
Chapter 16

Planning a Lesson

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A Classroom Snapshot

Jane was a very conscientious teacher. She always wrote her lesson plans in her lesson-planning book. Every night, after she had come home from school, she would look at her teacher's book and copy down exactly what it said into her own planning book.

She was, therefore, surprised when her supervisor told her this was not enough. So, what was the point of the teacher's book? How should she carry out her planning? Jane was extremely worried.

"Don't worry, Jane!" said her supervisor. "Read Chapter 16: Planning a Lesson" in the SPEER Guide. That will tell you exactly what to do."

Why is Lesson Planning Important?

Lesson planning is crucial to the process of learning to teach. In this chapter, an easy-to-follow procedure for writing a lesson plan is outlined. Although there are numerous ways to write a lesson plan, the following procedure is appropriate for primary school English teachers and allows for enough variation to match the needs of individual teachers, students and the requirements of individual supervisors.

There are many different reasons for writing lesson plans. Some of these include:

1. Writing a lesson plan helps teachers to prepare the lesson: it helps them decide exactly what they will do and how they will do it.
2. Lesson planning helps the teacher to anticipate problems and think of possible solutions beforehand.
3. Much of teacher confidence results from good lesson planning. Children can tell if the teacher has planned well and good planning gives them confidence in the teacher.
4. Lesson planning helps teachers to organize their time and divide it among the stages of the lesson.
5. Lesson planning helps teachers to think about and prepare suitable audiovisual materials they will be using during their teaching.
6. Teachers can look at the lesson plan again after teaching the lesson, and use it to evaluate their teaching and improve it.
7. Teachers can keep the lesson plan and use it as a basis for planning the following year.

Critical Questions in Planning a Lesson

When you begin to write your lesson plan, ask yourself these specific questions:

1. Objectives. What do I want my students to know or be able to do at the end of this particular lesson?
2. Teaching Activities. How am I going to help students achieve these objectives?
3. Teaching Aids. What teaching aids am I going to use to help students understand the meaning of the new language and achieve the above objectives?
4. Assessment. How will I know that my students have achieved the objectives?
5. Time. How am I going to organize my time? How am I going to divide the 45 minutes among the three stages of the lesson? (CDELTA 1987)

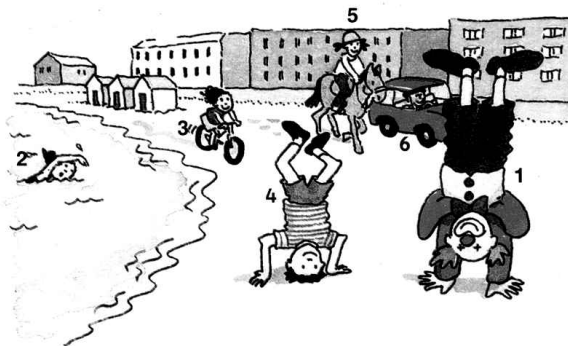
We will consider these questions in relation to one of the lessons of the primary stage series currently used by some private schools in Egypt: Unit 2, Book 2 of *Hello!*



A What are they doing?

What's the clown doing? He's standing on his hands.

- 1 standing on his hands
- 2 swimming
- 3 riding a bicycle
- 4 standing on his head
- 5 riding a horse
- 6 driving a car



Objectives

Let us think about the above questions in regard to this section of the lesson.

Question 1: *What do I want my students to know or be able to do at the end of this particular lesson?*

We notice that this lesson consists of a number of vocabulary items. These are standing, swimming, riding, and driving. One primary objective of this lesson is related to vocabulary. This is a language objective. Ask yourself: Do I want students to be able to repeat, pronounce, read, write, or remember the words? Perhaps you want them to use the words correctly in sentences? After considering the level of your students, their current learning needs and looking into the teacher's manual, decide what the lesson objectives are. Suppose you decide that your language objectives for this lesson are:

1. The children will pronounce the phrases: *standing on his hands, standing on his head, swimming, riding a bicycle, riding a horse, driving, correctly.*
2. The children will identify pictures 1 to 6 by orally labeling each one.

It is important that when thinking about objectives, you make sure that you write objectives that tell what the children will accomplish and not what the teacher will accomplish. For example, if you say your objective is "to teach children the meaning of the following words: standing, swimming, riding, driving" you are talking about what you will do, not what the children will do. It is not enough for you to have taught something if the children have not learned it.

Your objectives will be more helpful if you write them with very specific verbs telling exactly what the children will do in the lesson. Verbs such as "revise" and "review" don't help the teacher to know exactly how this activity will be accomplished. If we use the words list – match, memorize, sort, recall and define – we know precisely what the children will accomplish and we will be better able to measure their performance. The following list of verbs taken from Bloom's Taxonomy of Thinking Levels (Bloom, 1956) can be used to write specific lesson objectives.

Verbs from Bloom's Taxonomy (Bloom, 1956)		
repeat	select	Read
label	use in speech	Write
name	use in writing	Pronounce
list	paraphrase	Demonstrate
match	tell	Restate
define	explain	Classify
	translate	Group

Depending on the age and learning styles of your pupils, you may also want to choose a study skill objective for your class. Study skills are appropriate in language classes to help children acquire techniques to learn language more efficiently. Chamot and O'Malley (1994) have identified three general types of strategies: metacognitive, cognitive and social/affective strategies. Metacognitive strategies are general in application and enable children to plan, monitor and self-assess their own learning. Cognitive strategies are specific and more closely linked to individual language learning tasks. For example, classification and grouping are appropriate for vocabulary learning. Social/affective strategies enable children to use the new language to question and cooperate with their classmates. A list of some of these learning strategies appears below.

Learning Strategies in the Classroom
(Chamot & O'Malley, 1994, pp. 62-63)

	Strategy Name	Strategy Description	Strategy Definition
Metacognitive Strategies	Planning		
	Organizational Planning	Plan what to do	Planning how to accomplish the learning task.
	Selective Attention	Listen or read selectively Scan Find specific information	Attending to key words, phrases, ideas, linguistic markers, and types of information.
	Self-management	Plan when, where, how to study	Seeking or arranging the conditions that help one learn.
	Monitoring		
	Monitoring Comprehension	Think while listening Think while reading	Checking one's comprehension during listening or reading.
	Monitoring Production	Think while speaking Think while writing	Checking one's oral or written production while it is taking place.
	Evaluation		

Learning Strategies in the Classroom (Chamot & O'Malley, 1994, pp. 62-63)			
Cognitive Strategies	Self-assessment	Check back Reflect on what you learned	Judging how well one has accomplished a learning task.
	Grouping	Classify Construct graphic organizers	Classifying words, terminology, quantities or concepts according to their attributes.
	Note-taking	Take notes on idea maps, T-lists, etc.	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form.
	Elaboration of Prior Knowledge	Use what you know Use background knowledge	Relating new to known information and making personal associations.
	Summarizing	Say or write the main idea	Making a mental, oral, or written summary of information gained from listening or reading.
	Deduction/Induction	Use a rule/Make a rule	Applying or figuring out rules to understand a concept or complete a task.
	Imagery	Visualize Make a picture	Using mental or real pictures to learn new information or solve a problem.
	Auditory Representation	Use your mental tape recorder	Replaying mentally a word, phrase, or piece of information.
	Making Inferences	Use context clues Guess from context Predict	Using information in the text to guess meanings or new items or predict upcoming information.
Social/Affective	Questioning for Clarification	Ask questions	Getting additional information or verification from a teacher or other expert.
	Cooperation	Cooperate Work with classmates Coach each other	Working with peers to complete a task, pool information, solve a problem, get feedback.
	Self-Talk	Think positive	Reducing anxiety by improving one's sense of competence.

Several of these strategies are appropriate for our *Hello!* lesson. For example, elaboration of prior knowledge is a strategy found to promote more efficient learning of all new content material. Since our pupils already have knowledge of the target action verbs in their native languages, recalling their meanings, through simple pantomime activities prior to the teaching of the words in English, helps children to make connections between what they already know and what they are about to learn.

Another strategy helpful in vocabulary lessons is imagery. Children are better able to remember new vocabulary when they draw pictures. These pictures act as cognitive clues to meaning in later lessons. For this lesson, we'll use both elaboration of prior knowledge and imagery to help our pupils learn the target vocabulary.

Teaching Activities

Having decided what the lesson's language and study skill objectives are, we consider the second question:

Question 2: How am I going to help students achieve these objectives?

The answer to this question determines the different activities you use in class to achieve these objectives. The first objective in our sample lesson requires that students use their prior knowledge of the target verbs in Arabic in order to help them to learn the new vocabulary in English. Some of the options you might choose to accomplish this include:

1. Pantomime the word swimming and ask the pupils to guess the word you are demonstrating in Arabic. Proceed in the same way for the other words and phrases.
2. Show pictures of a target vocabulary item and ask pupils to identify the word in Arabic.
3. Ask pupils to look at the pictures in the *Hello!* book and tell a classmate the meaning of each word in Arabic. Share these words with the whole class.

Our next objective requires that children pronounce the phrases: standing on his hands, swimming, riding a bicycle, standing on his head, riding a horse and driving a car correctly. Therefore consider using activities such as the following:

1. Pronounce the phrases one by one.
2. Play the phrases on a tape recorder.
3. Have students repeat the phrases.
4. Have groups of students repeat the phrases.

5. Have individual students repeat the phrases.
6. Show each picture and pronounce the phrase that it stands for.

Which of these activities will you use? The choice will depend on your experience with these activities in the past and how successful they have been with your students. Let us suppose that you choose the following procedure to achieve this objective:

1. Ask students to look at the pictures on flash cards that you prepared for this purpose.
2. Ask different groups in the class to repeat each phrase after you.
3. Ask some individual students to repeat each phrase after you.

For the next objective, students are to match the pictures with the vocabulary words by naming the target vocabulary. You also want your pupils to practice the study skill of using imagery to help them retain the new vocabulary. You decide upon the following procedure:

1. Show students the first picture, pronounce the phrase, ask students to pronounce it, then choose groups and individual students to pronounce it.
2. Do the same thing with the second picture.
3. Show students the first picture and ask them to recall what it stands for.
4. Do the same with the second picture.
5. Proceed in the same way with the next two vocabulary pictures. Continue until you have provided practice in all of the vocabulary items.
6. Ask students to choose one of the six phrases and draw a small picture of the phrase on a piece of paper. You may want to assign selected phrases to groups of children so you can be sure that each of the six phrases will be drawn. After the drawings are complete, ask pupils to pair up with a classmate and show their pictures. Classmates can practice teaching each other the names of their pictures.
7. Use this opportunity to call out the next one of the six phrases. Students holding that phrase should hold up the picture. Call out the remaining phrases until all have been named and each student has held up a picture.
8. Ask students to switch pictures with a classmate and call out the phrases again, asking pupils to hold up the new pictures.
9. Continue switching pictures until you determine that the children can easily recall the picture names.

There are many different ways of formatting a lesson plan. One way is to put the plan into a table. We will start building such a table now. We have study skill objectives and language objectives and the procedures to achieve them. Here is the first part of our table:

Formatting a Lesson Plan

Objectives	Procedure
1. The children will activate their prior knowledge of six action verb phrases in Arabic.	To achieve this objective, the teacher: <ol style="list-style-type: none"> 1. Pantomimes each of the verbs and asks the children to guess the word.
2. The children will pronounce these phrases correctly: standing on his hands, swimming, riding a bicycle, standing on his head, riding a horse, driving a car.	To achieve this objective, the teacher: <ol style="list-style-type: none"> 1. Asks students to look at each picture on cards prepared for this purpose. 2. Asks students to repeat in groups. 3. Asks groups and individual students to say the phrase. 4. Uses the same procedure for the other phrases in the list.
3. The children will identify the pictures 1 to 6 by naming each one orally.	To achieve this objective, the teacher: <ol style="list-style-type: none"> 1. Shows pupils the first picture, pronounces it, and asks students to pronounce it: whole class, groups and individuals. 2. Does the same thing with the second word. 3. Shows pupils the first picture and asks them to recall what it stands for. 4. Does the same with the second picture.
2. The children will use visual imagery to help retain the new vocabulary	To achieve this objective, the teacher: <ol style="list-style-type: none"> 1. Asks pupils to select a phrase and draw a picture. Children tutor each other on their pictured phrase. 2. Pupils hold up their picture when the teacher calls out the phrase. 3. Pupils switch pictures and continue the process with all six phrases.

Teaching Aids

After deciding which teaching activities to use to achieve the objectives of the lesson, you need to consider the next question:

Question 3: *What teaching aids am I going to use to help students understand the meaning of the new language and achieve the objectives?*

Here you should be thinking about the aids that will help you to achieve your objectives. These include the board, flash cards, cassette recorders, projectors, maps, pictures, video, tape recorders, real objects, charts and graphs, graphic organizers, gestures and pantomime, etc. For our current language and study skill objectives, you will be using pantomime, flash cards, and student-generated drawings.

Assessment

Question 4: *How will I know that my students have achieved the objectives?*

Assessment of achievement usually involves teacher questioning, pupils responding with signals or oral responses, oral and written exercises, quizzes and tests measuring the aspect dealt with in the lesson. Assessment is most efficient and effective if we assess our students while we are also helping them to learn. (See Chapter 17: *Classroom Assessment of Younger Learners*, for more information on assessment.)

In the activities described above, the teacher has many opportunities to assess children's learning. While pantomiming the action verbs, the teacher can determine if, from their oral responses in Arabic, the children have understood. Oral responses are also used to determine if the class can pronounce the new vocabulary correctly and if they can recall the names of the verbs in English. For this reason, it is important that the teacher hears responses from all of the students, not just the ones who raise their hands. The last activity requires that students raise the appropriate pictures when they hear the matching verb. In order to assess this activity, the teacher must move around the room in order to get a clear view of the pictures that are held up. The speed of these activities and their accuracy will give the teacher a clear idea of how the children are comprehending and learning the target vocabulary. Our lesson plan chart is now complete.

Complete Lesson Plan			
Objectives	Procedure	Aids	Assessment
1. The children will activate their prior knowledge of six phrases in Arabic.	To achieve this objective, the teacher: Pantomimes each of the phrases and asks the children to guess the word.	Pantomime	Teacher listens and determines that the Arabic words are correct.
2. The children will pronounce these phrases correctly: standing on his head, swimming, riding a bicycle, standing on his hands, riding a horse, driving a car.	To achieve this objective, the teacher: 1. Asks students to look at each picture on cards prepared for this purpose. 2. Asks students to repeat in groups. 3. Asks groups and individual students to say the word. 4. Uses the same procedure for the other words in the list.	Flash cards	Teacher listens and determines that pupils can pronounce the phrases correctly.
3. The children will identify the pictures 1 to 6 by naming each one orally.	To achieve this objective, the teacher: 1. Shows students the first picture, pronounces it, and asks the class to pronounce it, then chooses groups and individual students to pronounce it. 2. Does the same thing with the second phrase. 3. Shows students the first picture and asks them to recall what it stands for. 4. Does the same with the second picture.	Flash cards	Teacher listens and determines that pupils can recall the selected phrases.
4. The children will use visual imagery to help retain the new vocabulary.	To achieve this objective, the teacher: 1. Asks pupils to select a phrase and draw a picture. 2. Children tutor and test each other on their pictured phrases. 3. Pupils hold up their picture when the teacher calls out the phrase. 4. Pupils switch pictures and continue the process with all six phrases.	Student drawings	Teacher watches and determines that pupils can respond with the correct picture when hearing a phrase orally.

Time

Question 5: *How am I going to organize my time?*

Finally, you should consider organizing your time. Given the activities used, you have to decide how much time to allocate to each activity. Not all objectives require the same amount of time and not all activities are equal in their importance to the learning process.

Many lessons consist of three stages: Presentation, Guided and Independent Practice and Summary. These three stages may not be accomplished in one 45-minute lesson. Some teachers extend the three phases of a lesson over several days. Each phase, however, contains critical lesson elements.

The Presentation Phase of the lesson serves to provide input for active understanding and motivates children to learn. Students watch and listen as the teacher models, explains, and demonstrates the new skill or content. This phase typically includes activities that activate our pupil's current or previous knowledge of the content. As mentioned earlier, activating prior knowledge is an important learning strategy that promotes comprehension and retention of the new learning.

In our sample lesson, this Presentation Phase is relatively brief. First, the teacher determines that students can identify the new words in Arabic. Next, the children are helped to listen to and pronounce the words in English. This pronunciation activity serves to help students focus on the words to be learned. Young children are usually adept at pronunciation, given sufficient input. However, this initial activity may not serve to achieve perfect pronunciation from every student. Because of this, and because the activity is essentially repetitious, it is best to spend no more than a few minutes on it. An important part of this presentation phase is checking. You need to check that the children do actually understand the language you are presenting.

The Practice Phase of the lesson is the stage where teachers provide a task or activity that requires children to use the new language or skill under the teacher's guidance. This phase is often called the Guided Practice phase of the lesson.

In our sample lesson, the Guided Practice consists of enabling children to match the pictures with the action verbs. Initially, the teacher shows two pictures, identifies them and then asks students to identify them. Because this lesson entails six action verbs, this part of the lesson will require more time, perhaps ten to fifteen minutes to practice all six verbs.

From Guided Practice most teachers then move on to Independent Practice. The children speak, write or interact with the new language but with less teacher guidance. Here is where most of the sample lesson time will be needed as children have opportunities to draw, tutor, recall and listen to the teacher call out the verb phrases. The time allocation might look like this:

Presentation:

Objective #1: 2 minutes

Objective #2: 5 minutes

Guided and Independent Practice:

Objective #3: 10/15 minutes

Objective #4: 20 minutes

The last minutes of the lesson need to be spent in assessing and summarizing the learning of the day. The lesson summary helps children to consolidate the learning and to self-assess their achievement. Some ideas for summarizing might include:

1. Children write the six new phrases in their notebooks. For homework, they will draw six pictures to help them recall the phrases the next day.
2. The teacher writes the new phrases on the blackboard, points to each one and asks students to silently pantomime the phrase.
3. The teacher asks a One Question Quiz. Students must write the phrase that the teacher pantomimes on a piece of paper or a slate and hold it up for her to see.
4. An alternative is the Ticket to Leave where students hand the paper to the teacher before leaving the class.

Components of a Lesson Plan

The various parts of a lesson plan will be adjusted from day to day depending on the demands of the material to be learned and the needs of the children in the class. On the whole, however, the following components are to be considered for a language lesson. This lesson may take more than one 45-minute period to complete. It is not unusual to spend several days on one lesson. (Levine, 2001)

Lesson Planning for Language Learning	
Content/ Language Objective	What specifically do I want my students to know or be able to do at the end of the lesson? Is my behavioral objective measurable? How can I communicate the objective to my students?
Study Skill Objective	What study skill will I teach or demonstrate to help my students learn better? Is my objective measurable? How can I communicate the objective to my students?
Activate Prior Knowledge	How will I help students to focus their attention on what they already know about the information or the skill in today's lesson?
Vocabulary	What vocabulary will the students be using? How will they use the vocabulary? Does the vocabulary reflect the content I am teaching?
Language/ Content Input	How will the new information be conveyed to my students? Will they listen to it, read it, or engage in research to discover it? How can I support the input with context?
Guided Practice	How will I help my students practice the new information or skill in a way that will help them to be successful? Can I incorporate a collaborative activity into this practice? How will I check their understanding of the new information?
Independent Practice	What assignments or homework shall I have my students complete to facilitate long term retention? Does the assignment reflect the variety in my students' learning styles?
Summary	How can I help my students to tell or write what they have learned today?
Assessment	How will I know what each of my students has learned in this lesson?

Variation in Planning a Lesson

Lesson activities may be varied in many different ways. Variety is important in the primary classroom where it may be difficult to get and keep children's attention. Young children, however, respond to variety in every aspect of life and variety is one way of keeping attention during the language lesson.

Consider some of these ways to add variety to your lesson planning: (Ur, 1996)

1. **Tempo:** Activities may be brisk and fast-moving (such as guessing games) or slow and reflective (such as reading literature and responding in writing).
2. **Organization:** The learners may work on their own at individualized tasks; or in pairs or groups; or as a full class in interaction with the teacher.
3. **Mode and Skill:** Activities may be based on the written or the spoken language; and within these, they may vary as to whether the learners are asked to produce (speak, write) or receive (listen, read).
4. **Difficulty:** Activities may be seen as easy and non-demanding; or difficult, requiring concentration and effort.
5. **Topic:** Both the language teaching point and the (non-linguistic) topic may change from one activity to another.
6. **Mood:** Activities vary also in mood: light and fun-based versus serious and profound; happy versus sad; tense versus relaxed.
7. **Stir-Settle:** Some activities enliven and excite learners (such as controversial discussions, or activities that involve physical movement); others, like dictations, have the effect of calming them down.
8. **Active-passive:** Learners may be activated in a way that encourages their own initiative; or they may only be required to do as they are told.

Ur (1996) also suggests the following guidelines for the ordering of the components of a lesson:

1. Put harder tasks before easier ones because students are generally fresher and more energetic at the early stages of the lesson.
2. Have quieter activities before lively ones. It may be difficult for a teacher to calm a class of children after being involved in an exciting activity. Of course there are situations where teachers find it more useful to begin by more quiet activities, e.g. when we find that our students are bored and/or sleepy.
3. Think about transition. Transition from one stage to another should be smooth and easy.

4. Pull the class together at the beginning and at the end. It is always a good idea to pull the class together at the beginning for greetings, introduction of the day's work, etc. It is also important to pull them together again at the end for summarizing, concluding remarks or previewing the following lesson.
5. End on a positive note. The point is to end in a way that makes students leave the class feeling a sense of achievement.

Conclusion

The present chapter has outlined a procedure for writing a lesson plan. The importance of planning has been shown and we have suggested ways to vary the lesson and to structure the components of the lesson. We have indicated at least five major questions to consider in lesson planning:

1. **Objectives.** What do I want my students to know or be able to do at the end of this particular lesson?
2. **Teaching Activities.** How am I going to help students achieve these objectives?
3. **Teaching Aids.** What teaching aids am I going to use to help students understand the meaning of the new language and achieve the above objectives?
4. **Assessment.** How will I know that my students have achieved the objectives?
5. **Time.** How am I going to organize my time? How am I going to divide the 45 minutes among the three stages of the lesson?

Each of these components is illustrated by a sample lesson from the Hello! Book 2 Unit 2. This sample lesson is included as an illustration only and is not meant to be prescriptive. Each individual teacher needs to decide objectives and activities with the needs of the learner in mind and according to the requirements of the situation. These needs and situations vary from class to class. The general components of a language lesson plan, however, will need to be included in a teacher's thoughts about planning. All of us need to plan objectives for language and study skill learning, create vocabulary activities, engage students in guided and independent practice of the new material, summarize and assess learning. With all of these components in our lesson plans, we can be assured that our students will achieve.

Key Terminology

Objective

States what you want the students to know or be able to do at the end of the lesson.

Metacognitive Strategies

General learning strategies which enable children to plan, monitor and self-assess their own learning. Social/affective strategies enable children to use the new language to question and cooperate with their classmates.

Cognitive Strategies

Task-specific strategies closely linked to individual language learning applications. For example, classification and grouping are appropriate for vocabulary learning.

Social/Affective Strategies

Social strategies that enable children to use the new language to question and cooperate with their classmates.

Elaboration of Prior Knowledge

A cognitive strategy whereby children relate their background knowledge to the new learning, perhaps making personal associations and analogies.

Imagery

A cognitive strategy whereby children draw or imagine pictures in order to learn new information.

Guided Practice

A part of the language lesson when children are assisted in their new learning through the guidance and/or modeling of the teacher.

Independent Practice

A part of the language lesson when children practice the new learning independently of the teacher while completing a homework assignment or working with a classmate.

Summary

The section of the language lesson when students consolidate their new learning and self-assess what they have achieved.

Assessment

A method of checking the understanding of the children to determine if the lesson's objectives have been achieved.

One Question Quiz

A summarizing activity. The teacher asks one question and the children write the answer on paper.

Ticket to Leave

A summarizing activity. The children answer a question orally or in writing. They must give the answer to the teacher before they can leave the class.

Tutor (verb)

To help another classmate learn the language, children tutor or teach each other vocabulary and language forms.

Understanding Check

1. Why is it important to plan every lesson before teaching?
 2. Which of the following is an appropriately worded objective?
 - To present the continuous present tense verbs
 - The children will revise yesterday's vocabulary
 - The children will match a vocabulary item with an appropriate definition
 3. What is the purpose of each of the three phases of a lesson plan?
 4. Why are the summary and assessment section of the lesson important to student achievement?
 5. What are three ways of creating variety in the language lesson?
-

Resources

Bloom, B. (Ed.) (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. New York: Longman, Green.

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Levine, L. (2001). *Best Practice in Teaching and Learning English as a Foreign Language*. Cairo: February 2001 Institute, Beni Suef and Helwan Universities.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Web Resources for Planning a Lesson

Lesson Plans on the Web.

This site has many links to ESL/EFL lesson planning at a variety of different levels. Available at <http://www.ncbe.gwu.edu/classroom/lessons.html> Retrieved on June 23, 2001-06-23.

PROTEACHER.

This site contains lesson plans for K-6 primary level teachers. The site is not limited to EFL but contains many links to Language Arts in English. Available at www.proteacher.com Retrieved on June 23, 2001.

Useful Resources, Lesson Plans and Teaching Materials for Teachers.

The name says it all. This site has many links to all disciplines and a wide range of material including lesson plans. Available at <http://eisv01.lancs.ac.uk/staff/visitors/kenji/teacher.htm>

Summary Handout for Chapter 16: Planning a Lesson

1. Why is lesson planning important?
 - Allows teachers to prepare appropriate objectives
 - Enables teachers to anticipate problems
 - Promotes teacher confidence
 - Enables teachers to organize time efficiently
 - Encourages reflection about teaching aids
 - Encourages evaluation after the lesson
 - Provides a basis for subsequent plans
2. What are the critical questions in lesson planning?
 - What do I want my students to know or be able to do at the end of this particular lesson? (Objectives)
 - How am I going to help students achieve these objectives? (Teaching Activities)
 - What teaching aids am I going to use to help students understand the meaning of the new language and achieve the above objectives? (Teaching Aids)
 - How will I know that my students have achieved the objectives? (Assessment)
 - How am I going to organize my time? How am I going to divide the 45 minutes among the three stages of the lesson? (Time)
3. What are the components of a lesson plan for language learning?
 - Content/language objective
 - Study skill objective
 - Activation of prior knowledge
 - Vocabulary learning
 - Language/content input
 - Guided practice
 - Independent practice
 - Summary
 - Assessment
4. How can lesson plans be varied?
 - Tempo
 - Organization
 - Mode and Skill
 - Difficulty
 - Topic
 - Mood
 - Stir-Settle
 - Active-Passive