

How to plan lessons

Use the right expressions

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Student and teacher activities (Lernaufgaben)

Student Centred Activities

Speaking skill related	
recite a poem/ vocab / a story / info	
recall a poem / vocab / a story / info	
repeat	
imitate	
answer	
ask	
describe	
talk about	
discuss	
argue	
compare	
interview	
Listening skill related	
listen to a taped voice	
listen and do specific tasks:	
listen for gist = extensive listening	
listen for detail = intensive listening	
listen and speak (repeat, imitate,...)	
Reading skill related	
scanning = to extract specific information	
skimming = to get the general picture	
gist = extensive reading	
to deduce meaning	
reading for fun	
to confirm expectations	
speed reading	
recognise function, patterns,...	
prepared reading	
unprepared reading	

Writing skill related	
copy	
dictate	
take notes	
make notes	
make a questionnaire	
write a letter / card	
write messages	
answer written questions	
guided writing	
free writing	
creative writing	
write a poem	
write diary	
rewrite	
fill in	
jot (down)	
Vocabulary	
guess meaning	
recall	
memorise	
translate	
give the German / English meaning	
form a sample sentence	
use the word in context	
underline	
mark	
match	
look up... in the dictionary	
find the meaning	
pronounce	
mime	
remember the word. . . .	
reconstruct (the dialogue) using the given words	

TEACHER CENTRED ACTIVITIES

prepare activities	
review	
set up activities	
run activities	
organise seating	
manage classroom work	
set tasks	
instruct	
explain	
elicit answers	
demonstrate	
present	
mark	
correct	
listen to...	
give feedback	
pace lesson (well)	
ask open questions	
set up dialogues	
give clues	
illustrate	
define	
paraphrase	
translate	
mime	
hand out	
invent an activity	
check (vocabulary)	
appoint a learner as...	
make learners focus on	
organise a filler game	
raise awareness (meaning, rules, form, pronunciation, intonation...)	

Objectives - Aims

Lern- / Erziehungsziele

Aims teacher's aims:

I will try to talk less

I will make sure the seating is rearranged appropriately when the activity changes

I will keep an eye on Maria to check that she isn't getting lost.

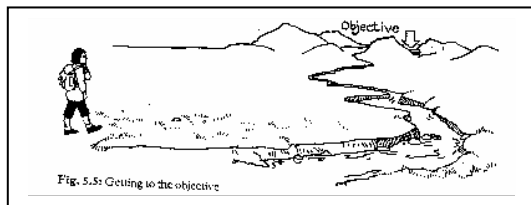
Intended student achievements:

things that they will have learned,

skills they will have improved

points they will have reached by the end of the lesson

objective = main aim of the lesson = intended student achievements



Imagine a lesson in terms of a cross-country hike - you know where you want to end up, even though you can't see from the starting point. Getting to that end point is your main aim or objective. You may have various decisions to make about the way to get to that goal: the speed you walk at, where

you will rest, what aids you take to help you, whether you need a picnic lunch etc. All these decisions are related to the main decision about the objective - if this is not clear, the walk could still be enjoyable, but you will probably pass by a fewer interesting sites, meet a number of unexpected problems, and are more likely to get completely lost.

Getting the objective

Why are the learners doing it? How will using this material help their English? Start with a phrase like:

By the end of the lesson the learners have.....

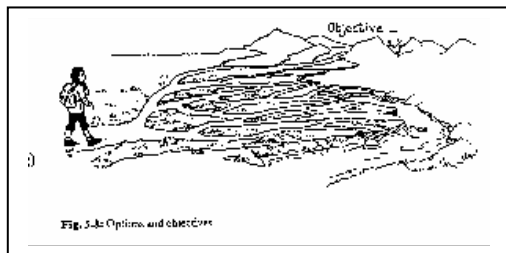
.... practice in completing timed exercises on reading comprehension in preparing for their next exam

.....a clearer understanding of the use of imperative verb forms

By the end of the lesson the learners are better able to....

.....find specific information in tourist information leaflets

.....understand and use the past perfect tense



If you have a clear objective for a lesson, you can bear this in mind all the way through the class.

Knowing where you are going enables you to make moment-by-moment decisions about different paths or options to take en route, while keeping the main objective always clearly in front of you. Good lesson planning, and especially good specifying of

objectives, does not therefore restrict you, but in clarifying the end point you intend to reach, sets you free to go towards that point in the most appropriate ways in class.

(taken from Jim Shrivener: Learning Teaching)

A key factor in the planning and organisation of learning is an understanding of aims. You can distinguish between language learning aims and social aims:

1. Language learning aims:

This is at the lesson level and relates to why learners are asked to do what they do at any phase or sub-phase of a lesson

Start with a phrase like:

The learners are asked to.....

2. Social aims:

These relate to the social climate in the classroom and the sorts of roles that will be expected of learners.

Start with a phrase like:

I expect the learners to....

Conduct of Lesson (Lehrverfahren)

Find the appropriate German expressions

Presentation	darbietend
Guided discovery	erarbeitend
Self-directed discovery	entdeckenlassend
PROS and CONS	
Presentation	
two pros	
two cons	
-	
Guided discovery	
Self-directed discovery	

Conduct of lesson

Task 1:

Classify the following grammar clarification and focus activities by placing their numbers on the diagram below. Are they mainly (P) teacher presentation, (S) self-directed discovery, or (G) guided discovery?

P	G	S

1. The teacher writes some sentences (all using the past perfect) on the board, but with the words mixed up. She then hands the board pen to the students and leaves room.
2. The teacher tells a story about her weekend. Every time she uses a verb in the past simple she repeats it and writes it on the board. At the end she writes past simple on board and explains that she used all these verbs in the past because the story happened last Saturday.
3. The teacher lectures about the construction of conditional sentences.
4. The teacher creates a board situation, clarifies a specific meaning and then elicits appropriate sentences from the students or models them herself.
5. The teacher hands out a list of twenty 'if sentences. She asks students to work together, discuss and find out what the 'rules' are.
6. Students discuss interpretation of time lines on the board and try to make example sentences for them. The teacher intervenes when answers seem elusive and at one it explains the difference between two tenses.
7. Students decide they want to learn about reported speech. They go to the library or learning centre and find out more.

Re/Teaching / Learning Stages

LEHRSTUFEN

(Artikulationsstufen, Lernschritte, Phasen, Verlaufsstruktur)

Jochen Grell: Allgemeines Modell: Rezept für die Ausführung einer Unterrichtsstunde

Lead in stage	
Function: Raising motivation or interest First focus on meaning, content or concept 1. <i>Phase: Auslösen positiver reziproker Affekte</i> 2. <i>2. Phase: Informierender Unterrichtseinstieg</i>	Pre-activity: Introduction lead in activities
Set-up-stage	
A second step to an activity 3. <i>Phase: Informationsinput</i>	Teacher can ... demonstrate present elicit answers ask concept- context questions topic is presented in situations
Run -stage	
4. <i>Phase: Anbieten van Lernaufgaben</i> 5. <i>Phase: Selbstständiges Arbeiten an Lernaufgaben</i> 6. <i>Auslöschung</i>	Ps work on skill related tasks (listening, speaking, reading, writing) or language system (grammar, vocabulary)
Post activity stage	
6. <i>Phase: Feedback und Weiterverarbeitung oder Rendezvous mit den Lernschwierigkeiten</i> 7. <i>Phase: Verschiedenes oder Gesamt-Evaluation</i>	feedback session comparing group results study skill practice follow up homework tasks end of lesson activity

Patterns of Interaction - Sozialformen

Find the appropriate German expressions

Patterns of interaction	
individual work	
pair work	
group work	
class work	
Managing classroom communication	
Moving-in-phase; organise groups and seatings give instructions, appoint group leaders	Vorbereitungsphase
Monitoring phase Observehow the teacher monitorsin what circumstances the teacher speaks to a groupthe teacher's voice, position, proxemics (thedistance between people who are conversing)	Durchführungsphase
Moving-out phase Observe the teacherwinding pairs/groups downsignalling for everyone's attentionre-orienting group to new phase of lessonorganising and monitoring the report-back phase	Auswertungsphase
Teaching and learning roles	
teacher and learner as facilitator/guide producer / communicator	
teacher as :informer, presenter, explainer, stimulatorconductor, controller, checkerorganiser, monitor manager, consultant	
Seating arrangements = setting	
straight rows, horseshoe shape / circle; pairs, „enemy corners" opposing teams, face to face / back to back, wheels (inner and outer circle) „buzz groups" (people change groups occasionally), public meeting	

taken from: Ruth Wajnryb: Classroom Observation Tasks, Cambridge University Press 1992

Seating

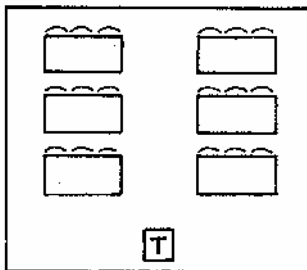
However your classroom is laid out, it is worth taking time to consider what variations are possible in the ways that students stand, move and sit. Similarly, the teacher's own position needs to be considered.

In some cultures students may have clear expectations as to what is acceptable. For example, asking students to sit on the floor may be taboo; a teacher who sits on the corner of his desk may be considered unprofessional. Respect cultural constraints but don't let them put you off experimenting a little. Be clear about which 'No's' are genuinely unacceptable and which are merely unknown or unexpected.

Changing seating arrangements can help students interact with different people, change the focus from the teacher when appropriate, allow a range of different situations to be recreated within the classroom, as well as simply adding some variety to the predictability of sitting in the same place every time. It's difficult to sit still for a long time; it's worth including activities that involve some movement, even if only to give people the chance to stretch their legs.

For each activity you do in class, consider: what grouping, seating, standing arrangements are most appropriate? I'm not suggesting a constant movement every five minutes - I think that might soon become annoying. But remain aware of the possibilities of using the space you are working in; sometimes a complete change in the room can make all the difference. Even with the most immovable of fixed seating, it is often possible to be creative in some way.

Fig. 1 shows the large desks fixed in the classroom. They are normally used in rows.



A number of other arrangements are possible

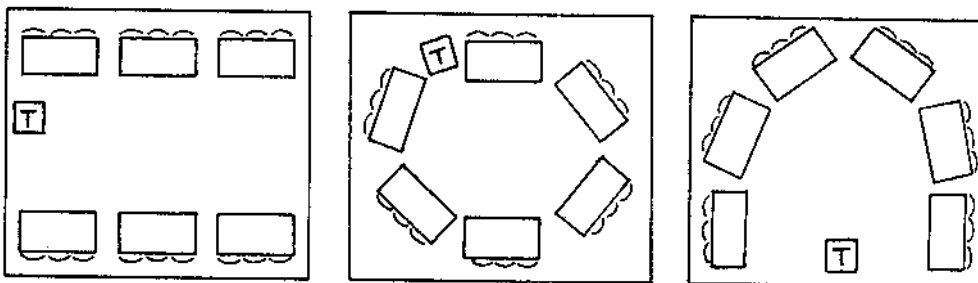


Fig 2: Alternative seating arrangements

The horseshoe arrangement, particularly, proved very suitable for the English classes. This raises a few questions...

TASK1

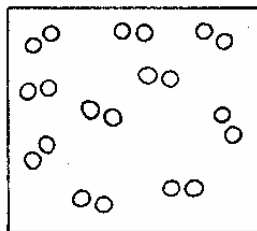
1. Why might a circle or horseshoe shape be more effective for language teaching than straight rows?
2. What difference does it make if the teacher sits in a circle with the students rather than standing in front of them?

Commentary

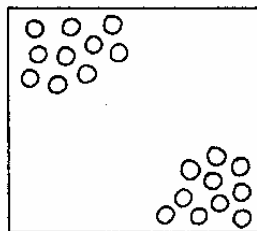
In a circle or horseshoe, learners can make eye contact with everyone else in the group and thus interact much more naturally. There is also a much greater sense of equality. Weaker students tend to hide away less and stronger students to dominate less. Having the teacher in the circle helps to clarify his role as an equal rather than as someone separate and different.

Some ideas for investigating and exploring the possibilities of seating:

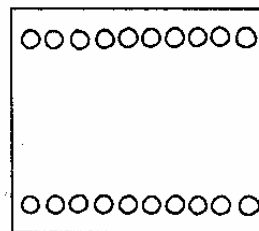
- If the students normally sit in rows try forming a circle.
- Turn the classroom around so that the focus is on a different wall from normal
- Divide the class into separate groups at far corners of the room.
- Ask *How can we reorganise this classroom to make it a nicer place to be?* Let the class discuss it and agree, then do it.
- Push the seats or desks up against the wall. Sit on the floor. Here are some patterns to think about:



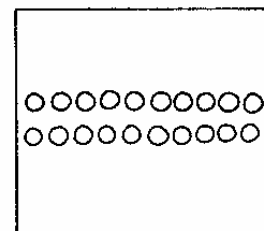
pairs



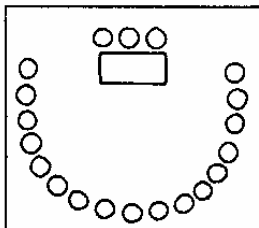
'enemy corners'



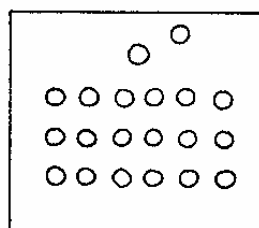
opposing teams



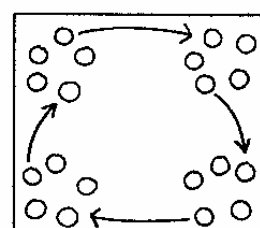
face to face
(or back to back)



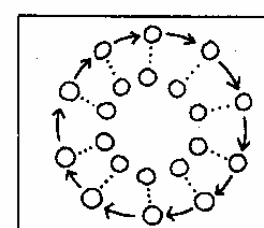
'panel'



'public meeting'



'buzz groups' (people
change groups occasionally)



'wheels' (the outer wheel can
move round, changing pairings)

Media

Lehr-/Lernmittel

NON TECHNICAL MEDIA	
Objects - realia (real objects)	
blackboards / whiteboards	
magnetboards	
flannelboards	
pinboards	
flashcards / index cards	
posters	
maps	
scrolls	
board games	
mounted pictures	
photos	
cartoons	
line drawings /sketches	
pamphlets	
brochures	
leaflets	
flyers	
operation manuals	
puppets	
newspapers / magazines	
textbook / workbook	

TECHNICAL MEDIA	
audiotapes, CDs	
audio recorders	
players	
records	
record players	
videotapes	
videoplayers	
radio	
television	
telephones	
films	
film projectors	
computer software / hardware	
overhead transparencies –OHT	
overhead projectors	
language lab	
multimedia lab	
slides	
filmstrips	
slide and filmstrip projector	
commercially produced	
teacher-produced	
PURPOSE	
to aid in presentation	
to provide practice	
to stimulate communicative interaction	

What helps people learn?

LERNHILFEN

What is there about the classroom, the activities, the teacher and the students that helps to create conditions for effective learning?

What things do you observe that seem to play a part in *hindering* learning?

Motivationshilfen – THE LEARNERS

How motivated are the learners?

Why?

To what extent are they taking an active part in their own learning?

To what extent are they expecting the teacher to do the work for them?

Aktivierungshilfen – THE LEARNERS

Make notes of the nature of the student involvement, balance of the students doing things, etc.

Repräsentationshilfen – THE TEACHER

To what extent does the teacher use techniques, media, etc. to create conditions for effective learning?

Integrationshilfen – THE LEARNER

Make notes of the kind of activities used in the „run-stage“.

THE CLASSROOM

Make notes on seating, sight-lines, space, air, warmth, light, equipment, etc.

THE TEACHER

What personal qualities does the teacher have (i.e. not teaching techniques?)

What kind of rapport does this teacher have?

What is the personal psychological atmosphere generated by the teacher?

What is it like to be a student in this classroom?