

2.5 Lesson planning and evaluation

Activities

Activity 1: Introduction to lesson planning

Based on your own knowledge and experience as a teacher of English:

- How exactly would you define a 'lesson plan'? For instance, what components or parts could a lesson plan have?
- In general, how useful do you think a lesson plan is in terms of ensuring the effectiveness of teaching and learning? Why?
- Have you ever designed a lesson plan for your own teaching purposes? If so, what process have you followed? What have been your priorities?

Write your views in the text box below.

Activity 2: The components of a lesson plan

In this Question you are invited to draw on your own knowledge and experience as a teacher as regards what the main components of a lesson plan could involve.

Match the following statements 1-10 taken from a lesson plan with the component a-i that, in your opinion, each of them refers to.

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| 1. This lesson aims at helping the learners develop their listening skills. | a) The teaching situation |
| 2. The learners will be seated in groups of four. | b) The learners' profile |
| 3. The lesson consists of three phases in total, each of which lasts for 15 minutes. | c) The materials and resources to be used in the lesson |
| 4. This is an English for Specific Purposes (ESP) class for adults working in the tourism industry in Spain. | d) The class geography |
| 5. Some learners may find Task 3 too cognitively demanding and therefore more guidance by the teacher may be necessary. | e) The overall purpose of the lesson |
| 6. The teacher will act as a facilitator throughout the lesson, prompting and assisting the learners when necessary. | f) The more specific lesson objectives |
| 7. For this lesson, we are going to need a PC/Laptop with internet connection, speakers and an over-head projector. | g) The assessment policy to be adopted in the lesson |
| 8. The class consists of thirteen 19- to 43-year-old learners who need to develop their communicative skills in English. | h) The teacher and learner roles throughout the lesson |
| 9. This lesson focuses on the development of the 'listening-for-gist' and 'listening for individual sounds' sub-skills. | i) The anticipated problems and possible ways to overcome them |
| 10. A peer-assessment checklist is going to be employed at the end of the tasks. | j) The structure, description and timing of the tasks which will be employed in the lesson |

1	2	3	4	5	6	7	8	9	10

Activity 3: From planning to evaluating a lesson

Try to think about the following questions, based on your own knowledge and experience as a teacher of English.

- In general, what advantages and/or disadvantages can you see in designing a lesson plan?
- In your opinion, how could a lesson plan help a teacher evaluate a lesson he or she has taught?
- What aspects do you think should be considered when evaluating the effectiveness of a lesson?

Write your views in the text box below.

Activity 4: Planning and evaluating an ELF-aware lesson

Think about the discussion provided at the video entitled “Lesson planning & evaluation” and at the rest of the Sections of the Course which you have gone through.

Based on your own knowledge and experience as a teacher of English:

- What aspects would you prioritize in designing an ELF-aware lesson plan for your own class? What would the purpose and objectives be? Why?
- In your opinion, what characteristics would a ‘good ELF-aware lesson’ have? Why?

Write your views in the text box below.

Answers

Activity 2

1. This lesson aims at helping the learners develop their listening skills. → Overall purpose of the lesson,
2. The learners will be seated in groups of four. → Class geography,
3. The lesson consists of three phases in total, each of which lasts for 15 minutes. → Structure, description and timing of tasks,
4. This is an English for Specific Purposes (ESP) class for adults working in the tourism industry in Spain. → The teaching situation,
5. Some learners may find Task 3 too cognitively demanding and therefore more guidance by the teacher may be necessary. → The anticipated problems and possible ways to overcome them,
6. The teacher will act as a facilitator throughout the lesson, prompting and assisting the learners when necessary. → The teacher and learner roles throughout the lesson,
7. For this lesson, we are going to need a PC/Laptop with internet connection, speakers and an over-head projector. → Materials and resources,
8. The class consists of thirteen 19- to 43-year-old learners who need to develop their communicative skills in English. → The learners' profile,
9. This lesson focuses on the development of the 'listening-for-gist' and 'listening for individual sounds' sub-skills. → Lesson objectives,
10. A peer-assessment checklist is going to be employed at the end of the tasks. → Assessment policy