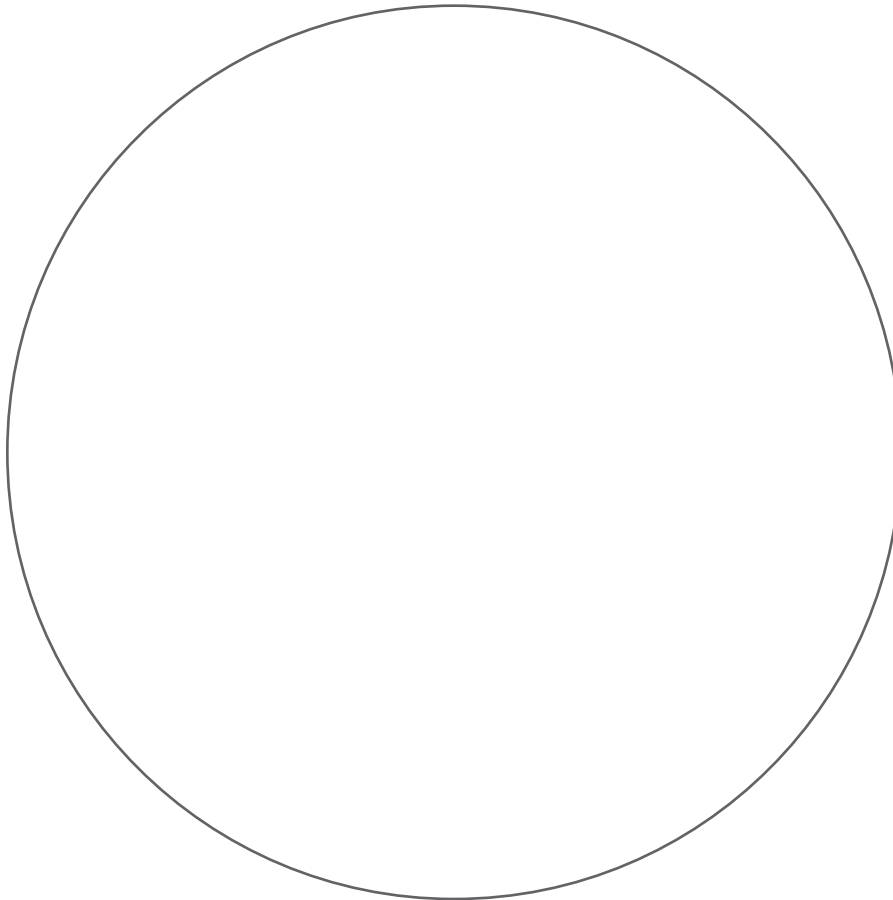
Stage	Activity/Demo	Time Frame	Notes
Warm-Up/Review	T/F test		
	“Show and Tell”		
Introduction	Brainstorm rules		
Presentation	Explain and demo test process		
	Go over test questions		
	Demo incorrect responses		
Guided Practice	Work with commands imperatives (TPR)		
	T/F test		
Communicative Practice	Team interview		
	Team posters		
Evaluation/Application	Sample test		
	Reflection		

Beginning Low Lesson Plan

LESSON BASICS			
Class Level: BL	Topic: Academic Skills	Class Length: 2.5 hrs.	Date: 10-30-06
Lesson Objective: <i>Students will be able to identify U.S. testing rules and complete an electronically scored answer sheet for a multiple-choice test on previously learned material.</i>			
Enabling Skills: Grammar: <i>Imperatives Mark A, Bubble in, Use a #2 pencil</i> Vocabulary: <i>answer sheet, multiple choice, fill in, bubble in, mark, erase completely, correct, incorrect</i> Pronunciation: <i>word stress: answer, erase</i>			
Language Skill Proficiency Focus L <input type="checkbox"/> S <input type="checkbox"/> W <input type="checkbox"/> R <input type="checkbox"/>	Materials and Equipment Overhead projector, sample test booklets, mock electronic answer sheets for multiple choice and T/F, #2 pencils.		
ACTIVITY PLAN			
Warm-Up/Review: Give students a simple T/F test on material they've studied previously. Ask students how they felt about taking the test. "Show and tell" with a test booklet, an electronic answer sheet, a pen, and a #2 pencil. Use "OR" questions to verify that students know which is which. <i>Is this the test booklet or the answer sheet? Do you write on the booklet or the answer sheet?</i>			
Introduction: Elicit the rules for taking tests. Write students' ideas on the board. Touch on any of these rules that students do not come up with: 1. Use a #2 pencil. 2. Write your name on your answer sheet. 3. Cover your answers. 4. Don't talk. 5. Don't write on the test booklet.			
Presentation	Guided Practice	Communicative Practice	Evaluation
<p>1. Use sample test questions to demonstrate the process of reading a question in one place and filling in the answer on an answer sheet. Use the first question to teach the concept of "multiple choice."</p> <p>2. Read each question together, and have the students tell you the answer. Demonstrate bubbling in the answer to the first question on the board or overhead projector. Demonstrate incorrect ways to fill in the answer sheet, such as crossing out, circling, or checking the letters on the form.</p>	<p>Work with imperatives. Have students demonstrate the key test commands.</p> <p>1. Write sample test items on the board such as: 1. A B C D</p> <p>2. Give students a sample answer sheet and have them bubble in the correct "answer" for each.</p> <p>3. Circulate to check that students are correctly bubbling in the answers.</p> <hr/> <p>Give a quick T/F test to determine whether students know basic U.S. testing rules. Give students T/F answer sheets so they can bubble in answers (e.g., <i>You can ask your partner for an answer on a test. [F]</i>).</p>	<p>1. Write these three questions: <i>Do you get nervous on test day?</i> <i>How long do you study for tests?</i> <i>What kinds of tests do you like?</i></p> <p>2. Form groups of four. Set a time limit and have teammates take turns interviewing each other. Person #1 asks everyone question #1. Person #2 asks question #2, etc.</p> <p>3. Call time and tally the class answers for each question.</p> <hr/> <p>Have small groups work together to make a poster of test-taking rules.</p>	<p>1. Distribute a sample test, answer sheet, and #2 pencil to each student.</p> <p>2. Give students directions and set a 10-minute time limit for the test.</p> <p>3. Collect the answer sheets only. Then, using the test handout, review the answers with the class. Collect and review the students' test booklets and answer sheets to determine how well they understood the lesson.</p> <hr/> <p>Ask students to identify two things they learned in the lesson.</p>

Teacher Talk and Learner Talk

1. Look back at the Beginning Low lesson.
2. Given the types of activities in the lesson, identify the amount of time the teacher is likely to be talking and the amount of time the learners will probably be talking.
3. Draw a pie chart in the circle below to represent these amounts of teacher talk and learner talk.
4. Form a small group and share your pie chart. Compare the amount of teacher talk/learner talk in the pie chart with that of a typical lesson you teach. How will you change the teacher talk/learner talk ratio in your classes?



Application

With a partner, write a lesson plan for learners you may teach.

Using the lesson template on page 140, do the following:

1. Select from one of the objectives below. Then, fill in the “Lesson Basics.”
 - ▶ Identify different types of jobs in order to state job goals.
 - ▶ Write a note excusing a child’s absence from school.
 - ▶ Clarify instructions to operate common office machines (copier, fax, shredder).
 - ▶ Identify common emergencies and procedures to make a 911 call.
 - ▶ Exchange or return a damaged item to a department store.
 - ▶ Identify acceptable reasons for changing a work schedule and request a change.
 - ▶ Interpret food and nutrition labels to determine healthy choices.
2. Complete the activity plan by briefly describing the activities you would use to help students meet the lesson objective. You may want to select from the activities listed below or use other activities from your repertoire.

Activities Discussed or Used During the <i>Effective Lesson Planning Training</i>		
Brainstorm	Jigsaw Reading	Roundtable
Categorizing	Line Up	Scrambled Sentences
Corners	Language Experience Writing	Sentence Maker
Dialogue	Matching Strips	Storytelling
Drills	Multiple-Choice Test	Survey
Focused Listening	Peer Dictation	True/False Questions
Information Gap	Read & Answer Questions	Word Cards
Interview	Role Play	Yes/No Bingo

3. Identify grouping strategies you would use for each activity (pairs, small group, teams, whole class).
4. Include the time each activity will need. The total time should match the class length.
5. On a separate sheet of paper,
 - a. Write a comprehension check for the presentation.
 - b. Write directions for at least one practice activity.
6. Form a small group with another pair and share your lesson plan. Ask for suggestions from your group on how to improve your plan.

Lesson Planning Template

LESSON BASICS			
Class Level:	Topic:	Class Length:	Date:
Lesson Objective: <i>Students will be able to</i>			
Enabling Skills:			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review:			
Introduction:			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

Application Activities

To retain what you learned in this workshop, please select at least one application activity.

Select one or more

1. **Analyze your textbook** for activity types. **Plan a lesson** by filling out a Lesson Planning Template Single Level/Single Presentation on page 20 with activity/page numbers that match the stages of a lesson. Brainstorm activities to fill in the gaps. **Teach this lesson** (or you may use the sample lessons on pages 8 or 15 or the one your group developed during the workshop). Soon after you teach the lesson, take time to reflect on how it went. Ask yourself questions such as*
 - ▶ What went well? Why?
 - ▶ What did not go as planned? Why?
 - ▶ If I had to do it over again, what would I change?
 - ▶ What have I learned about my students that I can account for in future lesson planning?

*Use the Lesson Reflection worksheet on page 143. You can also use the Class Observation worksheet on page 144.

2. **Observe a lesson** at the same level you teach (or hope to teach). As you observe, fill in the Lesson Planning Template on page 142. Then, fill in the Class Observation worksheet on page 144.

3. **Develop a lesson** using the same directions you used in the Application (in-class) on page 139. Use the Lesson Planning Template on page 142. Teach the lesson. After you teach the lesson, reflect upon your own teaching, using questions such as*
 - ▶ What went well? Why?
 - ▶ What did not go as planned? Why?
 - ▶ If I had to do it over again, what would I change?
 - ▶ What have I learned about my students that I can account for in future lesson planning?

*Use the Lesson Reflection worksheet on page 143. You can also use the Class Observation worksheet on page 144.

4. **Have someone observe your class.** Develop a lesson in section 3 above. Ask a colleague to observe you as you teach it. Your colleague can fill in the Lesson Planning Template on page 142 and the Lesson Observation worksheet on page 144. After the lesson, reflect upon your own teaching, using questions such as*
 - ▶ What went well? Why?
 - ▶ What did not go as planned? Why?
 - ▶ If I had to do it over again, what would I change?
 - ▶ What have I learned about my students that I can account for in future lesson planning?

Ask your colleague for verification or support as necessary.

* Use the Lesson Reflection worksheet on page 143. You can also use the Class Observation worksheet on page 144.

For further discussion of reflective teacher practices, see the digest, *Reflective Teaching Practice in Adult ESL Settings*, which is available from www.cal.org/caela/esl_resources/digests/reflect.htm

Lesson Planning Template

LESSON BASICS			
Class Level:	Topic:	Class Length:	Date:
Lesson Objective: <i>Students will be able to</i>			
Enabling Skills:			
Language Skill Proficiency Focus L S W R	Materials and Equipment		
ACTIVITY PLAN			
Warm Up/Review:			
Introduction:			
Presentation	Guided Practice	Communicative Practice	Evaluation
Application:			

Class Observation

- ▶ Arrange to observe a class at the same level you teach, if possible.
- ▶ As you observe, fill in the Lesson Planning Template on the next page.
- ▶ Answer the following questions.

Questions	Yes/No	Answer/Comments
1. Were the objectives clear?	Y N	
2. Did the lesson include all the stages? If not, which ones were missing? How did that affect the lesson?	Y N	
3. Were the activities varied in type and modality?	Y N	
4. Were the activities and materials appropriate for the students' skill level?	Y N	
5. Did the materials support the lesson focus and objectives?	Y N	
6. Was the sequencing of activities logical and appropriate?	Y N	
7. Were the transitions evident and appropriate?	Y N	
8. What worked well?		
9. What would you change?		

Action Plan

Step 1—Reflection into Practice

Look at your reflections about your learning during this workshop on page 143, question 2. Select three things you have learned that you will implement in your teaching. Write them below.

1.

2.

3.

Step 2—Application

Select one application activity on page 139 that you will complete. Check the activity you will complete and write the dates by which you will start and complete it.

Activity	Projected Start Date	Projected Completion Date
<input type="checkbox"/> Analyze your textbook/plan and teach a lesson.	_____	_____
<input type="checkbox"/> Develop a lesson.	_____	_____
<input type="checkbox"/> Observe a lesson.	_____	_____
<input type="checkbox"/> Have someone observe your lesson.	_____	_____

Step 3—Report Back

Share your action plan activities with a colleague in one of the following ways:

- ▶ Meet and talk with a colleague at break time.
- ▶ Call or email a network buddy from this workshop.

Name: _____ Phone: _____ Email address: _____

Name: _____ Phone: _____ Email address: _____

- ▶ Report to your colleagues at a staff meeting.
- ▶ Report to your colleagues at a subsequent workshop.

Effective Lesson Planning for Adult English Language Learners, Part 2

Workshop Evaluation

Expectations About Contents of the Workshop

What did you hope to gain from this course or workshop? (please ✓ all that apply)

- Basic introduction or exposure to subject
- In-depth theory or study of subject
- Strategies and ideas about how to implement subject
- Information to take back and share at program
- More general information about subject
- Other _____

Did the workshop fulfill your expectations and needs? (please circle one)

Not at all Barely Sufficiently A great deal Completely

Please explain why you circled the above.

Quality of the Workshop

Area	Quality (please ✓ one)				Comments/Suggestions for Improvement
Trainer style	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Presentation and progress (balance between trainer and participant involvement, kinds of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Materials (handouts, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Organization of workshops (arrangement of content, flow of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	

Follow-Up Activity

As a result of these workshops, what do you hope to try in your classroom or program?

Other Comments