

Lesson Planning and Evaluation

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ACTIVITY 1

Before we begin, **think** about the following. If you want, click the **link** under the video to share your views with your colleagues:

- How would you **define** a **lesson plan**?
- How **useful** do you think a lesson plan is, in general? **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**?

The backbone of planning and evaluation

Thinking about the lesson:

- **Before the lesson**—developing comprehensive instructional sequences appropriate for the specific class that have specific aims and outcomes
- **After the lesson**—using the aims and expected outcomes of the lesson plan structures to evaluate the efficacy and efficiency of the lesson taught

So...
planning
and
evaluation
go hand-in-hand

And the key ingredient is...

>>> *Awareness:*

- Of your **teaching context:**
 - syllabus
 - textbook(s)
 - learners
 - methodologies
- Of your own **aims** and **objectives**
- Of the **impact** of your teaching on your learners' **learning**

Lesson planning makes
better teachers
and develops
more efficient learners

On lesson planning

Lesson planning (LP)—definitions

Essential background:

- In its simplest form, LP refers to the ***implementation of a curriculum*** that is specifically determined
- However , in some cases, the curriculum is replaced by a very ***simplistic, vague or irrelevant description of the aims of the course***
- In other cases, ***the curriculum is simply the coursebook*** employed

Lesson planning (LP)—definitions

LP refers to:

- the need to **organise the activities** to be carried out in a particular lesson
- the corresponding awareness of very **specific features** of the particular lesson—in our case, **ELF awareness**
- **adapting, omitting, or creating** activities to suit the **purposes** and the **demands** of each learning situation

Ways to use lesson planning

- A. *Prescriptively*, when it refers to the preparation for a particular lesson – this is how we usually see lesson planning >>> **“planning”**

- B. *Descriptively*, when the lesson has finished and the teacher (or observer) reflects on what the learners have learned or on the extent to which the lesson itself had a comprehensive structure >>> **“evaluation”**

Parameters to consider when designing lesson plans

- Knowledge of the *learners* at which the lesson is targeted
- Awareness of the *curricular situation* 'governing' the lesson
- Awareness of the *current learning situation* of the learners and of *preferred strategies, learning styles*
- Appreciation of the *resources* available for that lesson (e.g., writing board, quality of desks, OHP, availability of PCs etc.)
- Informed capability of the *means of guiding the learners* from that particular point of their learning to the next milestone of their learning

ACTIVITY 2

Click the **link** under the video to do this Activity.

What are the main **components** of a LP?

- The teaching situation
- The learners' profile
- Materials and resources
- Class geography
- Overall purpose of lesson
- Lesson objectives
- Assessment policy
- Teacher / Learner roles
- Anticipated problems
- Task structure, description, timing

10 sentences : Based on your own teaching experience, which of these components does each sentence refer to?

Components of a lesson plan

I. 'Static' characteristics (a)

- **Teaching situation**, e.g.:
 - Setting and purpose of teaching (e.g. EFL, ESP, exam-oriented class, state primary school, private tuition)
 - Curriculum and syllabus requirements (e.g. approach to language, native-speakerism, culturism)
 - Coursebook employed (as above)
- **Learner profile**, e.g.:
 - Age and number of learners in the class
 - Mother tongue(s); nationality(-ies)
 - Level of proficiency in English; other languages used
 - Learners' needs, current use of English, attitudes

Components of a lesson plan

I. 'Static' characteristics (b)

- ***List of materials and resources***, e.g.:
 - Specific coursebook units/tasks to be used
 - Any supplementary materials; links to videos
 - PC/Laptop, speakers, over-head projector, internet connection, handouts with supplementary materials
- ***Class geography***
 - Classroom layout; seating or grouping arrangements

Components of a lesson plan

II. 'Dynamic' characteristics (a)

- ***Overall purpose of lesson, e.g. to help the learners:***
 - Raise their awareness of ELF usage
 - Develop their listening skills
 - Raise their awareness of their beliefs and attitudes
- ***Specific objectives, e.g. to help the learners:***
 - Notice the role of L1 phonology in interactions in ELF
 - Develop the sub-skills of 'listening-for-gist' and 'listening for individual sounds'
 - Raise their awareness of their beliefs and attitudes as regards non-native speaker pronunciation and accent

Components of a lesson plan

II. 'Dynamic' characteristics (b)

- ***Assessment and/or correction policy***
 - Applicability: the extent to which the learners' performance is assessed and/or corrected and why
 - Focus: which aspects of learners' performance are assessed and/or corrected (e.g. grammar) and why
 - Agents: whether it comes from the teacher and/or the learners (e.g. self- / peer-assessment/correction)
 - Techniques: how assessment and/or correction is done, whether it is done during/after the task...
- ***Other***
 - E.g. Teacher/Learner roles; Anticipated problems

Components of a lesson plan

III. Structure, description and timing of tasks

The Lesson Plan Table				
	Procedure	Objectives	Interaction	Timing
Phase 1 (E.g. Pre-listening)	Step 1: ... Step 2: ...	E.g. To motivate the learners and activate their background knowledge	E.g. Group work	E.g. 10 mins
Phase 2 (E.g. While-listening)	Step 3: ... Step 4: ...			
Phase 3 (E.g. Post-listening)	Step 5: ... Step 6: ...			

Important!

Under this video, you can view and/or download the file “**Lesson plan template**”.

It contains a **sample template** you could use in your own classroom.

(...and in the Final Assignment of this Course!)

ACTIVITY 3

Before we continue, **think** about the following. If you want, click the **link** under the video to share your views with your colleagues.

From **planning** to **evaluating** a lesson

- In general, what **advantages** / **disadvantages** can you see in designing a lesson plan?
- How could a **lesson plan** help in **evaluating** a lesson?
- In general, what **aspects** should be considered when **evaluating** a lesson?

On lesson evaluation

Parameters to consider when evaluating lessons

- **Teaching situation**, e.g.:
 - To what extent was the **purpose** of teaching (e.g. ESP) in this particular **setting** (e.g. exam-oriented class) fulfilled? **Why?**
 - To what extent were the **curriculum, syllabus, course-book** specifications (e.g. as regards native-speakerism, culturism) followed? **Why?**
- **Learner profile**, e.g.:
 - To what extent was the lesson **appropriate** and **relevant** as regards the learners': age, level, interests, language needs, mother tongue(s), nationality(-ies), other languages they use, beliefs and attitudes? **Why?**

Parameters to consider when evaluating lessons

- *Purpose, objectives and overall procedure, e.g.:*
 - To what extent was the overall **purpose** and specific **objectives** of the lesson fulfilled? **Why?**
 - What were the **strengths** and **weaknesses** of the lesson? **Why?**
 - To what extent was **each task**, incl. the **assessment policy** that was followed, effective? **Why?**
 - What **obstacles** or **problems** were there? **Why?** How did you / would you try to **overcome** them? **Why?**
 - How would you **improve** this specific lesson? **Why?**

Parameters to consider when evaluating lessons

- *Impact of the lesson, e.g.:*
 - How exactly did the learners **respond** to each task and the whole lesson in general? **Why?**
 - How did the lesson **contribute** to each learner's level of motivation, learning processes, development of skills and competences and overall growth? **Why?**
 - What lessons have **you**, as a teacher, learned from planning and evaluating this lesson? How could you use this experience in the **future**? **Why?**
 - How did this lesson contribute to **your own growth** as a teacher? **Why?**

ACTIVITY 4

Click the **link** under the video to share your views with your colleagues at the **Forum**.

Planning and evaluating an ELF-aware lesson

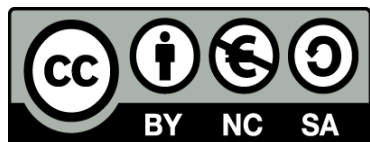
Based on your knowledge and experience as a teacher, as well as your participation so far in this Course:

- 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**?

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