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The “ideal” lesson plan

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CELT
CENTRE FOR ENGLISH
LANGUAGE TEACHING
DEPARTMENT OF ENGLISH, UNIVERSITY OF VIENNA



Using authentic materials

- Written
- Audio/visual
- Instruction manuals
- Company websites
- Promotional materials
- Subject-specific educational materials for English speakers
- etc.



“Learning to use language –
using language to learn”

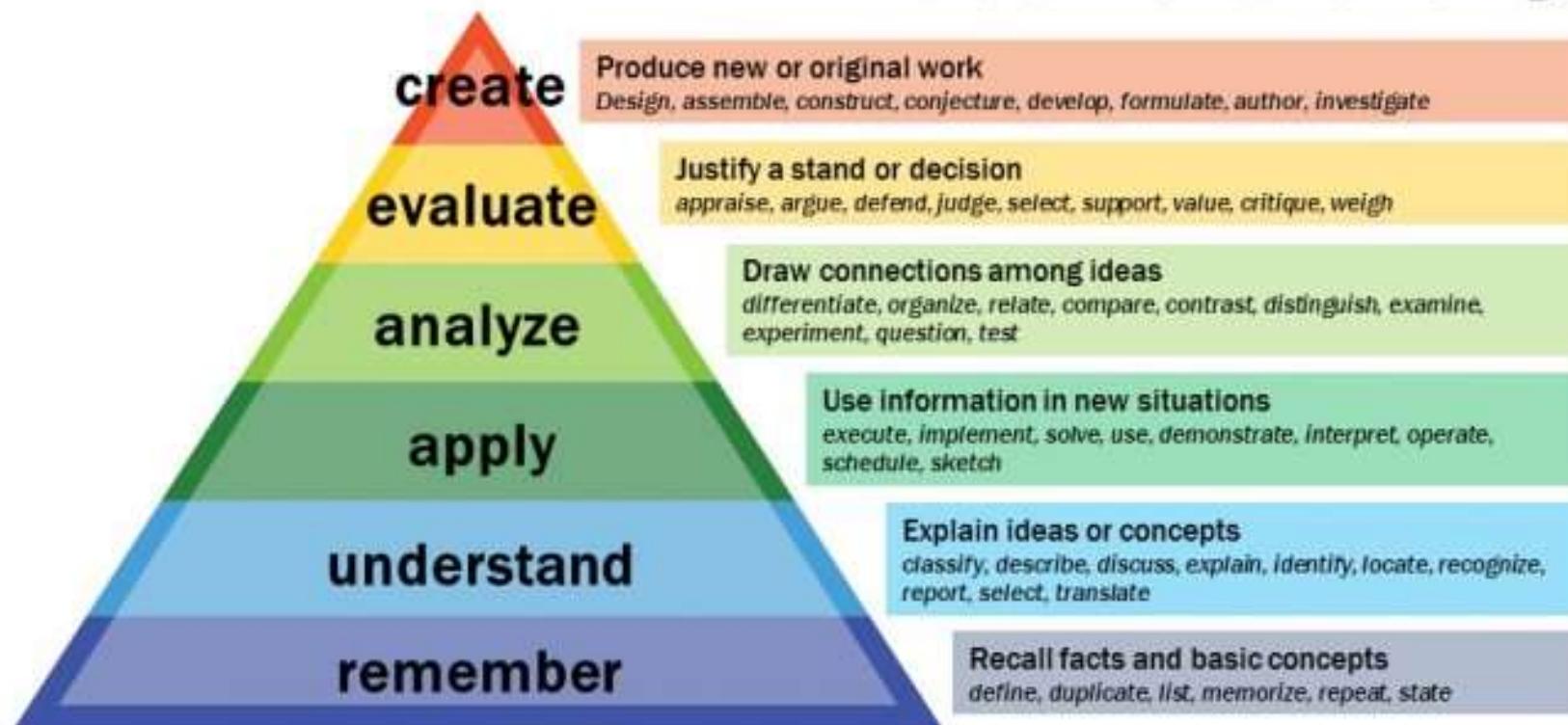
Input → Intake → Output

The more powerful the thinking,
the greater the learning!



Bloom's taxonomy (Bloom et al. 1956, 2001)

Bloom's Taxonomy





“Ideal” lesson plan

1. Warming up in connection with the topic
2. Discussing language, content and learning skills
3. Finding out what students already know
4. Providing input (reading/listening/watching)



“Ideal” lesson plan

5. Doing peer cooperative work
6. Asking class questions
7. Presenting one group's outcome
8. Reviewing the outcomes



“Ideal” lesson plan: stage 1

- Warm-up discussion/game/input connecting with the topic (grabbing attention)
 - Review
 - Hangman
 - Important terms
 - Cross-curricular connections
 - Group revision (standing up/sitting up)
 - Pictures (still, video; something old, something new)
 - Vocab crossword (pictures + words; word search – websites, apps, kahoot)



“Ideal” lesson plan: stage 2

- Discussing language, content and learning skills outcomes
- Even if you don't want to discuss it, you still have to think about it...
 - What are your content aims?
 - What about language aims (mostly vocabulary related)?
 - What methods can you use to achieve those aims?
 - What learning skills are needed/have to be taught?



“Ideal” lesson plan: stage 3

- Finding out what students already know
- Helping them organize that information
- Working out what else they want to learn
 - Mind maps (colours, position)
 - Placemat
 - ideaboardz.com
 - mentimeter.com
 - Q&As (spoken, written, alone, in pairs, in groups)



“Ideal” lesson plan: stage 3

- Students' experiences relating to the topic
- Personal interests
- Close eyes & think of topic: thumbs up/down/sideways according to amount of pre-knowledge.
- Take up different positions in the room acc. to pre-knowledge
- Brainstorming – on blackboard (volunteers)/as poster
- New vocabulary (wordle)



“Ideal” lesson plan: stage 3

- Quizzes
- Worksheet in advance – how much is known?
- Snowball technique (1 → 2 → 4 → 8)
- Sequences (images, steps, words)
- Crossword, word square
- Labelling pictures (visual + language combined)
- German → “mediate” into English (scaffolding)
- Maps
- Pupils ask teachers questions



“Ideal” lesson plan: stage 4

Sneak preview

- Input (reading/listening/watching)
- Looking for general-to-specific information



“Ideal” lesson plan: stage 5

- Do peer cooperative work to compare results
- Use the information to create something else
 - Speed dating
 - Inner circle, outer circle (different tasks, Qs, topics)
 - Jigsaw reading, “Partner Puzzel” (Expertenrunde)
 - Jumbled text (compare correct order with partner)
 - “Information gap” activities
 - Peer assessment (testing your friends)
 - Answers on the wall



“Ideal” lesson plan: stage 6

- Ask class questions that encourage them to think critically/constructively about how they could improve their group work
 - Language focus
 - Content focus
 - Procedural focus
 - Even if you don't want to include this stage, you should think about how these improvements could come about



“Ideal” lesson plan: stage 7

- Presenting one group's outcome
- Producing a class outcome with the help of the other groups



“Ideal” lesson plan: stage 8

- **Reviewing the outcomes**
 - Thumbs up, down, to the side
 - Self-assessment (another worksheet, a piece of writing, quizzes, checklists, can you?, “testing” each other, devising own tests/questions)
 - Official “cheat sheet” – the five words I can never remember, dates in history, comparing what people don’t know
 - 10 minutes to write as much as you can/want on a 4x4 cm piece of paper, look at anything that you want (book, handouts, etc.) then take away everything except the piece of paper



“Ideal” lesson plan: stage 4

- Reading (and listening) strategies
- Authentic input
- Relevant output



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Now let us beam ourselves to



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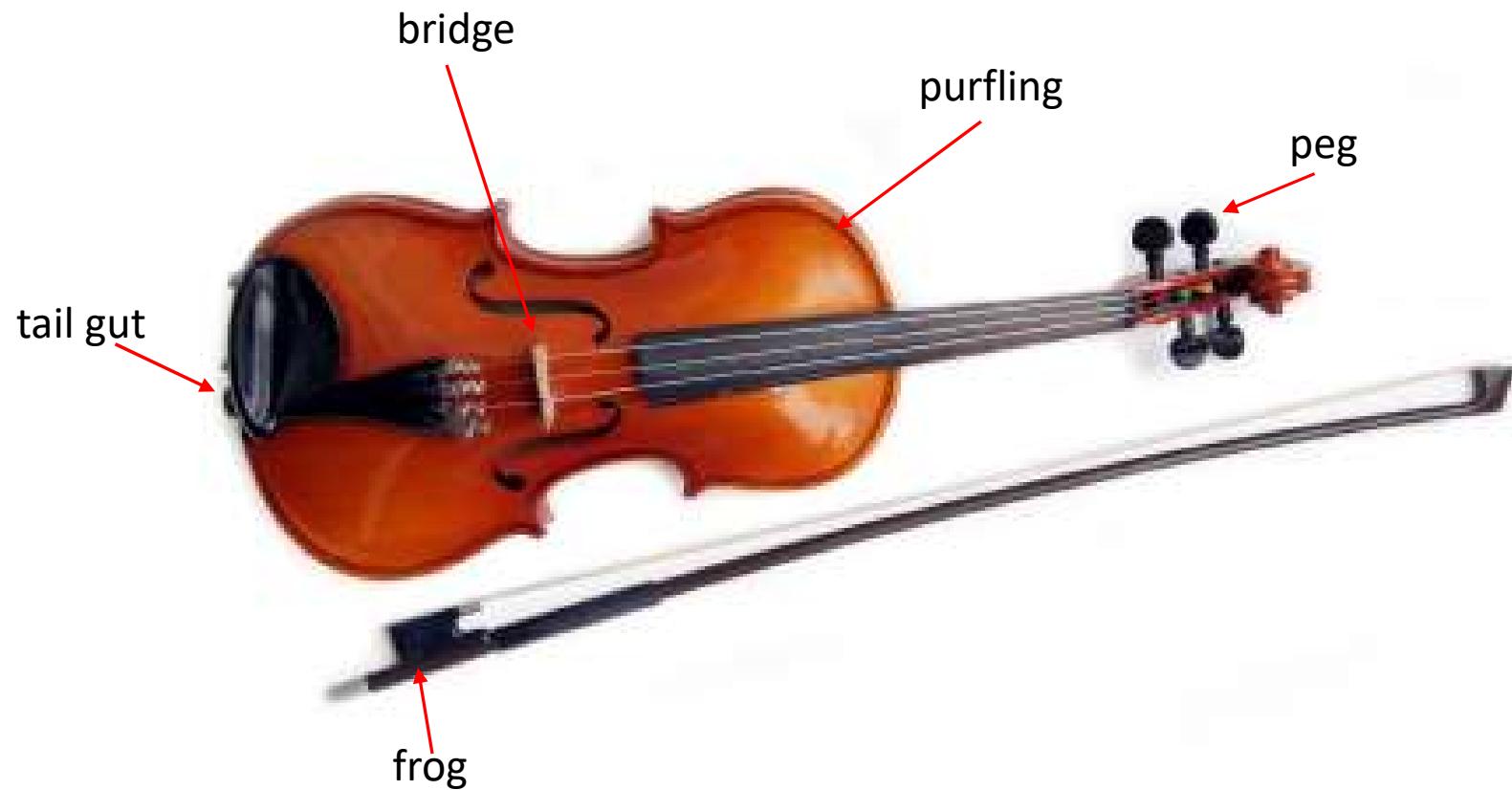
bridge

purfling

peg

tail gut

frog





Why do musicians retire early?

- Physical reasons
- Psychological reasons
- (Other reasons)



Musicians retiring early on medical grounds

- Disorders affecting the hands, the nervous system, the respiratory system, [...], vision and even the ability to sit for long periods
- Memory loss due to normal aging
- High noise levels in an orchestra
- Pulmonary function
- Physical, emotional and artistic strains



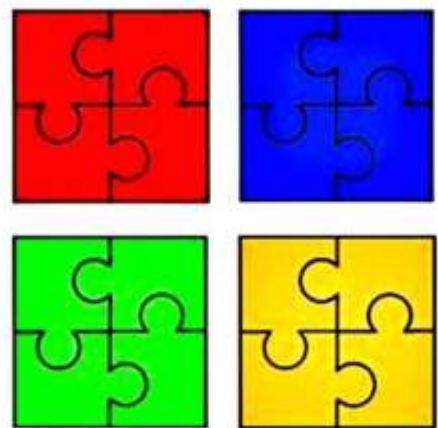
The pellegrina



<http://www.rivinus-instruments.com/DesignConcepts.htm>



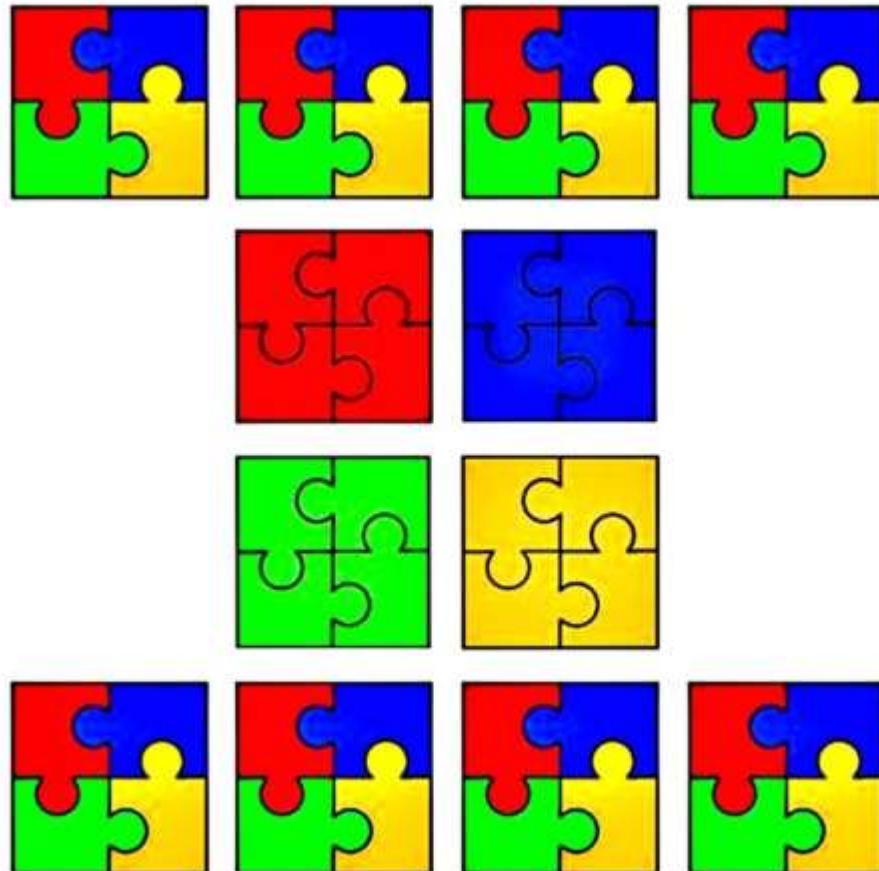
Reading up on the pellegrina



The jigsaw –
cooperative
learning
strategy



Reading up on the pellegrina



The jigsaw –
cooperative
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During-reading activity 1



During-reading activity rounds 2 & 3

- Round 2: More specific task, content wise
- Round 3: More specific task, language wise



Follow-up activity

1. Decide on an instrument.
2. Decide on a problem to solve.
3. Solve the problem.



Hoffnung, Gerard. 1955. *The Hoffnung symphony orchestra*. London: Souvenir Press.



Pre- /during- /after- reading & listening

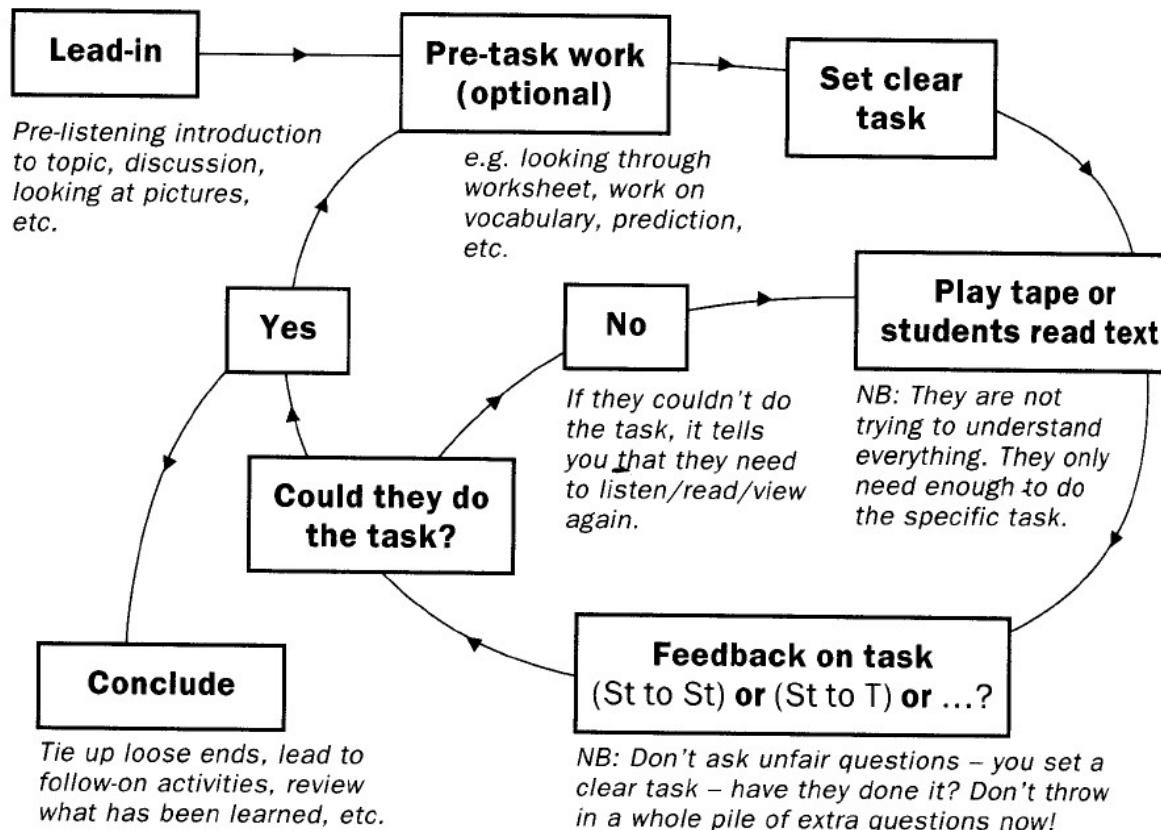
(Scrivener 2005: 174)

The task ← text
tape → **feedback circle**
video

A basic working procedure for lessons
on reading and listening skills

Three guidelines:

- Grade the task rather than the material
- Task first – then text or tape
- Process rather than product!





Reading (listening) strategies

- What are the language & content aims for the text?
- How will you “tune in” to the topic?
- Provide a general task for the first **silent** reading & discuss the answers.
 - Don’t ask students to read it out (bad pronunciation practice!)
 - Encourage them to ignore words they don’t know.



Reading (listening) strategies

- Provide a specific task for the second reading & discuss the answers.
 - Encourage students to create their own questions around input.
 - Encourage them to guess the meaning of unknown words (IF important, IF “easy” to guess).
- Use the contents and/or language as a stimulus for further activities
 - Spoken and/or written tasks
 - Understanding & recycling contents & language



ALL in one boat!



(Pierre5018 2015

1. Remember, you're all in the same boat.
2. Don't miss the boat.
3. Plan ahead. It wasn't raining when Noah built the Ark.
4. For safety's sake, travel in pairs.
5. Don't leave anyone out. Give them all a friendly call.
6. Speed isn't always an advantage. The snails made it on board with the cheetahs.
7. When you're stressed, float for a while.
8. Remember, the Ark was built by amateurs; the Titanic by professionals.

(<http://www.swamij.com/noahsark.htm>)



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Questions? Fat or skinny ones?



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