Teaching English as a Second or Foreign Language

FOURTH EDITION

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Table 1. Systematic Way for Teachers to Identify Words Worthy of Explicit Attention

Vocabulary Categories	Words Critical for Text Comprehension	Words Useful Beyond the Text Being Read
Plus–plus (+ +)	+	+
Plus–minus (+ −)	+	−
Minus–plus (− +)	−	+
Minus–minus (− −)	−	−

interesting magazine articles, information from the web, book covers from new library acquisitions, and popular song lyrics on the walls and bulletin boards of their classrooms and school corridors. Another option is to place key words and phrases from core readings on the classroom wall (or on a poster board or bulletin board). Of course, the simple display of words (selected by the teacher and/or students) does not guarantee vocabulary learning. The key is to return to the word wall and engage students in tasks that involve the meaningful use of the words on the wall. To assist students in learning the words, teachers can ask students to move words around on the wall to create meaningful word clusters (e.g., words that belong to a particular content area, antonyms, words from the same parts of speech, words with positive or negative connotations, and collocations). They can also have students engage in activities (e.g., speed writes, ranking activities, spontaneous speaking tasks, and role plays) that promote the meaningful use of word-wall items (Eyraud, Giles, Koenig, & Stoller, 2000; Green, 2003). (See also Zimmerman, this volume.)

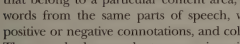

Figure 8. Generic concept-of-definition map.

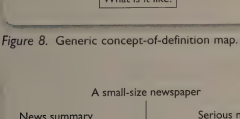

Figure 9. Concept-of-definition map for the word *tabloid*.

Create opportunities for comprehension skills practice

The ability to understand a text underlies all reading tasks; yet it is not a simple ability. Comprehension requires a reasonable knowledge of basic grammar, an ability to identify main ideas in the text, an awareness of discourse structure, and strategic processing. Reading comprehension instruction should direct some attention to grammar, particularly at the beginning and low-intermediate levels. In certain cases, teaching a key grammar point will support students' reading comprehension. However, most EAP reading instruction occurs beyond the beginning levels, and it is not necessary for a reading course to review grammar extensively. Certainly, a reading course is not the place in which to embed a grammatical syllabus. At the same time, it is important not to ignore grammatical knowledge as a resource for more advanced reading comprehension abilities (I. S. P. Nation, 2009).

Main-idea comprehension should be at the core of reading instruction. Typically, however, teachers *assess* comprehension (through post-reading comprehension questions) rather than *teach* it (N. J. Anderson, 2009). Main-idea comprehension is effectively developed through class conversations during which students identify and explore main ideas in the texts that they are reading. During those discussions, students can be guided to note connections across parts of the text, between two or more texts, or between the text and their own background knowledge. Class conversations centered on main-idea

near-synonyms (Note that some of this information changes over time, so the information may vary.)
e. help with pronunciation
f. other?

Be prepared to discuss your findings.

FURTHER READING

Leany, C. (2007). *Dictionary activities.* Cambridge, UK: Cambridge University Press.

The aim of this book is to equip teachers to help students know how to select dictionaries and how to make the most of them. It covers relevant topics such as dictionary skill-building, confidence-building, and language-building activities (including vocabulary, grammar, pronunciation, and reading).

Nation, I. S. P. (2001). *Learning vocabulary in another language.* Cambridge, UK: Cambridge University Press.

This is a practical guide to vocabulary instruction that is grounded in a comprehensive and clearly explained collection of research. It is driven by the idea that vocabulary research should be systematically integrated into language instruction.

Zimmerman, C. B. (2009). *Word knowledge: A vocabulary teacher's handbook.* New York: Oxford University Press.

Word Knowledge is written as a handbook for teachers, breaking down the aspects of word knowledge (meaning, collocation, grammatical features, etc.) and showing teachers how to guide students in their mastery of each aspect. It includes examples and activities designed to clarify word teaching and learning.

ENDNOTES

[1] For more information on the reform movement, see Howatt (2004).

[2] Coxhead's *Academic Word List* can be accessed at http://www.victoria.ac.nz/lals/resources/academicwordlist/default.aspx

[3] See Cobb's *The Compleat Lexical Tutor* at http://www.lextutor.ca/ for access to the AWL and the GSL. This site provides useful guidance to teachers in generating their own word lists.

[4] See Zimmerman (2009, p. 117) for more about reflection and for more examples of reflection questions.

[5] This activity is adapted from Leany (2007, pp. 11–12).

UNIT II

Language Skills

Assessing the Language Skills

23 Lesson Planning in Second/Foreign Language Teaching

KITTY B. PURGASON

KEY QUESTIONS

- What goes into lesson planning?
- Why should teachers plan lessons?
- How can planning in advance interact with on-the-spot classroom management and decision making?
- What are possible formats for lesson plans?

EXPERIENCE

Julie teaches a multiskills class in an intensive English program for international students in Los Angeles. In addition to teaching 15 hours a week, she is in a graduate program in Teaching English to Speakers of Other Languages and working part-time as a graphic designer to make ends meet. She has done some volunteer teaching in Guatemala and Thailand, but this is her first job as a teacher rather than as a conversation partner. Most of the time, her lesson planning consists of 30 minutes in a coffeeshop before class glancing over the in-house textbook she was given. She feels bad that she is not doing more, but she remembers what happened during her first term teaching here. She spent hours planning every lesson and searching the Internet for fun activities, yet her efforts did not seem to pay off. Half the time, something would go wrong, like the copier being broken or the students getting confused during a game. The students also complained that they were not using the book they had bought. And Julie knew she was spending way too much time on planning if she wanted to avoid burnout. This term's approach to lesson planning does not seem like a solution, however. She finds herself stumbling over things in the textbook she had not looked at carefully enough, and monotony seems to be settling in over the class. She is eager to find a balanced and effective approach to lesson planning.

WHAT IS LESSON PLANNING?

Lesson planning is the process of taking everything we know about teaching and learning, along with everything we know about the students in front of us, and putting it together to create a road map for what a class period will look like.[1] One reason why novice teachers often ask for help with lesson planning is because it involves all seven of the following interconnected elements.

1. *Second language acquisition theory.* A lesson informed by theories of scaffolding or teachability will sequence certain pieces in a certain order that are probably not the same as a lesson informed by behaviorism or a comprehension-based theory.[2]
2. *Methodology.* An oral skills lesson may consist of the three stages presentation, practice, and production. A task-based lesson may have completely different stages: pretask, task, report, and language analysis. (See Nunan, this volume.)
3. *Skill.* The stages of a lesson will vary depending on what skill is being taught. A reading lesson may consist of pre-reading, main idea, reading for details, and post-reading activities. A pronunciation lesson may include feature analysis, listening discrimination, controlled or guided practice, and communicative practice.
4. *Audience.* The number of objectives or activities in a lesson will be different in a lesson for

children than in one for adults or in a lesson for beginners than in one for advanced learners.

5. *Focus.* A different focus will result in a lesson with a different purpose. For example, a lesson in an intensive academic preparation program, a lesson in a vacation foreign language camp program, and a lesson in a test-preparation class may all have different purposes.
6. *Context.* Some programs allow for goals to emerge from a needs assessment or to be suggested by the learners themselves. In other contexts, the goals are specified by standards, external exams, or institutional rubrics.
7. *Philosophy of learning and teaching.* Should class be fun? Does a good teacher demand that students do lots of homework? Is the role of a teacher to allow students to control their own learning? Should the teacher do easy things first and build up to what is difficult or start out with the tough challenges while students are fresh? Lesson planning emerges from the teacher's view of what good teaching and learning consist of.

Knowing one's teaching context, students, and personal philosophy is a good foundation for lesson planning. However, teachers can also grow in their awareness of all these elements during the process of lesson planning.

Obviously this is a lot for teachers to consider the evening before they walk into class. This chapter assumes that either the teacher has thought about each of these elements and issues or the curriculum provided to the teacher accounts for them. The remaining question, and the focus of this chapter, is how to put the pieces together for a given day or week of classes.

CONCEPTUAL UNDERPINNINGS

Lessons have been described using many different metaphors. A lesson is like a film, with a plot, theme, rhythm, flow, and ending (Thornbury, 1999b). It is like jazz, with an initial chord sequence that players improvise on (Harmer, 2007b). It is like climbing a mountain, with hard work and a sense of satisfaction on reaching the goal (Ur, 2012). It is like a collection of playing cards that may be played one at a time, in suits, or other patterns (Woodward, 2001). It is like a road map or the signs on the highway that show us how to get to where we are going (Spratt, Pulverness, & Williams, 2005).

A metaphor that I have found especially helpful is that of a meal. Teachers can satisfy their students with a pre-made meal heated up minutes before serving, can throw together something from random ingredients they happen to have in the kitchen, or can plan an elaborate multicourse meal. They may have to work with only a few items, or they may have access to markets full of a variety of foods. They can focus on nutrition, good taste, beautiful presentation, or a combination of these.

As Julie's experience reminds us, sometimes teachers plan a lesson while walking down the hall from the teachers' room to the classroom; at other times, they agonize for hours over what to do in class the next day. Other teachers do not plan at all, using the rationale that planning in advance is counterproductive given the unpredictability of classes. Harmer (2007b) calls this tension the "planning paradox" (p. 366). On the one hand, we need to think in advance about what we want to accomplish and how we will do it. On the one other hand, we want to be aware of the interaction among teachers, learners, and language and of what emerges minute by minute in our classes.

The way a cook plans a meal for a large group of people suggests a good way through this paradox. It is very sensible to prepare in advance a meal that will suit those coming to dinner, keeping in mind those who are vegetarian or eat *halal* (Muslim dietary restrictions) or cannot eat spicy food, and so on. However, there may be someone who forgot to tell the cook in advance that she is allergic to wheat or on a special diet. A good chef does not mind bringing out a fruit plate instead of the chocolate cake in such a situation.

Lesson plan as a term actually refers to three things. The first is what appears on paper, what I call the format for the plan (discussed later in the chapter). The second is a process occurring in the teacher's head (also discussed later). The third is a model of what is supposed to happen in a class. There are various models, from various experts, with various views of the learning/teaching process in general or of English language teaching in particular.

The *Hunter model* (Hunter 2004), sometimes known as five-step, seven-step, or nine-step model (depending on which of the steps are considered most deserving of emphasis), grew out of Madeline Hunter's work with American

public school teachers. For advocates of this model, a good lesson starts with an anticipatory set, or hook, to attract students' attention. Next, the purpose of the lesson is stated. It is recommended that the instructional piece of the lesson include input, modeling, and checking for understanding. The next phase of the lesson is guided practice and monitoring. A closure statement reinforces the lesson before the final independent practice that helps students connect the lesson to the real world.

Aimed at language teaching in particular, rather than education in general, the *presentation-practice-production* (PPP) model contains three lesson stages (Harmer, 2001). The teacher presents a teaching point with new language to the students, the students practice the language teaching point (usually doing controlled activities), and finally the students produce the language on their own (doing communicative activities). This model is one that fits a beginning-level class of adults learning spoken English, for example.

In more recent editions of his methodology texts, Harmer (2007a, 2007b) suggests that the *engage-study-activate* (ESA) model is more versatile than PPP. During the engage phase, students' attention and interest are aroused. Next, during the study phase, students focus on language. Any number of different activities are appropriate here, from a teacher-centered explanation of grammar, to student discovery of lexical collocations while reading, to students' unconscious acquisition of intonation patterns through listening. Finally, students activate all their language knowledge and skill with communicative tasks during the activate phase. Although ESA reminds teachers of elements that need to be included in a lesson, the amount of time spent on each element and the sequence of elements can vary. A lesson for adults might consist of one ESA sequence during 50 minutes, while for children the 50-minute class could be made up of multiple ESA sequences, such as ESA-ESA-ESA. A lesson for beginners would probably be a straightforward ESA (similar to classic PPP). Other lessons, more task-based, might have the elements EASA. That is, after the engage phase, students plunge into a task using whatever language they have, and since the first activate phase has exposed gaps in what students are able to do in English, the teacher will be more focused and the students will be more motivated to pay attention during the following study phase. Harmer (2007a, 2007b) calls this a "boomerang" lesson. Lessons, especially at the intermediate and advanced levels, can be patchworks, or combinations of various sequences, such as EAASASEA, reflecting the messy way that learning often occurs and providing variety in class.

The *Sheltered Immersion Observation Protocol* (SIOP) model was developed in classes in a U.S. kindergarten through 12th grade (K–12) context where children are learning language and content at the same time (Echevarria, Vogt, & Short, 2012). Although it started as a rubric for observing teachers (hence the name), it has evolved into a lesson-planning model. A good lesson in this model starts with motivation (building background for students through links to their experience, links to prior learning, and key vocabulary). The presentation would include language and content objectives, comprehensible input, strategies, interaction, and feedback. The lesson would then go on to practice and application. It would end with review and assessment, with an optional extension (contingency plan or homework assignment).

A model that was developed by teachers who wanted to focus more on the process of students' learning is *encounter, clarify, remember, internalize, and fluently use* (ECRIF) (Kurzweil & Scholl, 2007).[3] The encounter stage might include eliciting vocabulary from students, reading a text for the main idea, or having students in pairs talk about a topic. As students grasp the meaning and use of the new language during the clarify stage, the lesson could include finding out what students already know about a writing task, highlighting a grammatical feature, or explaining some vocabulary. Activities such as listen and repeat, drills, and quizzes are typical of those used during the remember phase as students move the new item from short-term to long-term memory. The purpose of the internalize phase is to enable students to personalize the new knowledge or skill. Finally, the fluently use phase is a time for communicative tasks in which students use language to spontaneously and automatically communicate their own ideas in different contexts.

These different models reflect different goals (language only, content only, or language plus content), different proficiencies (beginning versus intermediate or advanced), and different theories of teaching and learning

(audiolingualism versus communicative approach). Teachers may be required by a supervisor or a school to use a particular model or be free to construct their lesson plans in any way they want. Regardless, it is hoped that this overview provides insight into which elements to include in a personal model of planning. To continue the cooking analogy, learning about these models is like learning about different chefs who espouse ideas such as "use local and seasonal ingredients" or "we love comfort food" or "whatever you have in your pantry."

CLASSROOM APPLICATIONS

What happens when teachers plan?

Lesson planning accomplishes several aims:

- Planning is a means of making decisions. As teachers anticipate their class, they think about content, materials, sequencing, and timing in light of who their students are and their objectives. Planning is actually a way that teachers develop expertise.
- The plan can act as a road map during the class itself. It enables teachers to confidently face the students, concentrating on their responses rather than mentally groping for what to do or say next. Students who sense that their teacher has planned the lesson also gain confidence.
- A plan can be part of a log of what has been covered and used in conjunction with a list of standards (statements of what students should know or be able to do, often provided by a school or educational body) or a needs assessment (a study of what students need to go from point A [where they are now] to point B [a particular goal]) to ensure that the necessary content has been included. It is also helpful for designing quizzes, tests, and exams.
- Finally, plans are useful when substitute teachers need to take over or when supervisors assess teachers or curriculum.

In the section that follows, lesson planning is viewed as a three-stage process: before, during, and after class.

Decision making before class

The first step in decision making involves looking at the curriculum and the materials and becoming familiar with them, especially with the objectives or student learning outcomes. What should students to be able to do at the end of the lesson? Why are we doing what we are doing in class? Objectives might include:

- Students will be able to greet others and introduce themselves.
- Students will be able to describe their weekend using the past tense.
- Students will be able to fill out an accident report form.
- Students will be able to write a topic sentence for a paragraph.

The second step involves answering this question: Can these objectives be accomplished with the materials provided? Teachers might need to bring in something else to supplement the materials (e.g., real objects, authentic print materials, pictures, or video clips). The materials might need to be adapted to make them more relevant and personal for their students (e.g., teachers can change the map of London to a map of Istanbul). There may be something that should be cut out because it does not match the objectives. There is often a need to add to the materials to give students more review, more practice, or more opportunities to communicate. This is where the teachers' knowledge of how students best learn will affect the plan. Richards and Bohlke (2011, pp. 42–43) have a useful section on adapting textbooks when planning. (See also Byrd & Schuemann, this volume.)

Third, it is good for teachers to look at more than the lesson in front of them. They should look back, considering how the lesson relates to previous work and how material can be reviewed and recycled. They should look ahead and see how related material might be coming up in the curriculum. They should also look outward to the lives of their students. How does this lesson relate to their concerns? How can it be connected to the real world so they are encouraged to use English outside class?

Those three steps will result in a variety of components, or dishes (to use the meal metaphor). The next stage involves matching these components to the class period. How much time

should each component take? Is one of the activities a bonus if there is extra time, or is it something that can be cut or shortened if time is running short? Is it necessary to add an opener, or is one of the main activities suitable for starting the class? Which piece would make a good closing? How should the activities be sequenced for pedagogical effectiveness, variety, pacing, and management? What are the details for each activity? For example, should students listen to the dialogue with their books open or closed? Should they respond chorally or individually? Should they do a pair activity with someone sitting next to them or with teacher-assigned partners?[4] What will the teacher do, and what will the students do? This is a good time to think about how to give instructions so students will be clear on what they should be doing.

The final step in pre-class decision making involves appraisal, that is, looking over the plan one final time. Richards and Bohlke (2011, pp. 3–17) suggest that teachers evaluate their plans for the following: high professional standards, sound principles of language teaching, meaningful learning outcomes, opportunities for extended meaningful language practice and use, effective class management, a coherent sequence of activities, student motivation to learn given the opportunity to succeed, and the teacher's personal philosophy of teaching. Depending on the class, there may be other important questions, such as whether the plan incorporates the required standards.

There are several elements in a lesson that deserve a closer look. Starting the lesson well can be like serving a good appetizer in a meal. In a 45-minute lesson, the opener might take just 3 minutes, while in a 3-hour class, it could last 30 minutes. Specific ideas can be found in Figure 1.

Wrapping up the class well (not just with a rush to finish something or with an activity fizzling out) gives students a sense of accomplishment and teachers a sense of satisfaction. It might be like serving an elaborate cake or a simple after-dinner mint. See Figure 2 for ideas.

A good lesson planner is concerned with balance and variety the way is a cook is interested in serving a meal that is nutritious and has a nice blend of taste and texture. Variety helps keep the pace of the class lively. However, this does not mean selecting activities haphazardly just for variety's sake. Ways of varying activities and keeping lessons from becoming monotomous are found in Figure 3. At the same time, too much variety might confuse beginning students, who are assisted by predictable routines. Finally, variety may also be implemented throughout the week, rather than in just one lesson.

1. Establish the appropriate atmosphere for the day's class (e.g., "We're going to have fun today" or "It's time to work hard").
2. Warm students up so they are ready for class and focused on English (e.g., "Talk to your partner about three things you like and three things you don't like about cell phones").
3. Prepare students with ideas or vocabulary they will use in upcoming activities (e.g., "Check these five words in your dictionaries" or "What comes to mind when you hear after forgiveness?").
4. Review material from the previous lesson (e.g., "Yesterday we learned about the difference between *excited* and *exciting*. Amina, can you give an example with *exciting*?").
5. Reward early-arriving students with something useful and fun while you wait for others to trickle in (e.g., give students a chance to go over a composition with the teacher or play a game that reviews vocabulary).
6. Give students a preview of what the "meal" will consist of (e.g., by going over the list of the day's activities that has been written on the board). When we know how many courses we are going to eat and what type of food it is, we enjoy the meal more.

Figure 1. Ways to begin a lesson.

1. Give an assignment. (However, if the assignment will take a long time to explain and students are already thinking about catching the bus or eating lunch, it is better to give the instructions earlier in the class and just a reminder at the end of class.)
2. Make a positive comment about what has been learned to encourage the students (e.g., "You've learned the first step in writing a summary today" or "Your pronunciation of /ɪ/ has improved").
3. Preview the next class. Tell students what will happen in the next class can make them look forward to it.
4. Use a filler. It happens occasionally that you have come to a good stopping point—the goals have been met and the materials have been used—but there are still 5–10 minutes left in the class. Have a collection of five-minute activities (e.g., see Ur, 1992) ready that you can bring out so that the use of time is maximized by doing one or two.

Figure 2. Ways to end a lesson.

1. Adjust the grouping of students (whole class, small groups, pairs, individual work) as appropriate for the given activity.
2. Integrate several skills, moving from one skill to another (speaking, listening, reading, and writing).
3. Mix up easy and challenging activities so all students can both experience success and feel that they are learning something new.
4. Appeal to different learning styles (auditory, visual, and kinesthetic/tactile).
5. Balance activities that are accuracy-oriented versus fluency-oriented, student-centered versus teacher-centered, serious versus light-hearted, low-tech versus high-tech, familiar versus new, and so on.

Figure 3. Ways of providing variety.

Good pacing is a challenge. It is important to go fast enough that activities do not drag and that students feel they have accomplished something by the end of the class. However, going too fast may mean that students feel they have been left behind, did not grasp the material, or did not accomplish the objectives. Pacing is not just about speed; variety also adds to pace. Ideal variety depends on the age of the students. Children may need to have a change in activity every few minutes, while adults may be able to focus longer on one activity.

It is helpful to make sure a clock is easily visible throughout the lesson. Teachers who have written in their plans estimated times (e.g., "When I start activity 3 it should be 10:30 a.m.") and glance at the clock frequently to know whether they are on track with their pacing, whether they need to pick things up a bit, whether they can relax the pace, or whether they are going to have to completely revise the timing of the lesson.

Classroom management through planning. Issues such as students falling asleep in class or being disruptive are often thought of as management issues. However, to some extent, good planning can preemptively deal with some of them.

Activities can be thought of in terms of "stirring" and "settling."[5] A stirring activity gets students moving around, thinking hard, or talking a lot. A settling activity has students sitting quietly, listening, or writing. If students come to class all keyed up, starting with a settling activity can focus their minds on English. If students start to drag in the middle of an afternoon class, it is good to have a stirring activity at the halfway point. Teachers can build these into their plan as they get to know the personality and pace of the class.

Activities can also be thought of in terms of rewards and consequences. If students need the discipline of incentives and penalties, this could be accomplished by means of planning and sequencing activities, for example, "If you quietly finish your vocabulary notebooks, we'll have time for a game of Categories."

Objectives, standards, and outcomes. Institutions often specify the objectives, aims, goals, or outcomes that they expect teachers to implement. Alternatively, teachers may be expected to develop their own course objectives or outcomes. Whether institution or teacher generated, these objectives or outcomes may entail levels from general to specific, or "terminal" (the ultimate aim) to "enabling" (steps that support the learner in getting to the final goal). When objectives are specific, they are easier to measure, and it is easier to determine whether students have achieved them. A simple way of thinking about objectives is to imagine what students will be able to do at the end of the class that they could not do when they walked in. Instead of "improve in reading," define a specific objective such as "students will defend their answers to comprehension questions by referring back to the text." Instead of "practice pronunciation," define a specific objective such as "students will use rising intonation for *would you like* questions in the context of offering hospitality to a guest." Another useful way to think about objectives and activities is with this framework: "If the students engage in X activity, then they will be able to do Y with the target language." (See Appendix A for more ideas on articulating objectives.)

Institutions may also have standards or learning outcomes specified for students at various levels, for example, seventh grade or pre-intermediate. Lesson plans help teachers tie class activities to these standards. Following are some examples from the China English as a Foreign Language project, adapted from China's Ministry of Education standards by an international team (Teachers of English to Speakers of Other Languages, 2007):

> 1.1—Learners will be motivated to learn, use, and enjoy English and have the courage to overcome challenges in learning.

2.2—Learners will convey information, attitudes, and ideas effectively, both in speech and in writing, in a variety of settings and for a variety of purposes.

3.1—Learners will show continually expanding knowledge, understanding, and appreciation of the cultural features and shared assumptions of both English-speaking and Chinese-speaking peoples.

The noncredit adult ESL program at Glendale Community College in California lists these among its student learning outcomes (Glendale Community College, 2011):

Level 1, 2.1—Using the Level 1 grammar structures, students will be able to write simple sentences about present and past situations and future plans.

Level 2, 2.4—Using the Level 2 grammar structures, students will be able to write guided paragraphs with simple and complex sentences about reasons and results.

ESL 080, 1—Students will demonstrate comprehension of conversations by responding appropriately to speakers' questions.

Some adult ESL programs in the United States use the standards developed by the Comprehensive Adult Student Assessment Systems (CASAS), a nonprofit organization that provides curricula and assessments.[6] Following are some example standards related to listening (Comprehensive Adult Student Assessment Systems, 2011):

L1.4—Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes-no questions, emphasis)

L3.7—Recognize noun plurals

L4.1—Comprehend simple learned social exchanges

L5.1—Comprehend short emergency warnings and commands (e.g., *Stop! Wait!*)

Decision making during class

Given the dynamic nature of a group of students, plans can rarely be carried out in real life exactly as we had imagined them. Decision making and planning happen on the spot in class as well as at our desks in advance.[7] Three common reasons why we may abandon or adjust our plans include something has gone wrong and we need to recover, our timing is off and we need to recalibrate, or something has come up and we want to make the most of it.

There are lots of unanticipated problems that can disrupt lesson plans: Students did not do the homework that was foundational for the day's activities, the projector or the computer broke down, the material was too hard, the students told the teacher they just did something similar in another class, the discussion topic falls flat, and so on. Experienced teachers learn to anticipate such problems and, for example, always have a back-up activity that does not use technology. It is also helpful to have some generic back-up activities ready. If the back-up plan is "tried-and-true" and guaranteed to lead to a successful outcome and satisfied students, it can help teachers recover when something has gone wrong.

Because timing is so difficult to predict, it is likely that there will always be days when students understand quickly, finish a task soon, or run out of things to say—and there is extra time at the end. Thus, it is a good idea to have a supplement to the core activities or an additional activity on hand. It is also likely that things will go more slowly than anticipated. It is therefore advisable to make a notation on the lesson plan where activities might be shortened or which ones might be cut or postponed if time is running short.

The third reason to adjust the lesson plan is because of something special happening in the class. Teachers who are sensitive to students notice when a timely topic comes up and decide to let the class have a go at it or are willing to let students who seem especially engaged in an activity keep going. Harmer (2007b) calls these "magic moments" or "golden opportunities for real communication" (p. 366). Other situations—for example, when a student asks a question and the teacher decides the whole class can benefit from spending time on it, or the students seem confused and the teacher decides to insert an impromptu activity to help them find their way—require knowledge and experience, not just sensitivity to the moment.

Decision making after class

After the class, even though teachers have many urgent things to attend to, it is important to engage

in one more bit of reflection. Going back over the lesson plan to assess what happened is a way to build up lesson-planning skills for the future. Typical questions that teachers might ask themselves include:

- How long did each activity take? What might have led to something going slower or faster than anticipated?
- How did the students respond? Were there any students who seemed left behind or left out?
- What did the students leave class with that they did not have before?

A starting point is Ur's (2012) checklist for evaluating lesson effectiveness. She recommends that teachers ask themselves whether learners are:

- actually learning the material well
- engaging with the target language
- attentive
- motivated and enjoying themselves
- active
- participating in real communication

However, since what is considered a "good" lesson will differ depending on the variables noted at the beginning of this chapter, teachers will have their own criteria for success for each class.

After several classes, say at the end of the week, it is good to reflect on the larger picture. What progress have students made? Are the lessons covering what is required? Are the lessons giving the students a sense of achievement and enjoyment?

Writing up a plan

Writing up a plan before the lesson is a way to discipline one's mind to think thoroughly about the class in advance. The template or format provided in Figure 4 is one option for writing up the plan. However, when teachers actually go into the class, they probably want to have a briefer version in hand, perhaps using sticky notes in the teacher's guide, 3 × 5 cards, or a single piece of paper. Something concise helps teachers remember the plan without tying them to a script that will prevent them from attending to the students. In addition, as teachers gain experience, they will probably be able to write less and rely on brief notes; novice teachers, however, benefit greatly from a formal detailed lesson plan.

Comments on the procedures section. Because procedures are the heart of the lesson plan, additional details are warranted (see Figure 4).

Activity/timing. In this column the name of the activity serves as a quick reminder of what is happening. An estimate of how long it will take is also valuable. This can be written in terms of the class hour (e.g., 3:15–3:30 p.m.) or in terms of minutes (e.g., 15 minutes). If particular stages of a lesson are important to name (e.g., introduction to new language, practice, communicative activities), they can be noted in this column too.

Objective(s). Objectives are the reason why each activity in the lesson needs to be clear. They may be related to the class itself (e.g., "help students relax" or "encourage students to do homework by checking it"). They may also be related to external standards (e.g., "meets Standard 3.7: Students will distinguish between fact and opinion"). As noted previously, most objectives should be framed in terms of what students will be able to do as a result of this activity (e.g., "Students will improve their ability to articulate /l/ and /r/ in the context of a fluency-focused activity"). This is also a good column in which to refer to specific language objectives (e.g., "simple present affirmative statements," "*can* to express ability," "collocations with *remember*," "listening to short conversations," "understanding warning labels found on common household items").

Materials/equipment. Writing down the exact materials and equipment will ensure that what is needed—from handouts to markers to puppets—has been gathered before going to class.

Step-by-step details. This will probably be the most detailed part of the lesson plan, unless the activity is a routine that is very familiar. It helps to imagine what will happen in class—what the teacher will do or say and what the students will do or say—and write it down in advance. Scripting something that may be tricky (e.g., instructions for a new activity, or an explanation of new language) will help prevent it from taking too much time or the language from being over the students' heads.

Interaction/seating. Are students interacting as a whole class with the teacher? Are students working on their own, in small groups, or in pairs? Putting

Background:[8]

Context: *ESL or EFL setting*

Institution: *name of school, institute, or program*

Course/level: *e.g., Intermediate Reading, or Literacy & Citizenship, or ESL 2*

Students: *number of students (Ss), and relevant details such as male/female, first language, age, and education level*

Overall course goals: *e.g., prepare students for university level writing, or develop students' conversational fluency, or meet ___ standards*

Texts/materials: *details of textbooks, supplemental books, media, or websites used for this lesson*

Lesson aim(s): *e.g., students will learn ten housing-related words; students will be able to report a housing-related problem using the pattern, "The stove is broken."*

Previous class work/what do Ss know that prepares them for the lesson: *e.g., Ss are familiar with vocabulary related to rooms and furniture*

Procedures

Activity/ timing	Objective(s)	Materials/ equipment	Step-by-step details	Interaction/ seating	Contingency plans/ other notes
Icebreaker 10 min	*Ss will be able to . . . using x, y, z language*	*Handout 1*	*T does: Ss do:*	*Ss in pairs, T + whole class, etc.*	*Be sure to. . . .*
Etc.					

Follow-up, future ideas
What was not included in this lesson that will be covered soon?

Notes
What happened during the lesson? How long did things actually take? How did students respond? What could be improved next time? What worked well?

Figure 4. Lesson plan template or format.

this in a separate column allows teachers to prepare students to move around, check that the interactional pattern matches the activity (e.g., Do students need to be in pairs to fill out a worksheet?), and see at a glance whether there is variety.

Contingency plans/other notes. Teachers need to think in advance about potential problems that might arise (e.g., students are not interested in the discussion topic, students find the text too difficult or too easy, or Internet access is down) and plan for alternatives. This is a place to make notes about which activities can be skipped if time is short or note down a relevant extra contingency activity to add if there is extra time. It is also a good place to make any other notes that will help the class be run effectively and humanely (e.g., "Don't forget to collect the homework," or "Ask Tomiko about her father's health").

Sample lesson plan

Figure 5 presents a sample lesson plan for adult migrant students.

The planning process

Teachers initiate the planning process at different points. They may start with a page in the textbook, an activity that they like, some materials they think students will enjoy, a goal, or even a time frame they need to fill. Starting anywhere is fine. However, the end result must have strong connections between larger institutional standards or goals, overall course aims, lesson objectives, and class activities. If the activity does not have an objective or if the materials are not tied to the

Background:
Context: *Los Angeles area*
Institution: *MEND (a volunteer-based agency)*
Course/level: *ESL 2, 60-minute class MWF evenings (followed by computer class)*
Students: *8 to 15 adults, ages 19 to 59, Spanish-speaking*
Overall course goals: *prepare students for life and work in the U.S.*
Texts/materials: *teacher-created materials*
Lesson aim(s): *(1) Students will learn 10 housing-related words; (2) Students will be able to report a housing-related problem using the pattern, "The _stove_ is _broken_." The roof is leaking. The toilet is clogged. The carpet is dirty. The stove is broken. The faucet is dripping; (3) students will be able to talk about their personal housing-related issues.*
Previous class work/what do Ss know that prepares them for the lesson: *Ss are familiar with some vocabulary related to rooms and furniture.*

Procedures

Activity/ timing	Objective(s)	Materials/ equipment	Step-by-step details	Interaction /seating	Contingency plans/other notes
House vocab bingo 5–10 min	1. Review vocab from previous lessons 2. Allow late-comers to arrive	Bingo cards	As students walk in, assign them to a group. Caller says vocab words. Other Ss put their markers on the words on their cards as they hear them. Ss take turns being the caller. Words: *living room, dining room table, chair, armchair, sofa, etc.*	Ss in groups of 3 to 5	Place any new Ss in Tomas's group so he can orient them in Spanish.
Introduce new words 5 minutes	Ss learn new words *Roof, toilet, carpet, stove, faucet*	Picture cards, set 1	1a. Show pictures. Ss listen and repeat words. 1b. Write words next to pix. Ss listen and repeat. 2. Erase words and write numbers next to pix. T says word and Ss write number. 3. T says number and Ss say word. 4. Individual work on pronunciation as needed	T-Ss	Ss may already know these words; if so, go quickly.
Introduce grammar pattern 5 minutes	Ss learn the pattern *The ___ is ___.* Language: *The roof is leaking. The toilet is clogged. The carpet is dirty. The stove is broken. The faucet is dripping.*	Picture cards, set 2	As above, with listen and repeat, listen and choose, look and say.	T-Ss	Ss may wonder about *–ing* and *–ed*. Be ready to answer after class for those who are ready for grammatical details.
Choral drills 5-10 minutes	Ss practice the pattern *The ___ is ___*, developing accuracy and fluency.	Picture cards, set 3	1. Substitution. Key sentence on board: *The ___ is dirty.* T: cues with picture: *carpet* Ss: *The carpet is dirty.* T: *window* Ss: *The window is dirty* T: *stove* T: *floor* T: *fridge* Ditto with *The ___ is broken.*	T-Ss	

(*continued*)

Figure 5. Sample lesson plan for adult migrant education.

			2. Q&A Key dialogue on board: A: *What's wrong?* B: *The ___ is ___.* T cues with pictures. Ss are divided into two groups. Group A questions; Group B answers. Roles then reverse.		
Listen and draw 10 minutes	1. Ss get a rest from choral work. 2. Ss create materials for next activity. 3. Ss develop listening comprehension.	Blank 3×5 cards	T gives instructions for Ss to draw, e.g., "Take a card. Draw a house with a roof. Draw a hole in the roof. Take another card. Draw a window. Draw a crack in the window."	T-Ss	Ss will feel insecure about the drawing. Demonstrate on the board and tell them to draw quickly and simply.
Pair work 15 minutes	1. Ss practice the pattern *The ___ is ___*, developing accuracy and fluency. 2. T gives individual feedback.	Student-created cards. Colored candies.	Put model dialogues on board. Ask a pair of Ss to come up to the front to demo the dialogue. Put Ss in pairs. **1. What's the problem?** A: *What's the problem?* B [picks card and describes]: *The faucet is dripping.* Switch. **2. No, but . . .** A [picks card and asks]: *Is the roof leaking?* B: [picks card and says]: *No, but the stove is broken.* Etc. **3. Guess** A [picks a card and doesn't show it to B] B: *Is the toilet clogged? Is the carpet dirty?* [until he guesses A's card] Switch.	S-S pairs	Tell Ss "Find the person with the same color candy as you" to mix up Ss in pairs. Walk among pairs to listen and give feedback. When most Ss have had a good round of #1, ring the bell and give instructions for #2, and so on for #3. Alternatively, if Ss are capable, put all three patterns on the board and let them move on when they're ready.
Discussion 5–15 minutes depending on available time	1. Ss talk about their own lives. 2. Ss ask about additional vocabulary of personal interest.	Spanish-English dictionary in case.	"Now let's talk about <u>your</u> house. Do you call the landlord when there's a problem? Do you repair your own house? What other problems with your house have you had? What's the best way to get repairs done?"	Ss	Ss are generally eager to talk, but if not, things to possibly bring up include: broken lock, AC, blinds, smoke alarm, insects, rats, mold. Be ready to explain without dominating the conversation; let Ss talk!

Follow-up, future ideas

Additional ways to request action, e.g., *We need a repairman right away.*

Notes

Things went pretty fast—we had almost 15 minutes for discussion at the end. The Ss ended up giving each other advice on how to get rid of ants.

Figure 5. Sample lesson plan for adult migrant education. (*Continued*)

overall course goals, then the lesson will most likely be less effective. In other words, "I will cover Chapter 3 in the textbook" or "we will play bingo" is not really good lesson planning.

Novice teachers are often advised to plan in great detail. As mentioned previously, scripting such things as the instructions used to introduce an information-gap activity to the students, how to transition from the warm-up to the main activity, how to group students for a given activity, or the details of a grammar explanation will ensure that things are clear and comprehensible. However, in the press of real-life teaching, it is rare to have time for such details in plans, and teachers should work at planning effectively but quickly.

One way to make planning more efficient is to think in terms of "chunks" (Woodward, 2001) or "game plans." An example is "dictation race." A novice teacher's plan might include:

> Post six texts up on the front board. Divide class into pairs [use matching color card method]. Identify writers and readers. Tell readers, "Come up to the board and read your text. Remember as much as you can. Go back to your partner. Tell your partner what to write." Tell writers, "Write what your partner tells you. You can ask questions about spelling and punctuation." Points will be given to teams who are fast and accurate. (p. 7)

Later, as this process becomes familiar, it is enough to just jot down "Dictation race with x, y, and z texts" in the plan. Smaller chunks combine to become larger units that teachers can carry out automatically. (However, too much reliance on chunks or routines makes teaching boring for experienced teachers or prevents them from doing new things that their students may benefit from.) To return to the cooking analogy: cooks often start by wanting a complete recipe with detailed instructions about how to perform a new technique such as braise or knead; later, their familiarity with cooking techniques means that a few brief notes about ingredients and processes will suffice.

FUTURE TRENDS

With publishers providing web-based supplements to textbooks, lesson planning for teachers using such materials may involve less imagining or searching and more choosing from the options provided by the publisher. Some schools use curricula that entail scripted lessons—if this is a future trend, lesson planning will entail familiarization with or even memorization of the scripts. As teachers develop specialties, for example, in content-based language teaching, business ESL, or online teaching, they will need to develop ways of integrating new content and technology into their lessons. Finally, with websites offering online lesson plans (see the online links), teachers need to hone their skills in adapting those ideas so that they work for their particular learners.

CONCLUSION

In the process of planning what to serve for lunch or dinner, we may stand at the freezer and decide which prepared meal to pull out and heat up, or we may make a trip to the farmer's market to see what is in season and start with fresh ingredients. We may go to the corner stand and pick up some ready-made kebabs or work all day preparing dozens of special dishes. In the same way, lesson planning can vary depending on the resources and time teachers have. However, just as a meal is converted from a raw ingredient to the energy a body needs, a lesson plan enables teachers to give students what they need to acquire the target language in an enjoyable and digestible way. It is also a tool that enables teachers to make decisions, solve instructional problems, deal with classroom management issues, record student progress, and be accountable.

Lesson planning can be facilitated with this series of questions asked before, during, and after the lesson planning process.

Before

1. What curriculum and materials do I have? What are the objectives?
2. Can the objectives be accomplished with what I have? What might I need to adapt, cut, or add?
3. How does this lesson relate to what students have already done in class, will do in the next lessons, or need to do outside class?

4. How can the various pieces of this lesson be put together in the time available?
   - Do I have good opener?
   - Do I have a good closing activity?
   - Is my lesson balanced?
   - Will my plan result in a well-paced class?
   - How can I use the plan to deal with classroom management issues?
   - Have I articulated objectives for each activity?
5. Does this lesson meet the criteria for quality?
6. Have I written down the plan in such a way that I can use it in class, in the future, and for any administrative requirements?

During

1. Have I formulated my plan to allow for flexibility once I am in class, anticipating problems, timing issues, or special teaching/learning opportunities?

After

1. Am I making notes on my lesson plans at the end of class to improve my teaching in the future?

SUMMARY

- Lesson planning is grounded in our overall understanding of language learning and teaching as well as the lesson context and the student population.
- Planning is a way to engage in advance decision making and develop teaching expertise. Plans give teachers the security to focus more intentionally on their students once they are in class. Plans also provide a mechanism for post-class assessment and reflection.
- Teachers can initiate the lesson-planning process at different starting points, write up their plans in different ways, or use different models of planning, as long as the end result is a coherent lesson with connections between objectives and activities, following good principles of teaching and learning.
- Teachers must also be mindful of objectives, standards, and learning outcomes to ensure that their lesson plans support overall curricular goals.

DISCUSSION QUESTIONS

1. Briefly describe a class you may have to plan in terms of several or all of the following: SLA theory, methodology, skill, audience, focus, context, standards/student learning outcomes, and teaching philosophy. Note whether these are given to you by the institution or are your personal choice. Compare notes with a classmate, and discuss how these will affect your lesson planning.
2. If you are a novice teacher, what is it about lesson planning that intimidates you the most? How do you plan to deal with these particular challenges?
3. What details do you find most important to include in your lesson plans? What are the pros and cons of writing out plans in detail?
4. Are you familiar with situations where teachers do not plan? The teachers may walk into class and just open the book to the next page, or they may just talk about whatever is on their mind. How do students react? What factors may underlie the lack of lesson planning, and what advice would you give such teachers about planning?
5. What effect does your plan have on what happens in your actual class? Give examples of in-class decision making that have resulted either from something you prepared in advance or that led to your changing your plan.

SUGGESTED ACTIVITIES

1. Examine the lesson plan in Appendix B.
   a. What model (or models) of lesson planning might underlie it? Is it a good match for the context and students?
   b. Critique the plan in light of the questions found in the Conclusion section of this chapter.
2. Using a textbook you teach from or are familiar with and a group of students you teach or have observed, write a lesson plan according to the template in this chapter.
3. Write a commentary on the decision making you engaged in while writing the plan (e.g.,

"The class is early in the morning and the students tend to arrive late, so I adjusted the opening activity in the book . . .").

4. Before observing an ESL/EFL class, ask the instructor for a copy of the day's plan and then sit in on the class. Compare the plan to the reality. What do you think led to any changes?
5. Interview some experienced teachers about how they plan their lessons, what they write down, and how long it takes. How do their strategies vary from class to class, and how have their strategies changed over the years?
6. Choose an aspect of lesson planning that you would like to improve, for example, preparing clear instructions for students or opening the class in a way that accomplishes both pedagogical and affective goals. Using the Further Reading resources, prepare a short paper or presentation.

FURTHER READING

Brown, H. D. (2007). *Teaching by principles* (3rd ed.). New York, NY: Pearson Longman.

Chapter 10, "Lesson Planning," is strong in the area of describing goals and objectives.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow, UK: Pearson Longman.

Chapter 21, "Planning Lessons," is very complete and has good examples of lesson plans.

Parrish, B. (2004). *Teaching adult ESL: A practical introduction.* New York, NY: McGraw-Hill.

Chapter 6, "Planning for Teaching and Learning," is excellent. Especially helpful are the anecdotes from actual adult ESL teachers and the lesson planning checklist.

Richards, J. C., & Bohlke, D. (2011). *Creating effective language lessons.* Cambridge, UK: Cambridge University Press. Available from http://www.cambridge.org/other_files/downloads/esl/fourcorners/Pedagogical_Books/Creating-Effective-Language-Lessons-Combined.pdf

This downloadable booklet is a thorough discussion of lesson planning, placed in the context of effective teaching, a positive learning environment, and learner-centered teaching.

Robertson, C., & Acklam, R. (2000). *Action plan for teachers: A guide to teaching English.* London, UK: BBC World Service. Available from http://www.teachingenglish.org.uk/transform/books/action-plan-teachers

This downloadable booklet contains a good chapter on lesson planning for novice teachers who use the engage-study-activate method.

Watkins, P. (2005). *Learning to teach English.* Surrey, UK: Delta Publishing.

Chapter 16, "Planning," has four samples that are especially helpful to novice teachers in short-course training programs.

Woodward, T. (2001). *Planning lessons and courses.* Cambridge, UK: Cambridge University Press.

This book contains a very complete coverage of planning lessons, written in an engaging style. The introduction and the final chapter on freedoms and constraints are especially helpful.

APPENDIX A: GUIDELINES FOR WRITING OBJECTIVES

Teachers are often urged to write objectives using verbs that match the levels in Bloom's taxonomy. The following websites are useful resources:

http://www.celt.iastate.edu/teaching/RevisedBlooms1.html
http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm
http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Helpful as these lists of verbs are, ESL teachers might need some verbs more applicable to English language teaching.

Useful action verbs for writing objectives related to ESL classes

1. related to the main skills: *read, write, speak, listen to, pronounce*
2. related to specific skills: *predict, scan, proofread, summarize, take notes, revise, participate in*
3. related to specific assignments or activities: *copy, complete, fill in, translate, correct, edit* (however, these tend to focus on things students do

in class rather than on things they need to do in the real world)

4. *produce* (sentences, paragraphs, essays, presentations)
5. *use* (words, patterns)
6. *identify* (ideas), *analyze* (texts), *interpret* (messages)
7. *comprehend* (texts), *recognize* (errors)
8. *organize, outline* (ideas, essays)
9. *apply* (rules, strategies)

Useful specifications

- texts at ___ level,
- TEXTS of _#_ words,
- ___ kinds of texts/tasks,
- topics related to ___, for ___ purposes, by means of ___
- with __% accuracy
- so that errors do not interfere with comprehension
- using the words ___, ___, and ___
- including __ and __ features

Typical weaknesses in writing objectives

- *Students will be able to comprehend short texts.* How do we know the students have comprehended? → *Students will comprehend short texts as demonstrated by means of multiple choice questions.*
- *Students will learn how to write an essay.* How do we know they know they have learned? → *Learn* is not a strong verb for objectives.
- *Students will write an essay.* What kind of essay? According to what standards? → *Students will write an essay following ___ format and including ___ thesis/supporting ideas and with fewer than __ errors per page.*
- *Student will practice the simple present tense.* Why? What will they be able to do with it after they practice? → *Practice* is not a strong verb for objectives.

APPENDIX B: SAMPLE LESSON PLAN (BUSINESS ESL)

This lesson is based on a public radio program, *On Being, with Krista Tippet*, American Public Media (http://being.publicradio.org/programs/godsofbusiness/index.shtml). The entire lesson can be found at TESOL Resources from Kitty (http://tesolresourcesfromkitty.pbworks.com).

Lesson plan for Business ESL

Background:
Context: *North Africa*
Institution: *Oasis (a private language institute)*
Course/level: *Business English (a ten-day elective). Class is 45 minutes long. Students (Ss) are supposed to be upper intermediate but there is a wide-range of abilities.*
Students: *15 adults; some Ss, some already in business. Most Ss enjoy speaking English and tend to be stronger in fluency than accuracy, but the lower-level Ss are weak in all skills.*
Overall course goals: *Develop accuracy and fluency in business-related English listening, reading, and speaking*
Texts/materials: *Teacher-created materials, based on a public radio show*
Lesson aim(s): *Ss will develop discussion and presentation oral skills; Ss will review vocabulary related to business ethics while reading and speaking*
Previous class work/what do Ss know that prepares them for the lesson: *Ss have spent three days on the listening portion of these materials, based on a recorded interview with a global business analyst and ethicist, Prabhu Guptara. The interview has talked about corruption, the effect of world religions and business practices, inequities fueled by the global economy, and possibilities for positive change. The vocabulary in the quotes for this lesson (e.g., "transcendent") is familiar.*

Procedures

Activity/ timing	Objective(s)	Materials/ equipment	Step-by-step details	Interaction /seating	Contingency plans/other notes
Opener/ review/ intro to the day's activity 5 min	1. Remind Ss of the topic; activate schema related to business ethics in a globalized world. 2. Get Ss ready for the discussion.	Recording of interview; listening worksheet from previous class, just in case.	T: "In our last class we heard the end of the interview. Guptara has four things on his agenda for better globalization. Who can remember them?" Ss: 1. "Create a culture where people are satisfied with enough." 2. "Restrain demands for higher wages and profits." 3. "Avoid economic expansion for its own sake." 4. "Encourage companies that take seriously concerns of the environment, labor, and civil society." T: "You've done a lot of listening and a little talking. Now it's time for more talking. Our activity today involves small-group discussions and presentations."	Whole class	If Ss don't remember anything, and are reluctant to talk, play the short segment of the interview in which Guptara's agenda is discussed.

(continued)

Lesson plan for Business ESL *(continued)*

Small group discussion of key quotes 15–20 minutes	1. Accurate reading: Ss will have a few sentences to examine carefully for detailed comprehension. 2. Speaking: Ss will articulate personal ideas related to business ethics. 3. Group work: Ss will get experience working in groups relevant to international business practice.	• Get-into-group cards • Quotation handouts for three groups [see below] • Board	T: "In small groups you'll be discussing a quotation related to global business ethics. Each group has a different quote, so after the discussion you'll be presenting your quote to the whole class." T hands out cards. T: "You will be in a group of five people who have the same color card as you. Each person has a different job in the group." [write on board]: • The leader gets the handout and reads the instructions and the quote. • The time-keeper makes sure the group is on track (about 3 minutes per question). • The English monitor makes sure everyone speaks English. • The secretary takes notes. • The presenter will organize the group to present ideas to the whole class. Try to let everyone participate. Groups will have about 15 minutes to look at the quote, discuss the four questions, and plan their presentation.	Three groups of five students each	If students are absent and a group has only four people, combine leader and time-keeper roles. Higher proficiency Ss can explain the quote to the lower Ss, but T should be ready to help too if needed. Timing is tentative. Check groups after 10 minutes. If they seem ready to present, fine. If they need more time, tell the time-keeper. Encourage the presentation planners to include several people from the group, e.g., one person to read the quote, another to explain it, and another to expand on it.
Group presentation on quotes 5 min each = 15 min	1. Ss will gain confidence in speaking before a group. 2. Ss will consider the issues in all three quotations.	A projected version of each quote will be helpful.	T calls on each group to present. Encourage further class discussion on the quotes. T takes notes on Ss' English for future feedback.	Whole class	Groups who are waiting to present will murmur among themselves instead of listening. Remind them that listening to colleagues is a good business practice. If the whole group is engaging in further discussion, consider extending this time.
Feedback/ Wrap-up 5 min	Ss will refine their pronunciation, vocabulary, or grammar	Board	T uses notes to give feedback that will be of benefit to the whole class, e.g., *make a difference*, *greed* versus *greedy*.	Whole class	If there is no time for this, give individual Ss written feedback. (T should keep record of feedback.)

Follow-up, future ideas
The next (and last) lesson will involve jigsaw reading about what the following belief systems have to say about business ethics: Islam, Judaism, Christianity, Buddhism, Hinduism, Confucianism, and Atheism/Materialism.

Notes
It took at least five minutes to get the groups formed, organized, and oriented to their roles. Students were very eager to discuss but tended not to listen to each other well. A future lesson on turn-taking in discussions appropriate to an international business context would be helpful.

Handouts

Group 1

"The frightening thing about the Enron story is that it really wasn't about a few people doing the wrong thing; it was about almost no one associated with the company doing the right thing."

Bethany McLean, co-author *The Smartest Guys in the Room*

1. What does this quotation mean? Make sure everyone in your group understands it.
2. Can you think of other examples where a few people do the wrong thing and no one does the right thing, with the result being a disaster?
3. Who would you blame more, those who do the wrong thing or those who do not do the right thing?
4. Why is it hard to do the right thing?

Group 2

"There is no need to make an either/or choice between participating in the market economy and being a person of faith. Rather, the challenge is to live in the market but not be wholly possessed by the market."

Rebecca Blank, dean, Gerald Ford School of Public Policy

1. What does this quotation mean? Make sure everyone in your group understands it.
2. Do you agree that some people find it hard to be a sharp businessperson and a religious person at the same time?
3. Do you agree with Rebecca Blank that it is possible to do both at the same time?
4. What are some ways a person can "live in the market," that is, do business well, but not be "possessed by the market," that is, not be controlled by greed and profits?

Group 3

"The question I would leave us with . . . is where [and how] does my religious or transcendent orientation . . . relate to my individual ethics, to my group ethics in terms of the way my company operates, and then to global business ethics?"

Prabhu Guptara

1. What does this quotation mean? Make sure everyone in your group understands it.
2. How would you answer this question?
3. Can individuals make a difference?
4. How important are strong business ethics to the future of the world?

ENDNOTES

[1] This chapter draws on content from the lesson-planning chapters in the second edition (Purgason, 1991) and third edition (Jensen, 2001) of this book.

[2] For a concise treatment of second language acquisition theory, see Ellis (this volume).

[3] See also ECRIF: Seeing Learning, available at http://www.ecrif.com/planning-with-ecrif.html

[4] See Stevick (1986) for a discussion of the many choices teachers have.

[5] I first encountered these now widely used terms in Maclennan (1987).

[6] For more information on CASAS, visit https://www.casas.org/

[7] K. Bailey (1996) describes research into teachers' in-class decisions that depart from the lesson plans. For example: (1) a teacher spent extra time answering one student's question because she felt the whole class might benefit from the answer; (2) a teacher in an advanced speaking class, who began each lesson with a brief student-led discussion of current events, was prompted by student interest in one of those events to abandon her entire lesson plan; (3) a teacher who had originally planned to put students in groups to brainstorm ideas and take turns writing them on the board decided to let the most proficient student in one group take over for a less proficient student to "promote the substance and the progress of the lesson" (p. 29); and (4) seeing her writing students' difficulty with *in*, *on*, and *at*, a teacher took a detour from her original lesson on thesis statements to do a mini-lesson with a visual diagram explaining the prepositions.

[8] Some of this background information is usually included only when the lesson plan is an assignment for a class or is done for a supervisor or substitute teacher.