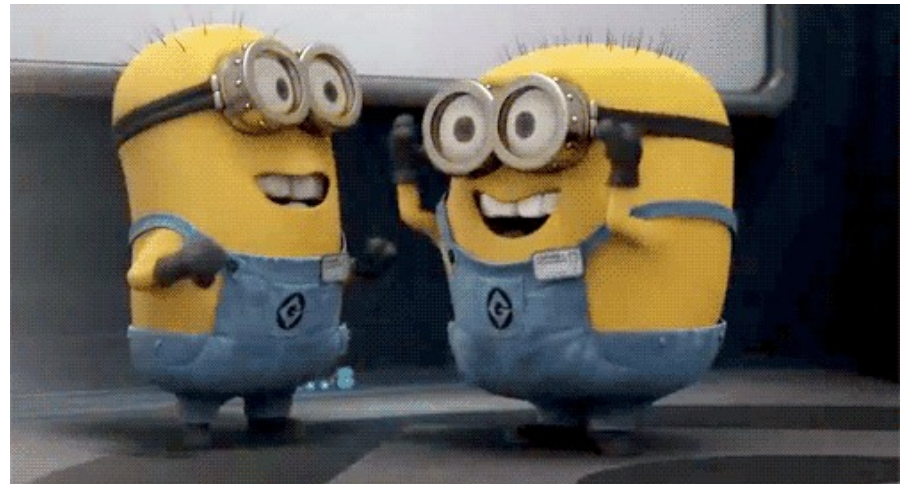


How do you feel?



The art of lesson planning



Andy Webster M.A. Psych/Phil, MSc. TESOL

Are you nervous about teaching?

"I'm so nervous. I've always been nervous, ever since I was a kid."



Objectives

You will....

- Increase confidence in lesson planning.
- Consider students & co-teachers needs.
- Share your ideas about lesson planning.
- Learn some effective teaching techniques.

Your first lesson- Introduction



Always research before planning

- Students needs.
- Co-teachers needs.
- Available resources.



Knowing your audience



"In teaching English we can impart to learners not only the present perfect, but also the power of knowing and caring about the world they live in." (Prodromou, 1992)

Get to know your Students

- Learning by doing- entering imaginary worlds, creating, exchanging information, playing.
- Activities which are grounded in the young learners' own needs, interests, desires and dreams.
- Teaching is a two-way process. Learn from your students.



Get to know your Students

- Try to understand the students.
- Take an interest in what they like and the culture which surrounds them.
- Remember what it's like to be a student.
- Your attitude can dramatically affect learner motivation
- Create an encouraging and supportive environment.

Hagwon Culture



Study, study, study



A Day in the life



It's not surprising that our students are like this...



Get to know your co-teachers

- What are their expectations?
- What are you required to teach?
- What's your position in the classroom?
- Develop a good working relationship.
- Good communication is key.
- Tag team, together, separate.
- Human tape recorder or edutainer.



BEHOLD, THE RAW POWER OF THE KOREAN TEACHER!



What makes a good lesson plan?

'Good lessons, I conclude, share features with, among other art forms, good films. They have plot, theme, rhythm, flow and the sense of an ending.' (Thornbury, 1999)



Finding a metaphor: Metaphors can assist us in understanding what makes a good lesson plan.

A good lesson is like a _____ because_____.

•Ex. Symphony, jigsaw, play, story, meal.

A good lesson is a like a **good cookbook** because.....

- like cooking, you start off following the cookbooks faithfully, until you start acquiring some reliable cooking skills and intuitions, and you can start to improvise successfully.



How important is lesson planning?

- It provides a blueprint to protect us from the unpredictable nature of the classroom zoo.
- Like a compass and map it provides us with a sense of direction and comfort.
- It provides evidence of your pre-lesson decision making.



**'The best laid plans of mice and men gang aft
agley'**



- Remember that stuff happens!
- Learn to adapt, abandon and think on your feet.
- You can never be sure how your class will react to your lesson on a particular day.



- **“ Unplanned situations or unstructured activities can sometimes create more effective, natural, and memorable communicative opportunities than well planned communicative activities.”**

(Cadorath, J. & Harris, S. 1998)

What difficulties do teachers encounter when planning lessons?

- 'For reasons I'm still not sure I understand, I had a real difficult time preparing this lesson.'
- 'Still don't feel absolutely comfortable planning strategy for my own lessons.'
- 'Went home and spent five hours planning Tuesday's lesson.'

Quotes from pre-service trainees. (Thornbury, 1999)



Lesson Plan - Checklist

- How realistic are your objectives?
- How logical is the staging?
- How varied are the activities?
- How plausible is the timing?



Iceberg analogy



Lesson Plan - Basics

- **Level:** The proficiency level with which the activities can be carried out.
- **Time:** A rough indication of how long each activity will last.
- **Aims:** Language points or skills which each activity addresses.
- **Preparation:** Materials to prepare.
- **Procedure:** Step-by-step guide to activities

Pre Task (Warm Up)

- Wake the students up.
- Introduce the vocab/topic using fun and engaging activities.
- Activate student's schema. (Cook, 1989)
- Reduce student's affective filter. (Krashen, 1982)

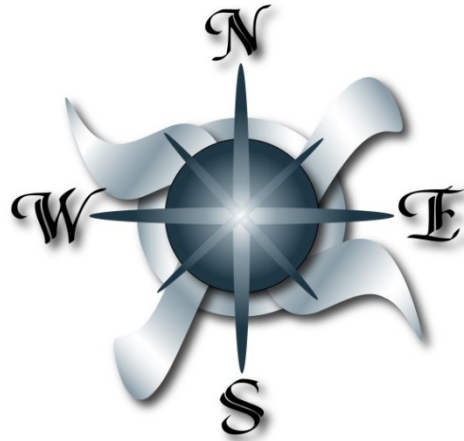


Riddles



Wordles

What do you see?



Hidden Picture Game



How do you feel?



He/she feels _____ because_____.

While Task (Main Activity)

- Awareness and attention to language structures is provided through exposure to various examples.
- Try to sustain motivation and engagement.
- Creating a fun and relaxed environment with continual support and encouragement.
- Group work/pair work provides increased opportunities for communication and collaboration.

Activities

- Dictation run
- Q&A Bingo
- Survey, interview
- Role play
- Telephone game
- Madlibs
- Mix sentences
- Blind sentences



Post Task (Cool down)

- Providing time to recycle the language.
- Fun games .
- Evaluate the lesson.



Course book Vs No Course book

The key to using a course book effectively:

- Select, adapt and supplement.
- Avoid lessons of a sameness and blandness.
- Focus on the grammar point, topic, context and be creative.



How to use a course book effectively

- Try to generate interest in the topic and language about the topic through:
- Surveys, questionnaires, brainstorming activities and your own personal anecdotes.
- Maximise time for productive, interactive and collaborative activities.
- Personalise mechanical grammar and vocabulary exercises, where possible, by asking learners to convert them into true statements about themselves or the other learners in the room.



How to use a course book effectively

- Use the coursebook selectively- foreground the interesting topics.
- Choose engaging topics, genuine texts and striking images.
- Incorporate productive, creative, interactive, and often personalised, speaking activities.

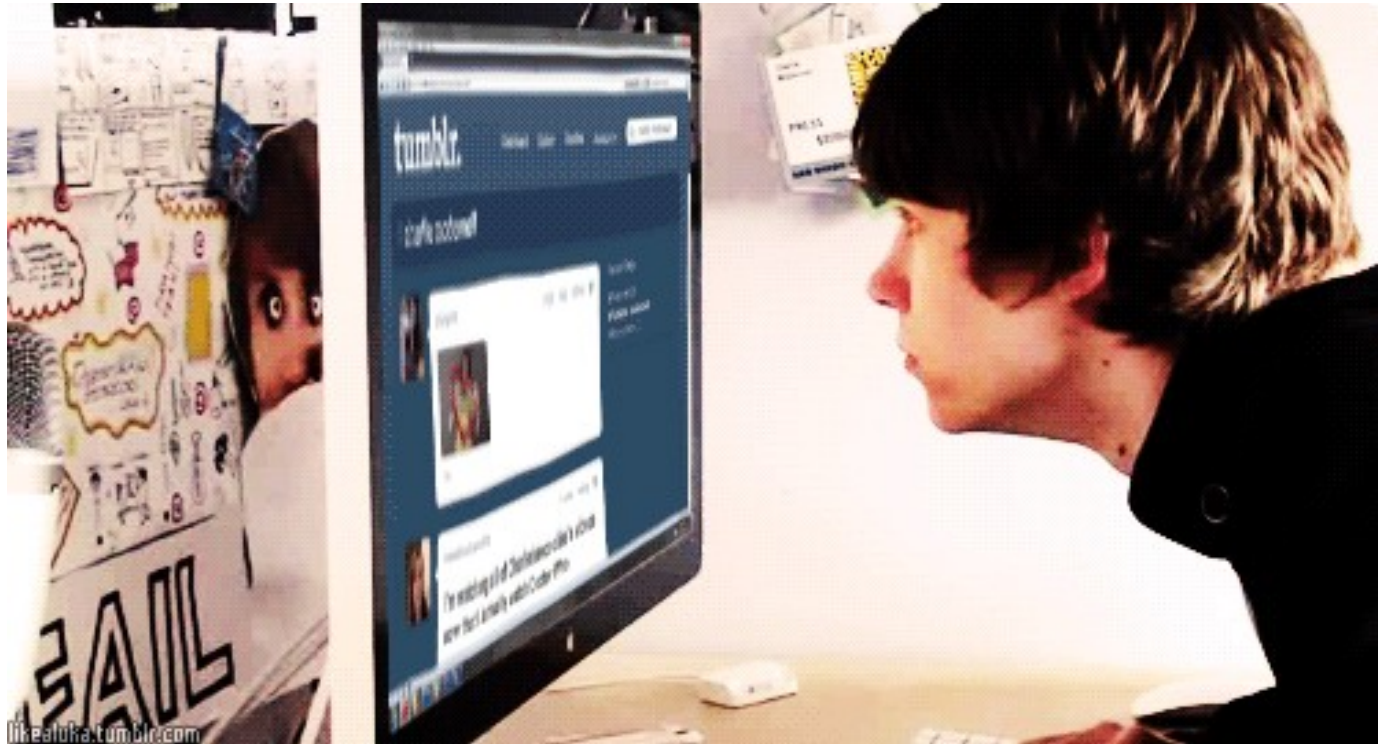


Bring the text book alive!



- Be creative, mix it up, don't get bored.
- Make it meaningful and relevant to your students life.
- Make it authentic.
- Consider different learning styles.
- Quick resource: Waygook.
- **WARNING:** When using 'Waygook' Be careful.
- Look at the previous teachers resources.

Use your time wisely



Reflective Practice

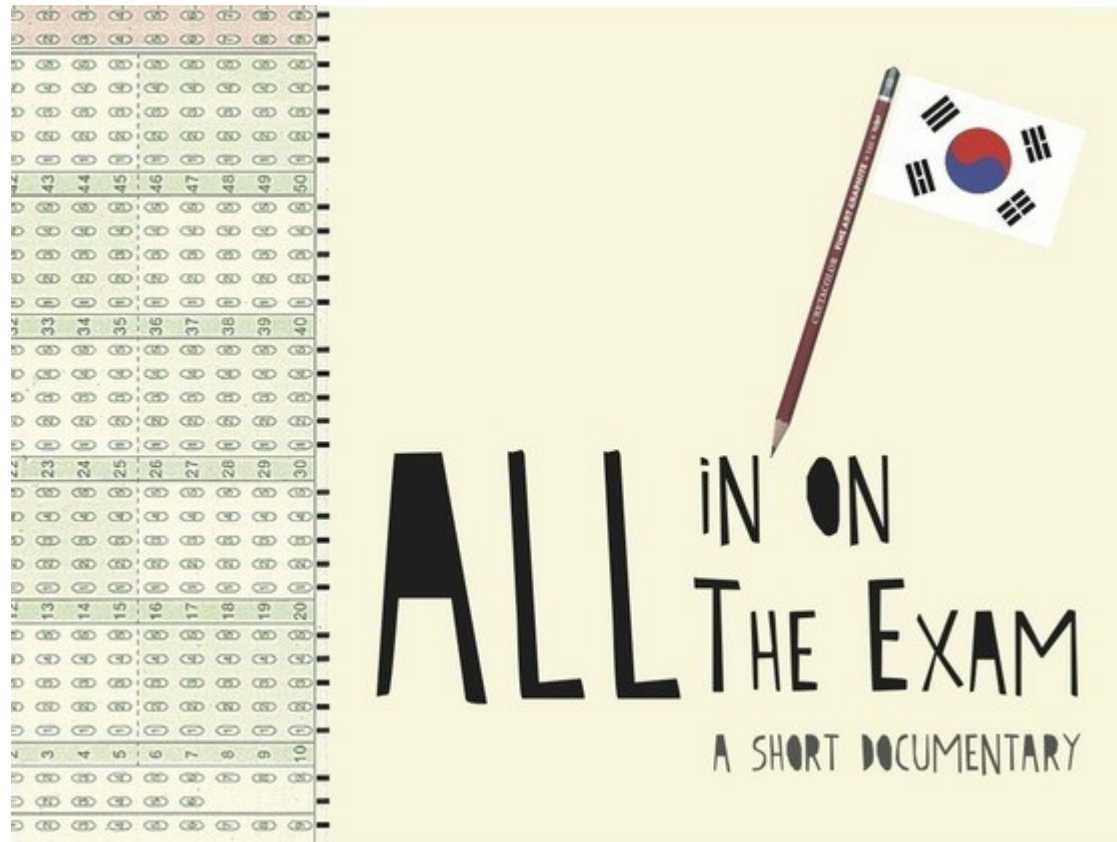
- Teachers who don't reflect become slaves to routine.
- We need to be able to gauge what is happening in the classroom.
- Remember the classroom is not only a place where students learn, it is also a place where teachers learn. (T.Farrell, 2007)





" A good teacher cannot be fixed in a routine....
During teaching, each moment requires a
sensitive mind that is constantly changing and
constantly adapting."

Education Fever



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