

## STYLE SHEET FOR PAPERS WHICH REQUIRE A FORMAL LESSON PLAN

For the general format, title page, table of contents and bibliography follow the guidelines of the style sheets for papers in literary and cultural studies or linguistics.<sup>1</sup>

### GENERAL FORMAT

- Standard-sized paper (A4), 12 point Arial or Calibri, 2.5 cm margins on all sides
- 1.5 line spacing for text and bibliography; single or 1.5 line spacing for the lesson plan grid (in landscape format)
- Number pages consecutively centered at the top. Begin the numbering with the first page of the main text, including bibliography, notes, appendices. Do not include the title page and the table of contents in the pagination. Do not put "page" or the abbreviation "p." in front of the page number.

### TITLE PAGE (see example → )

### TABLE OF CONTENTS

If the paper contains chapters, a table of contents (labeled CONTENTS) should follow the title page on a separate page with the chapter headings and page numbers.

### SOURCES USED

The list of sources used should include all the works which have contributed ideas or to which there is a reference in the text. Stick to one citation format (e.g. MLA, 7<sup>th</sup> edition) throughout your paper (see also style sheets for literary and cultural studies or linguistic studies).

### MAIN BODY<sup>2</sup>

In a formal lesson plan the following elements need to be included:

### CLASS DESCRIPTION

- type of school:
- form:
- CEFR level:
- learners' age:
- number of students in class<sup>3</sup>

### GENERAL TOPIC, AIM & TIMETABLE FIT

- what is the **overall topic** of the lesson (cf. CEFR Table 5, 'Themenpool Matura' – if relevant)
- **general aim**: briefly state what your general aim of this sequence is (e.g. The general aim of this lesson is to practice reading – in particular reading for detailed information – and to introduce and practice lexis connected to the topic ...)
- **previous knowledge**: briefly state what e.g. students already know about the topic
- **timetable fit**: where does the lesson fit in a sequence of classes (i.e. briefly describe what the class did in the English lesson(s) before and what is planned for the following lesson(s))<sup>3</sup>

Universität Salzburg  
FB Angistik und Amerikanistik

PS: Teaching Language Skills 1  
instructor's name  
WS 2019/2020

Formal Lesson Plan:  
A Reading Sequence

31 January 2019

student name  
student number

<sup>1</sup> <https://www.uni-salzburg.at/index.php?id=64261>

<sup>2</sup> Cf. Jeremy Harmer (4, 2007). *The Practice of ELT*. Chapter 21: "Planning Lessons"

<sup>3</sup> only relevant in a real teaching situation (e.g. 'From Theory to Practice')

## MAIN TEACHING MATERIALS USED

- a detailed list of (re)sources (e.g. coursebook used, worksheets, grouping cards)

## LANGUAGE COMPETENCES TRAINED

- list of language competences/skills that are being focused on (cf. CEFR): listening comprehension (e.g. listening for specific information), reading comprehension (e.g. reading for orientation, reading instructions), spoken interaction / spoken production, written interaction / written production
- only list those language competences which are relevant for your tasks/activities
- indicate which task addresses which language competence

Example: listening for general understanding (Worksheet 1/task 1)

## RELEVANT CEFR DESCRIPTORS

- list of appropriate *can do* descriptors from the CEFR companion (for all tasks)
- only list those descriptors which are relevant for your tasks/activities
- state the illustrative scale and language level of each descriptor

Example: Overall Listening Comprehension (B1 +): Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in generally familiar accent.

## LEARNING OBJECTIVES

- the objectives/aims should reflect *what sts are able to do* if they manage to do the tasks in the lesson successfully - *use can do-descriptors* (cf. CEFR) - NOT: what you as a teacher are going to do!
- the objectives/aims need to be specific
- they should be given as a list starting with "Students can ..."

Example: ...read the text on dangerous animals for detailed information and complete the text by inserting sentence parts into the right space in the text.

## LINK TO THE AUSTRIAN CURRICULUM<sup>4</sup>

- Refer to the parts and aspects of the Austrian curriculum relevant for the school type and your lesson.
- If relevant for your sequence also refer to other frameworks such as the curriculum "Digitale Grundbildung" or "Grundsatzlerlass Medienerziehung". Point out which aspects of your sequence address which parts of the framework(s).

## ANTICIPATED PROBLEMS & POSSIBLE SOLUTIONS

- what are potential pitfalls in the lesson and ways of dealing with them. Your anticipated problems and possible solutions should not be too general but specific to your sequence. (e.g. If the groupwork activity takes less time than planned, I would tell the students to reflect on the groupwork activity and take notes before comparing them in class.)
- which components of the lesson will you sacrifice if there is too little time to do everything

## ADDITIONAL POSSIBILITIES

- list possible 'reserve' activities in case of extra time (for the whole class or individual students) or other alternatives

## MATERIAL USED AND ANSWER KEY TO TASKS

- include any material and exercises as you would use it in a real teaching situation & an answer sheet

<sup>4</sup> <https://bildung.bmbwf.gv.at/schulen/unterricht/lp/index.html>

## ACTIVITIES/PROCEDURE/INTERACTION/MATERIAL/TIME

= main body of the formal plan (use landscape format!)

Note: Make use of short forms: e.g. T = teacher, st = student, sts = students ...

Activity	Procedure	Interaction	Material	Time
this column should reflect the <b>overall structure of the lesson</b> (the stages & steps of the lesson ) → use <b>self-explanatory and precise labels!</b>	a short, but comprehensible and self-explanatory description of the different steps (i.e. activities) in the lesson → the reader should be able to follow the different stages and steps of your lesson. No direct speech (e.g. for instructions) should be used.	whole class (frontal or lockstep <sup>5</sup> ) or solowork or pair work or group work (groups of 3, 4, 5)	material used at a certain stage in the lesson, e.g. TB, p. 39, n. 5 or CD, Track 7 or Worksheet 1, ex 3	estimated time for activities; use 5, 10, 15' ... slots
<b>EXAMPLES:<sup>6</sup></b>				
<b>Positive-initial input / Warm-up activity ...</b>	think of a positive way to start the lesson (not just: <i>Open your books at p. ... or Take out your homework ...</i> ) and briefly describe the procedure			
<b>Informative Lead-in and/or Tune-in to topic /...</b>	→ you let sts roughly know what you have planned for the lesson and/or you lead sts into the topic by activating pre-knowledge (e.g. using visuals etc.) → purpose: getting sts engaged			
<b>READING SEQUENCE</b>				
<b>1) PRE-READING TASK(S)</b> (e.g. situational, lexical ...) 1a) Instructions / Setting the task  1b) Execution of task  1c) Feedback	1) brief description of pre-reading task  1a) What is important for the sts to know? What kind of instructions are used (verbal explanation, demonstration by using a model, giving an example etc.)? Do not forget that the teacher needs to organise e.g. pair work and set a time frame for the task.  1b) sts do the task  1c) brief description of the feedback phase	add the social form of interaction for all steps	add material if necessary	add a time slot
<b>2) WHILE-READING TASK, e.g. READING FOR GIST:</b> 2a) Instructions & setting	2) specify the kind of reading practised in this first task  2a) short description of the task and instructions			

<sup>5</sup> Whole-class frontal = T talks to sts, but expects no (immediate) response, e.g. when presenting; Whole-class lockstep = T interacts with class when trying to elicit information from sts → keep a close eye on how much whole-class teaching (in particular lockstep teaching) you use. Student-talking time is increased when using pair work and group work.

<sup>6</sup> These are just examples and not a complete list of stages/steps and their labels! Other possible labels for common stages: lexical pre-teaching; reading/listening for detailed information, reading/listening for specific information; outlook

comprehension focus: 2b) Execution of task 2c) Feedback	2b) sts do the task 2c) short description of how the results will be checked? e.g. 1 <sup>st</sup> checking in pairs, 2 <sup>nd</sup> whole-class (lockstep)			
<b>Any further WHILE - READING task(s) comprehension task(s)</b>	<i>specify the kind of task &amp; outline the different steps for this and any further tasks as shown in the example above</i>			
<b>POST-READING and FOLLOW-UP TASK(S)</b> e.g. Focusing on lexis, speaking / writing tasks	<i>select one or two tasks focusing on lexis from the text and/or topic-related lexis beyond the text (this may also be part of speaking / writing tasks)</i>			