

# Standard 1

## Planning

*Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.*

Teachers must be able to plan lessons and curriculum to facilitate language learning. Teachers of adults teach varied content, depending on the context of the program. For example, in U.S survival programs, teachers help learners navigate in social situations such as public transportation. In workplace settings, teachers help learners acquire vocational knowledge and learn how to use language in that environment. In academic settings, teachers help learners improve writing skills for college.

Teachers must be able to plan instruction that takes into account students' backgrounds, prior knowledge, and current interests. Teachers must plan for both long- and short-term learning goals and include in that planning a repertoire of instructional strategies to address individual learner difference. Teachers must be able to identify what learners already know and do not know in order to be able to plan lessons that meet learner needs.

When learning goals are met, teachers must be able to make decisions quickly about how to adjust instruction that fosters ongoing learning. Teachers must anticipate and value meaningful deviations for a teaching plan to meet student goals. When a student meets current learning goals, the teacher must develop new learning goals. To help students achieve learning goals, teachers must develop additional activities that encourage learners to use English and content knowledge beyond the classroom.

# **Standard 1: Planning Performance Indicators**

## **1:1 Overall Planning**

- identifies and articulates short- and long-term plans to promote learning
- identifies and articulates learning goals for both language and other content

## **1:2 Learner Considerations**

- identifies learners' interests and integrates in planning
- identifies learners' needs and integrates in planning
- identifies learners' prior learning and background knowledge and integrates in planning

## **1:3 Lesson Planning**

- develops lesson plans that allow time for learning, review, and assessment
- develops lesson plans that include assessments to evaluate learning and achievement of objectives
- develops lesson plans that connect individual lessons to curriculum and to program objectives

## **1:4 Activities and Strategies**

- designs or sequences strategies and activities to deliver content
- designs or sequences strategies and activities to address individual differences
- designs or sequences strategies and activities to accomplish learning objectives
- designs or sequences strategies and activities that build on learners' problem-solving and critical-thinking skills
- designs or sequences strategies and activities that employ more than one variety of English
- designs or sequences strategies and activities that encourage learners to use English beyond the classroom

## **1:5 Resources**

- selects appropriate resources

# Vignette: Adult/Community

## Standard 1: Planning

### Background

This vignette describes the experience of Susan Jacobson, who teaches a beginning-high English as a second language (ESL) class in a large adult education program in Southern California, and the process that she follows to develop plans for instruction. The instructor works part time in this program in the evening. She is a full-time high school English teacher during the day. She has been teaching for 5 years. The instructor has a bachelor's degree in English and a single-subject teaching credential.

The beginning-high ESL class meets three evenings a week for 2 hours each time. The program supports an open-entry, open-exit format, which allows students to enter or leave the program at any time during the 16-week term. The students are placed through a standardized test and advance from level to level after taking a state-approved standardized test and by recommendation of the instructor, who incorporates multiple measures.

There are approximately 35 students in the class. Students do not pay for instruction and have the option of buying textbooks for the class. The class consists of students from five different countries: 20 from Mexico or South American countries, 8 from Vietnam, 3 from Korea, 2 from Japan, and 2 from the Middle East. The students are immigrants, and most have been in the United States for less than 5 years. Only six students have a high school diploma earned in their country of origin. On the average, students have 6 years of formal education.

### Vignette

At the beginning of the semester, Susan Jacobson maps out the term to make sure she will have time to teach what is expected of her in the program. She lists the objectives, or what she expects students to be able to do, by the end of each week, and sketches out what she *might* teach each day of class instruction. She consults the school curriculum, the standards established by the state, and the standards set forth by the organization Teachers of English to Speakers of Other Languages, Inc. (TESOL). This is the third time she has taught this level, so she will also draw from her past experience; however, she has realized over the past several years in planning that the class this term may be significantly different from the previous ones. She has learned to be flexible in this early planning because every class is different and comes with different needs and abilities. She knows that she will need to make adjustments, excluding some material that students do not need in favor of additional instruction in areas where students need more attention.

In the 8th week of instruction, Susan is planning a new unit. The class has just completed a unit on housing. For the next 2 weeks, class instruction will focus on a community theme. Susan has learned a great deal in the last several weeks about her students. She performed a brief needs assessment on the first days of instruction and found that students were familiar with bus schedules and getting around town but had trouble asking for and giving directions

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1:2 Learner Considerations

1:1 Overall Planning  
1:2 Learner Considerations

when they did not have specific information. In the needs assessment, many students said they knew where the supermarket was but had never been in a bank or a post office. During the first 7 weeks of instruction, Susan observed that a significant number of students were reluctant to communicate with students from other cultures. Her concern prompted her to incorporate instruction early on that would prompt students to share personal information and work in teams or groups on tasks that would promote more discussion among members. Finally, she noted that students would need as many opportunities as possible to resolve problems and be challenged to think. Linguistically, the students were extremely diverse. Several students had command of writing, and several had limited literacy skills. She knew, even before working with these particular students, that she would need to plan a variety of activities each class period that would address different learning styles and, as often as possible, the four skill areas. Based on what she has learned, Susan chooses the following objectives for the six sessions she will devote to community: *identify places in the community, follow and give street directions, read a map, read a telephone directory, open a bank account, and send mail through the post office*. In her earlier planning she had included *reading bus schedules* but now has chosen to exclude it and instead introduce *banking*. She plans to make sure each lesson builds from the last so there is a concrete link from one lesson to the next.

1:3 Lesson  
Planning

1:4 Activities  
and Strategies

1:5 Resources

Now that Susan has established which lessons she will teach, she begins to plan specifics based on what her students need. Susan has just finished the lesson on *places in the community* and now turns her attention to *following and giving street directions*. She incorporates an established lesson plan format that allows her to sequence activities in a natural progression leading to an application of the objective. She finds that the textbook has a good presentation for her purposes and, with a few adjustments, she can incorporate the sections in the book into her lesson plan. She makes sure that there is a listening component, and she decides that among the activities there should be an opportunity for students to practice critical-thinking skills in heterogeneous groups. She plans a final application activity where students in groups will write out directions from the school to an undisclosed location in the community. Then the group will share their directions with the class. The class will read the directions and guess the undisclosed location. Now that Susan has established the application, she goes back to the previous activities and refines them to ensure that students will have the tools to accomplish the final task. She reminds herself that the lesson plan might not go as planned and that she needs to be flexible enough to address student needs as they materialize. She has built into the lesson opportunities to evaluate what students already know, and she anticipates that this information will prompt adjustments. It takes Susan about 45 minutes to complete her planning for a 2-hour class. She cheerfully remembers that when she started teaching 5 years ago it took her more than 1½ hours to do the same planning.

1:1 Overall  
Planning

Susan has completed the lesson on *following and giving directions*. She takes 5 minutes to record her impressions about the lesson and what she might do to improve it next time. She evaluates whether or not the students were able to do what she had planned and if all their needs were met. She realizes that if there are deficiencies, she will need to address those concerns in the warm-up and review section of the next lesson and in the next lesson itself. After this brief self-evaluation, Susan stores her lesson plan in a notebook so she can access it next time she teaches this objective. She is now ready to plan or refine the next lesson.

## Discussion

A. Study the vignette. The steps Susan follows are listed below in random order. Number them in order using Susan's step-by-step approach to her planning.

- \_\_\_ Design lessons based on student needs.
- 1 List possible objectives at the beginning of the term.
- \_\_\_ Identify student needs after extended observation.
- \_\_\_ Plan or refine next lesson.
- \_\_\_ Record impressions immediately.
- \_\_\_ Choose objectives for upcoming unit.

[Answer Key A: 4-1-2-6-5-3]

B. Discuss the following:

1. There are several performance indicators for Standard 1 that reveal a need to understand the student population when planning a term, lessons, and activities. Discuss in a group how and when student needs can be identified.
2. Planning must be a fluid and flexible process. Discuss how flexibility is incorporated into Susan's planning.

C. Make a list of techniques that you might try to better identify and address student needs.

# Vignette: Workplace

## Standard 1: Planning

### Background

This vignette describes the planning processes of a work-based program. The development of this program started with a phone call from an asbestos removal company to the community education department at a community college located in Memphis, Tennessee. Recently, the college has been marketing services to local businesses with increasingly large numbers of employees who are nonnative speakers of English. Sandra St. Paul, the chair of the department, first meets several times with the asbestos removal company in order to determine need and to start the planning process for teaching employees at this company.

Sandra and the owner of the company agree that the class will consist of 12 ESL students, 10 men and 2 women. Nine workers are native speakers of Spanish from South and Central American countries, two are speakers of Arabic, and one is from Somalia and speaks Somali and some Arabic. The education level of the trainees varies, but all trainees have some education in their native language and minimal conversation skills in English. These workers have all been through the standard training program for asbestos abatement, which consists primarily of lecture supplemented by slides and visual aids. However, the supervisors have indicated that these workers do not seem to be familiar with the required procedures. The workers in question are making mistakes in the field and having difficulty following the procedures, and these problems have been attributed to their limited English proficiency.

The owner is concerned about his workers' health and their compliance with industry safety standards. He agrees to provide opportunities for students to take classes during the trainees' normal work hours, 2-hour classes 3 days a week for 10 weeks.

The teacher for this class is Marjorie Lloyd. She holds a master's degree in TESOL, and has had more than 10 years of experience teaching ESL and more than 2 years teaching work-based programs.

### Vignette

The community college sends out a team to do a 2-day needs analysis. The team goes to an asbestos removal site and to the company headquarters to observe and document the communication needs of the job, the types of tasks the trainees have to perform, the interactions between the supervisors and workers, and all interactions among workers. Marjorie Lloyd, the instructor chosen for this assignment, also interviews the owner to find out if there will be changes related to equipment, regulations, standards, or processes in the next few years.

From the observations and documentation collected, the team creates a syllabus, which includes checklists of specific goals and objectives, benchmarks with estimated completion dates, and assessment tools for the course. The syllabus also includes samples of industry-specific terms, equipment, manuals, safety standards, and forms that Marjorie and her team

1:2 Learner Considerations

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need in order to customize the course with authentic materials as often as possible. The team then develops the curriculum, workbooks, and assessment tools.

At a meeting to discuss the needs analysis, Marjorie helps the owner understand what can be expected during the training by sharing three benchmarks with objectives and probable dates for completion. She agrees to provide reports after completing each of the three stages of training. The reports will include an overall view of achievements, assessments, and surveys. A final report will explain the failures, successes, and recommendations for individual trainees and the group as a whole. Marjorie and the owner agree that each trainee will receive a workbook with information about course objectives. Each trainee will also receive an individual report at each reporting date that includes a copy of his or her graded folder.

As a team, the college representatives and the owner plan out the specific length and structure of the program. They agree upon a standardized test, as a measure of their beginning and ending communication skills. Marjorie also explains that the students will be given reading, writing, speaking, and listening tests throughout the program. Marjorie will use the results of these assessments for further planning and as part of the trainee portfolio for each student that she will provide. This information will also be used to improve the course in the future.

Marjorie plans that 15 minutes of each class will address other needs the trainees may have outside of the work environment. She states that satisfying these needs will enhance the students' interest in attending the course and will improve their cultural knowledge and language ability. The needs analysis indicates that the workers need to be able to identify and discuss the various pieces of equipment, to understand instructions given by the supervisor, to take part in problem solving, to make suggestions for better processes, to keep coworkers informed about progress on the tasks they are assigned, and to interact both socially and in work-related situations with their fellow colleagues.

After meeting with a focus group with other employees and supervisors, Marjorie decides to give more emphases to specific language that is required in particular settings. Based on the recommendations of the focus group, she also decides to include a series of sessions on health risks and cultural differences. Marjorie decides to include several role-plays in the class experience to help students prepare for discussions outside of class. The role-plays will include topics about setting up, working in, and cleaning up asbestos work sites. They include explanations lasting between 30 seconds and 1 minute about the equipment, procedures, and even problems with coworkers. Instruction will include lists of work-related idioms, acronyms, industry-specific vocabulary, and basic subjects for small talk. Lists of language functions and settings have also been developed into checklists. The checklists make it easy to develop scenarios for work tasks and small talk, and to meet the language objectives of the course.

Marjorie's final list of goals, objectives, and benchmarks for the students includes measurable outcomes such as the ability to indicate lack of comprehension and seek clarification, to identify equipment by the formal and common names, to describe work procedures, to understand instructions for specific tasks, and to understand consequences of not following procedures, especially those for safety. She has other goals for the class that are harder to measure, including increasing the willingness of the workers to ask questions and express concerns, but she hopes to address those issues through problem-solving and role-playing activities. These goals drive her lesson planning.

1:1 Overall Planning

1:1 Overall Planning

1:2 Learner Considerations

1:3 Lesson Planning

1:5 Resources

1:1 Overall Planning

1:4 Activities and Strategies

Once a week Marjorie plans out the next week's activities based on what she has learned in the previous week. She realizes that a good sequence of activities will yield the most student success. She allows 15 minutes for students to voice concerns and issues at the start of each class, after which there will be a presentation based on the established objectives. The presentation will include the work-specific vocabulary and settings common to the workplace. Most often the students will perform role-plays or written tasks based on existing forms following the presentations to practice the new information. After the role-plays or writing tasks, Marjorie plans on providing students with opportunities to work in teams on projects such as developing ideas to improve processes or to better understand them. Marjorie sees this last type of activity as an essential form of application that will motivate students to participate in work-related issues outside of class.

1:2 Learner Considerations

During the course Marjorie learns that many of the ESL workers expect their jobs to be temporary, and have long-term goals of getting training in a technical field or getting jobs in construction. She also learns that two workers plan to work for the asbestos abatement company only long enough to save some money and then return to their home countries. Marjorie searches for ways to motivate them. She plans to ensure that all the workers, and especially those who do not plan to stay, understand the harm they could cause themselves and their friends and families if they don't follow the safety procedures for dealing with asbestos. She adjusts her lessons to emphasize safety concerns.

1:4 Activities and Strategies

In the 15 minutes they spend in every class discussing needs, the trainees request information about dealing with institutions such as the post office and banks in the United States. As a result, Marjorie plans to include additional background information and role-playing about some common situations. She also plans to add role-plays that are useful in both the workplace and everyday life, such as going to lunch with an English-speaking colleague, declining an invitation, and making a reservation.

## Discussion

- A. Study the vignette. Match the discussion activity with one of the topics in the right column. Write the appropriate letter in the left column.

	<b>Discussion Activity</b>	<b>Discussion Topic</b>
	Observation of the workplace	a. trainee concerns
	Discussion with management	b. needs analysis
	Focus group with coworkers and supervisors	c. length and structure of program
	Discussion with student during the course	d. cultural issues

[Answer Key A: b-c-d-a]

- B. Discuss the following:
1. Who should take part in the needs-analysis process in a workplace setting?
  2. Describe a role-playing or problem-solving activity that Marjorie might use in this course. Which of her goals would your activity address? How could your activity be used for assessment as well as instruction?
- C. Ideally, what activities should be undertaken to do a thorough needs analysis before designing the curriculum for a workplace program? Who should be involved in making decisions?

# Vignette: College/University

## Standard 1: Planning

### Background

This vignette describes the long- and short-term planning of a lecturer in a 3-credit advanced ESL composition class in a northern Midwest public university. The class consists of 23 sophomores and juniors, mostly international students and some immigrants, from Asia, Central America, Europe, and Africa. Students are admitted to this course, the highest in the ESL program, by performance on the placement exam or by completion of the prerequisite composition class. The primary goal of the program is to support the academic literacy needs of students who are currently enrolled in academic courses.

Matt Jorgensen has been teaching at the university for about 5 years and had previously taught in Japan and traveled extensively in Asia. He teaches four classes at the university, usually two sections of composition and two sections of listening/speaking. After 4 years of teaching, he decided to change to the sustained content approach, an approach used in both first and second language instruction in which one topic is used throughout a course. He was enthusiastic about the possibility of leading students to deeper levels of analysis and understanding by getting them to read, think, and write about issues related to a single topic, rather than jumping from topic to topic.

### Vignette

In planning the revised course, Matt decides to use a nonfiction book, Anne Fadiman's *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*, because of the engaging story, excellent writing, and variety of social, cultural, and political issues it raises. He reviews his plans with the program coordinator, making it clear that he will be able to meet the current course objectives with this approach. The objectives for students include writing four essays; learning about online databases; using appropriate outside sources in papers; analyzing and writing argumentative essays; refining skills in paraphrasing, summarizing, and citing sources; improving critical reading and annotating; keeping double-entry reading journals; taking in-class writing exams; and participating in a course Web site for discussion. He also has enlisted a colleague to try out this approach with him so that they can share materials and see how the approach works with different classes and instructors. He and his colleague do some general planning together, such as mapping out the objectives of the four units on a weekly basis, setting the due dates of the papers and exams, and figuring out how to pace the 19 chapters of the book.

#### 1:5 Resources

As part of the course, Matt and his colleague agree that they need new course readings to go with topics pertinent to the book (e.g., parents' rights, U.S. medical care, refugees, and foster care). They identify the central topics, and each finds two readings and prepares worksheets to aid comprehension, analysis, and reflection. Matt also plans and revises handouts for the course so the examples in these materials match the new topics. The only other text for the course is a handbook for writers. He puts the readings and other new materials in a course reader that the students could purchase at the bookstore. Matt needs to complete this step before the start of the semester because he knows that once he starts teaching, he will have little spare time for materials development.

While teaching a class, however, Matt regularly selects and uses current student writing as models, so he realizes he will have to do this as the course unfolds. He is pleased that he and his colleague can share in this task. In order to provide additional interest and cultural information to the course, and to provide for the varied learning styles of the students, Matt wants to include some films. He searches the university's audiovisual collection and finds two short documentary films to show in class (one on the migration of Southeast Asians and another on shamanic rituals). Finally, he and his colleague discuss whether to provide comprehension questions for each chapter of the book; they realize that they do not have time to prepare the questions, so they brainstorm an alternative way to process the readings: have the students talk about the chapter in groups, put ideas on the board from their double-entry reading journals, and lead the discussions. Matt decides that if the students need more guidance, he can always prepare a few questions for each chapter at the last minute and lead the discussions himself, as he traditionally has done in the past.

1:2 Learner Considerations  
1:5 Resources

During the semester, Matt makes adjustments based on his students' performance and interests. For example, two of the readings were especially difficult for the class, partly because they had no background knowledge of the topic, so he had to add some schema-building mini-lectures (3–5 minutes) to help students with comprehension. He also learned that several of the students were interested in topics that he had not predicted (such as the “dirty” war in Laos and faith healing versus western medicine), so he decides to add two more articles to help these students benefit from the reading and discussion like their classmates. This work used class time that he had not built into the schedule, so he compensated by devoting less class time to these readings and allowing for further discussion on the course Web site. Fortunately, students were not having trouble citing sources, and Matt was able to move quickly through that material. To his great relief, the new approach to processing the book chapters was successful: Students enthusiastically led class discussions on the content and their reflections, and Matt could see in student journals that the class was stimulated by the book and readily able to comprehend it.

1:2 Learner Considerations  
1:3 Lesson Planning  
1:4 Activities and Strategies

In evaluating Semester 1, Matt and his colleague agreed (and student evaluations confirmed) that the book and its content were successful at engaging the students in the narrative, the characters, and the related topics, and at getting them to think, read, and write more seriously and critically about the issues raised by the text. For example, when they wrote their second paper, many students expressed the view (based on their cultural experience) that the parents' rights were of paramount importance; after reading about the ethics of medical care and patients' rights and about the foster care system (and having a class debate on the issues), they were able to question their own beliefs and see the complexities of the situation, and then cite relevant evidence supporting varied perspectives. Thus, Matt's hard work in planning the revised course had paid off; he had satisfied his goal by switching to a sustained content approach.

1:1 Overall Planning

There is more work to be done, however: Matt must find replacement readings for the ones that seemed too complex, rework the class lesson plans and schedule so that he can have more than four readings, prepare his mini-lectures more thoroughly, and add other samples of student writing (from the Semester 1 class) to the course materials. Finally, by listening to his students and reading their papers and journals over the course of the semester, Matt feels much more prepared to teach the course again and is more equipped to anticipate student interests and to adjust for the varied abilities of a class.

## Discussion

- A. Study the vignette and identify ways in which Matt's planning reflects his desire to
1. address learner needs and interests
  2. select appropriate resources that take individual differences into account
  3. design activities that use and build on learners' problem-solving and critical-thinking skills
  4. connect lessons to course and program objectives
  5. adjust instruction based on student progress and feedback

[Answer Key A: Answers will vary: 1, 2: chooses films, adds mini-lectures, adds articles based on student interests; 3: provides activities that allow for open-ended discussions; 4: identifies objectives, creates worksheets, and rewrites existing handouts to match topics; 5: adds articles and online discussion time]

- B. Discuss the following:
1. Matt's planning for restructuring his course was based on one global objective that he felt the course was not addressing successfully: the depth of students' critical reading, thinking, and writing skills. Given that his course has to cover many writing skills in addition to this critical-thinking component, do you think that student learning increased enough to justify the time and effort he put into the new course? Why or why not?
  2. Describe how Matt's ability to collaborate with a colleague aided his planning and implementation of the course. Discuss experiences you have had collaborating with your colleagues on long- and short-term planning of courses or units. What are some advantages and disadvantages of a collaborative approach to planning?
- C. Describe an instance in which you had to plan a change in one of your courses at any level from a major change like Matt's to a momentary change in the middle of a class session. On what basis did you make this change? What was the outcome?

# Vignette: Intensive English

## Standard 1: Planning

### Background

This vignette describes the instructional planning process used by an instructor who teaches a low-advanced class in an intensive English program (IEP) housed in a large private university in Wisconsin. This instructor, Karen Peterson, has a master's degree in TESOL and has been teaching full time in this program for 7 years. Prior to joining the program, she taught in Japan for 2 years.

The primary mission of the program is to prepare international students for degree programs at American universities, so it focuses on English for academic purposes (EAP). The program teaches an average of 120 students per quarter and has a staff of approximately 15 instructors, 11 of whom are full time. It provides 18–24 hours per week of study in six levels of instruction.

Most of the students in this program are international students studying full time on student visas. This particular class has 14 students, 12 of whom are from Asia (3 from South Korea, 4 from Japan, 3 from Thailand, and 2 from Taiwan), and 2 are from the Middle East (Kuwait and Saudi Arabia). Ten students are seeking undergraduate degrees, and four are seeking graduate degrees, mostly in engineering and business.

### Vignette

Prior to the beginning of the term, Karen meets with her colleagues who teach the low-advanced level. She will be teaching the listening/speaking course, which meets for 6 hours weekly. The other instructors will teach reading/writing (6 hours weekly), grammar (3 hours weekly), and several elective courses such as pronunciation and TOEFL (Test of English as a Foreign Language) preparation. Since the listening/speaking and reading/writing courses are theme-based, the instructors coordinate the topics to be covered in the courses and the timing of assignments. They also discuss possible ways to integrate instruction across courses. One of the instructional units they plan together will focus on the theme *skills for college success*. As part of the unit, Karen will invite three of the campus counselors to deliver lectures to her class on the topics of time management, study strategies, and stress management. The reading/writing instructor will assign a research paper on the same theme. This unit reflects the overall philosophy of the program, which attempts to integrate relevant academic content for college-bound students with practice in language.

After meeting with her colleagues, Karen prepares her own course syllabus, which outlines weekly tasks and major assignments. This is the third time she has taught this course, so she plans several activities that have been successful in the past. Karen is excited because she is adopting a new textbook this term, and the book includes radio interviews on global topics that she believes will be very appealing to the students. Karen thinks this text will be much better than the one she previously used. The former text was based on a series of academic lectures produced for the textbook, which Karen found somewhat contrived and artificial. Karen hopes

1:1 Overall  
Planning  
1:5 Resources

1:5 Resources

that this new textbook will expose the students to more natural and colloquial forms of the language. She also plans to use other authentic resources to supplement the textbook, such as videos from the school library and radio programs that can be accessed on the Internet.

1:2 Learner Considerations

In week 6 of the term, Karen is preparing to introduce the unit on *skills for college success*. By now Karen knows her students well. The diagnostic test she administered at the beginning of the term revealed that these particular students' listening and note-taking skills are quite strong, but most of them need more practice in spoken English. Therefore, Karen has decided to add several oral activities to her original syllabus, and to exclude some short listening tasks that she had planned to use. Karen is now aware of her individual students' strengths and weaknesses, so she groups students in a way that allows them to help each other.

1:3 Lesson Planning  
1:4 Activities and Strategies

When planning the first few lessons for the unit, Karen uses the textbook chapter on test anxiety to introduce the theme and to prepare the students for the upcoming lectures by the guest speakers. Before starting the unit, Karen plans to conduct a whole-class discussion that draws on the students' former academic experiences in high school and college. Together, the students will brainstorm a list of important academic skills and comment on their own strengths and weaknesses. This discussion will serve several purposes: For the students, it will activate background knowledge on the topic, introduce important vocabulary, and help them start to identify topics for the unit's culminating activity (a survey of domestic students followed by an oral in-class presentation). For Karen, it will allow her to identify vocabulary that students already know and that they need to learn to complete the tasks ahead.

1:3 Lesson Planning  
1:4 Activities and Strategies

After this discussion, Karen plans to use the activities in the textbook for the next few lessons. The prelistening activities include vocabulary exercises and a questionnaire about test anxiety. The main task in the chapter consists of a radio interview with a college student who describes his experiences overcoming test anxiety. The interview is divided into three parts, with comprehension checks throughout. Karen estimates that it will take her approximately three classes to do the introductory discussion and finish the listening activities in the textbook.

Meanwhile, Karen is planning for the rest of the unit's activities. She has set up meetings with each guest speaker to discuss the content of the lectures so she can plan prelecture activities and postlecture assessments. She has also contacted three students who will need extra help with the culminating activity. This activity will require them to interview domestic students about their academic struggles and to present the results of these interviews in class. Karen knows that these three students will benefit from meeting with her individually before the interviews to clarify the questions and, afterwards, to discuss how to organize and present the information.

1:4 Activities and Strategies

Karen plans to assess her students' performance in several ways. She will conduct informal assessments throughout the unit by observing the students as they complete classroom tasks (e.g., listening comprehension questions, note-taking during lectures). She will grade each student's oral presentation of interview results based on a rubric that includes content, organization, and language use. Finally, she will give a test at the end of the unit with questions covering the content and vocabulary from the lectures.

## Discussion

A. Read the vignette. In planning her course, Karen carefully thinks about long- and short-term goals. Find examples of each.

1. Long-term goals:

2. Short-term goals:

[Answer Key A: 1. Answers include planning out the whole course, topics, and objectives.

2. Answers include planning out unit objectives just previous to starting it and planning a few lessons ahead.]

B. Discuss the following:

1. Discuss at least three ways in which Karen considers her students' needs in planning her course.

2. How does Karen plan to encourage her students to use English beyond the classroom?

C. Make a list of other tasks you might assign to encourage your learners to use English outside the classroom.

# Vignette: English as a Foreign Language

## Standard 1: Planning

### Background

This vignette describes the instructional planning by an instructor who teaches for a private language school in Rio de Janeiro, Brazil. The school has been contracted by the local branch of a large international bank to provide English language classes for its employees. The instructor, Ana Ribeiro, has a bachelor's degree in English and has been teaching full time for this school for 3 years. This particular class is offered on site at the bank's downtown office. The students, a group of eight Brazilian middle-level managers from several different departments within the bank, all speak a little English. They meet in their conference room twice a week during their lunch hour to attend Ana's class. Ana has been teaching groups like this one for almost a year.

### Vignette

1:1 Overall Planning  
1:2 Learner Considerations

Ana first meets with the group at the beginning of the year and spends the first week assessing her students' level of English as well as their needs and possible objectives. She performs this assessment through a conversation with the group. The students take turns telling Ana about their daily activities at work. Ana then asks them to write short essays describing their goals for the class. She also asks them to provide a self-assessment of their strengths and weaknesses in the four language skills.

1:2 Learner Considerations

From the conversation, the essay, and the self-assessment, Ana is able to assess the students' language levels. She concludes that six of them are high intermediate, one is low intermediate, and one is advanced. Ana also finds that three of her students take frequent business trips to the bank's branch offices in different European cities. The other students in the class do not travel as much; however, they interact regularly with bank employees from other countries who come to visit Brazil. All these interactions are conducted in English. The students tell Ana that their primary goal is to develop fluency in oral communication. Only two of the eight students express a desire to work on reading and writing skills, mainly for the purpose of e-mail correspondence. The group agrees that the classes will focus primarily on speaking and listening skills.

1:3 Lesson Planning  
1:4 Activities and Strategies  
1:5 Resources

The school has adopted a textbook and video series focusing on English for business, and it requires that all instructors teaching the business courses use these materials. The textbook and accompanying video follow a situational approach and include units on topics such as running a meeting, negotiating a contract, and interviewing someone for a job. Each unit presents realistic scenarios and dialogues that simulate situations her students are likely to encounter in their professional interactions, so Ana thinks these resources will be very useful for her students.

She chooses the intermediate volume of the series for the group, and starts using it during the second week. In class, she focuses mostly on the listening and speaking activities provided in each unit. For the two students who want to work on reading and writing skills, she assigns the reading sections for homework. To check their understanding of the readings and to develop their writing skills, Ana exchanges e-mail messages with these two students on a weekly basis.

During the first month of the course, Ana follows the textbook exclusively. The students seem to be making good progress on their use of business-related English. However, they start to express frustrations about difficulties carrying out informal conversations with business partners. Ana comes to realize that her students need to develop oral fluency in general English communication in addition to working on business-related language. Based on this feedback, Ana decides to bring in supplementary resources to enrich her classes, such as videotaped news reports, newspaper articles, and other authentic resources found on the Internet, such as advertisements and weather reports.

1:2 Learner Considerations  
1:5 Resources

Because the class meets twice a week, Ana develops a plan to work once a week on English for business, using the textbook and materials adopted by her school, and once a week on English for general communication, using resources she develops on her own. She continues to assign weekly readings and to engage in e-mail dialogues with the two students who want to develop written skills.

1:5 Resources

When planning a class for the following week, Ana focuses on a recent news report about Brazil's decision to cut ties with the International Monetary Fund (IMF). This is a high-interest topic for her students, who are all bank employees. In order to prepare for her lesson, Ana records a 5-minute newscast from CNN on this topic. She then accesses the CNN Web site to obtain the transcript of the video segment. She also reads several Internet pieces on this topic and selects a short article to assign to the two students as homework.

1:5 Resources

After collecting and studying all these materials, Ana starts preparing her lesson. She will start the class by showing the group the first few minutes of the video. Then she will pause the newscast and ask the students some general questions about the functions of the IMF and Brazil's past relationship with the agency. She knows that her students will have strong opinions about whether or not the Brazilian government has made a good decision, but she will ask them to save those opinions for later. For the moment, her objective will be to focus on factual information to aid the group's comprehension of the video segment. After the initial discussion, she will show the whole video to the students. She prepares a handout with comprehension questions for the students to fill out while they watch. She plans to show the video several times while checking the comprehension questions, and to share the transcript with the students at the end.

1:3 Lesson Planning  
1:4 Activities and Strategies

Ana calculates that the initial discussion and the viewing activity will last approximately 30 minutes. She plans to spend the rest of the period on a debate about the benefits and drawbacks of the Brazilian government's decision to cut ties with the IMF. She decides to do this through a simulation exercise.

1:3 Lesson Planning

Ana will divide the class into two groups and ask the class to go back in time. They are to pretend that it is the previous year. President Lula is considering the decision to cut ties with the IMF and decides to consult with two groups of advisors. One group is in favor of the decision, and the other group is against. The students' job is to convince President Ana to follow the advice of their group. Ana will give each group a few minutes to prepare their arguments, after which each group will have an opportunity to present ideas. Ana plans to videotape this simulation. As a follow-up activity at a subsequent class meeting, she will view the simulation with the class and ask the students to assess their performance.

1:4 Activities and Strategies

## Discussion

- A. Read the vignette carefully. Describe at least three ways in which Ana integrates her students' needs and current interests in her course and lesson planning.

[Answer Key A: Answers include preliminary group conversations, student written goals, self-assessment, e-mail exchanges, discussions, specialized instruction in reading and writing for specific students.]

- B. Discuss the following:

1. Ana designs activities that encourage her students to employ more than one variety of English. Discuss the activities she plans to help her students use English in business and social situations.

- a. English for business purposes
- b. English for social purposes

2. Ana selects appropriate resources to meet her teaching objectives. List them and explain the objective(s) for each.

- C. Do you have a process that you follow to determine the instructional resources that would meet the objectives of the course? Discuss one course you have given and how you identified the resources you used. Would you do anything differently the next time you teach the course?