

Creating A Language Lesson Plan Must Involve These 4 Main Steps

This guide shows you how to carry out each of the following 4 steps to create a typical language lesson plan.

- Setting realistic objectives for each lesson.
- Identifying the materials and activities that help achieve these lesson objectives and promote learning.
- Structuring the lesson in certain stages.
- Stating what is done by the teacher and students during each stage.

1. Setting Realistic Lesson Objectives

Lesson objectives are most usefully stated in terms of what students will have done or accomplished at the end of the lesson. Stating objectives in this way allows both you and your students to know when the objectives have been reached.

There 5 main procedures you should follow to set realistic lesson objectives. They are as follows:

1. Identify the topic of the lesson.

The topic is not the objective but it will help you develop them. The topic may be determined largely by your textbook, and may be part of a larger thematic unit such as “Travel” or “Leisure Activities”. If you have some flexibility in choosing the topic, consider your students’ interests and the availability of authentic materials at the appropriate level.

2. Identify specific linguistic content.

Specify the target vocabulary, grammar points and language functions to be introduced or reviewed. These are usually prescribed by the course textbook. If they are not, select items that are connected with the topic of the lesson.

3. Identify communication tasks.

Specify the communication tasks to be completed by students. To be authentic, these tasks should allow students to use the target vocabulary, grammar points and language functions. The focus of these tasks should be topical not grammatical.

This means that it may be possible for some students to complete them without using the target language presented in the lesson.

4. Identify specific learning strategies.

Specify the learning strategies to be introduced or reviewed in connection with the lesson.

5. Create objective statements.

State what students will achieve at the end of the lesson.

Guidelines for writing realistic objectives

- Begin each objective with an “action verb” which describes what the learner will be doing, e.g., identify, formulate, list, describe, recall.
- Write each objective in terms of student performance rather than teacher performance.
- State each objective as a learning product (outcome or terminal behavior) rather than in terms of the learning process.
- State only one outcome or behavior in each objective.
- Make objectives clear, brief, and unambiguous.
- Start a set of behavioral objectives for a lesson with a phrase such as: “At the end of the lesson, the student will be able to:”
- Describe the important conditions under which the learner will be learning.

In brief, effective objectives must be **Accurate** and **SMART**.

Stating accurate objectives allows the teacher to:

- Select appropriate teaching methods, skills and strategies.
- Choose needed equipment and suitable materials.
- Select an appropriate time schedule for the program presentation.

Objectives are SMART when they are:

Specific, Measurable, Achievable, Relevant and Time-bound.

2. Identify Materials and Activities

The materials for a specific lesson will fall into two categories:

1. Those that required.

They are such as course textbooks and classroom materials. They determine what information must be presented in class and decide which exercises to use inside or outside the classroom. For providing such materials, you should use materials that are genuinely related to realistic communication activities.

2. Authentic materials.

They are materials that you incorporate into classroom activities. Truly authentic materials have several features:

- They involve solving a true problem or discussing a topic of interest.
- They require using language to accomplish an objective, not using language merely to use language.
- They allow students to use all of the language items they have, rather than specific forms or vocabulary.
- They allow students to self-correct when they realize they need to.

A language lesson should include a variety of activities that combine different types of language input and output. Learners at all proficiency levels benefit from such variety.

3. Structuring the Lesson in Certain Stages

An effective lesson has five main stages:

1. Warm-up.
2. Presentation/Modelling.
3. Practice.
4. Production.
5. Assessment.

These five stages may all take place in one class session or may extend over multiple sessions, depending on the nature of the topic and the activities.

The lesson plan should outline who will do what in each stage of the lesson and the time allotted for each stage.

4. What Is Done by The Teacher and Students During Each Stage

1. Warm-up Stage

- As the class begins, give students a broad outline of the day's objectives and activities so that they will know what to expect.
- Help them focus by eliciting their existing knowledge of the day's topics.
- Use discussion or homework review to elicit knowledge related to the target vocabulary, grammar points and functions to be covered.
- Use discussion of students do and/or like to do to elicit their knowledge of the topic they will learn in the lesson.
- Elicit strategies that students may already be using in their learning.

2. Presentation/Modelling

Presentation provides the language input that gives the students the foundation for their knowledge of the language. Input comes from both the teacher and the textbook.

Language textbooks usually provide input in the form of examples, explanations and instructions written in English.

To increase the amount of input that students receive, you should use it for all classroom communication situations.

3. Practice

In this stage of the lesson, the focus shifts from the teacher as a presenter to the students as completers of a designed task. Students work in pairs or small groups on a certain task.

An important part of the practice is structured practice in which students practice the form that the teacher has presented. In structured practice, accuracy of performance is important. Structured practice is designed to make learners comfortable producing specific language items recently introduced.

Structured practice is a type of communication that is found only inside the classrooms because production is limited to preselected items.

In their work together, students move from structured practice to communicative practice in which the main purpose is to complete a communication task. In this case, language becomes a tool, rather than an end in itself.

Learners should use all of the language that they know along with varied communication activities. The criterion in this stage is whether the message was understood. Accuracy is not a consideration unless it hinders understanding or cause confusion.

Activities for the practice stage may come from the textbook or be designed by the teacher.

4. Production

Production activities allow students to apply the knowledge they have gained in the classroom to situations outside it. They include out-of-class assignments in which the teacher asks the students to find examples or to do something and report back.

5. Assessment

When students have completed the communication tasks, ask them to give examples of their own to show how to use the linguistic content they have learned.

Assessment is useful for:

- Reinforcing the input that was presented earlier in the lesson.
- Providing an opportunity for students to raise questions of usage and style.
- Enabling you to monitor individual student comprehension and learning.
- Providing closure to the lesson.

Thanks For Reading