**UNIT 23: LESSON PLANNING IN SECOND/FOREIGN LANGUAGE TEACHING**

Purgason, K.B. (2014). Lesson planning in second/foreign language teaching. In M. Celce-Murcia, D.M. Brinton, & M.A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (pp.362-379). Boston, MA: Heinle Cengage Learning.

A lesson plan is a systematic description of teaching/learning activities to accomplish a certain goal. It shows the process and steps to follow by the teacher throughout a class. It is a guide and a historical document that reflects:

* A second language acquisition theory: scaffolding
* Methodology: e.g. presentation, practice, production (PPP Model)
* Language skill
* Audience: e.g. Elementary, 9th grade, and/or language level
* Focus: purpose
* Context: varies according to the program
* Learning/teaching philosophy

The audience, context, and philosophy are the most important points to take into account to start planning a lesson.

**LESSON PLANNING PROCESS**

1. Before Class

* Objective: what Ss are going to be able to do at the end of the class
* Material: adapt materials according to the topic or Ss needs and interests. Add some other.
* Look backward and outward: Ts should be able to relate previous, present, and future learning established in the curriculum as well as to preview how the content can be related to Ss’ real life.
* Time and organization: - opening and closing activities,
* sequence of activities
* details: giving instructions, group organization, etc.
* Appraisal: general overview to the lesson plan

2. During Class

* Have always a back up activity
* Adjust the plan when necessary by: - adding activity (planned ahead)
* eliminating activity
* taking teaching/learning opportunities

3. After Class

Ask yourself about:

* Time management
* Length of activities
* Ss’ answers
* Did they learn something new?

Make corrections on the lesson plan right away for future reference.

**UNIT 27: TEACHING LANGUAGE THROUGH DISCOURSE**

Celce-Murcia M. & Olshtain, E. (2014). Teaching language through discourse. In M. Celce-Murcia, D.M. Brinton, & M.A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (pp.424-437). Boston, MA: Heinle Cengage Learning.

**Discourse**: it is an occurrence of spoken or written language with describable internal relationships of form and meaning that relate coherently for a communicative function.

**Pedagogical Discourse Analysis:** In this type of analysis Ss approach L2 speakers’ performance in a situation to determine possible problems or breakdowns occur and suggest possible solutions. This is called Discourse based approach.

**COMMUNICATIVE COMPETENCE**

The concept was introduced by Hymes in 1972. In 1983 Canale described CC in L2 context as having 4 major components:

1. Linguistic competence: morphology, syntax, phonology, and lexicon
2. Sociolinguistic competence: knowledge of social and cultural factors that influence linguistic choices
3. Discourse competence: knowledge of how to use the linguistic and sociolinguistic competences to produce coherent discourse.
4. Strategic competence: Knowledge of how to plan communication, repair breakdowns, etc. Knowledge and resources are used to plan, monitor, assess, and compensate in a communication act.

2 and 3 provide the *top-down* background knowledge: Ss would be able to get a general view, important details and social and cultural implications.

1 and 3 provide the *bottom-up* language resources: vocabulary, grammar, and pronunciation.

Therefore, **discourse** should function as the core organizer for language teaching and learning along with the **language resources** and the 4 **language skills**.

**TEACHING THE LANGUAGE RESOURCES**

* Pronunciation: Teaching prosodic elements (rhythm, stress, and intonation)
* Grammar: Teaching textual *cohesion* which facilitates discourse *coherence*.
* Vocabulary: It must be experience in context and can be used in a literal or figurative way. In academic or professional contexts, vocabulary is classified in 3 tiers: general or basic, specific for the area, and highly specialized.

**TEACHING LANGUAGE SKILLS**

* Listening and reading: language interpretation at the discourse level. Ss need varied material.
* Speaking and writing: T needs to provide opportunities for oral communication in L2 and the creation of coherent and cohesive texts.