Introduction:

The following is a lesson plan appropriate for advanced learners of English and is especially applicable to English for Specific Purposes (ESP) classrooms. In this case, the specific purpose is the fields of science and technology, areas in which students engaging with this lesson would be interested.

The lesson makes use of a TED (Technology, Entertainment and Design) talk by the software engineer Jinha Lee. Students are instructed and expected to watch the talk before coming to class in what could be called a Learn Before Lecture (LBL) requirement. Jinha Lee is not a first-language (L1) English speaker, and has a prominent accent. This makes the watching of the video an exercise in reception. Students are made to understand that many of their colleagues at international conferences will also have accents, and that by listening to speakers of different varieties of English they will learn to apprehend the phonemes that presenters produce. Students watch the talk with English subtitles the first time that they see it.

Due to human nature, 100% compliance is never possible. It can also be difficult to elicit reactions from students who have indeed watched the talk at the beginning of the hour because students' level of confidence at that point may not be high enough for full participation to take place. Therefore, scaffolding will take place during the lesson to make students feel that their involvement is called for.

In addition, students will have been assigned a short vocabulary task using words gleaned from the talk's transcript. This activity is intended to demonstrate that dictionaries are useful as references but do not a) describe actual usage, nor do they b) provide the clearest definitions nor do they c) provide definitions that are memorable. Students will look up definitions of words using a combination of paper and electronic references and complete their homework alone on a Google document in each of their folders.

The requirements of the vocabulary assignments are 1) to provide the part of speech of each word and 2) a definition. The importance of the part of speech will become evident to students both through the instructor's explanations and on assessments where it is recommended that they provide the part of speech of a version of the word that is not necessarily the one they encounter in the transcript or their vocabulary homework.

For example, the term “actuation” is a noun that appears in Lee’s talk. Students must become limber enough to deal with “actuate” (V inf. / V1sg.), “actuates” (V 3sg.) “actuated”(Adj) and “actuating” (V/N) by providing the correct part of speech as well as a definition that matches the part of speech. This tests for understanding of morphosyntax in written form, which is one medium in which they will encounter English morphology. Instructors, owing to the spoken nature of the lesson’s input, may choose to conduct the assessment out loud by reading each word to the class after reading them the assessment’s instructions.
Sample assignments and assessments:
An example of a vocabulary homework assignment is included below.

**DIRECTIONS:** For each vocabulary term, provide (1) the Part of Speech and (2) a definition
**EXAMPLE:** 0. Luminary: (Noun) A person who has attained eminence in their field.
1. Actuation: (___)
2. Sensing: (___)
3. Liberate: (___)
4. Choreography: (___)
5. Tangible: (___)

An example of a unit assessment is included below.

**DIRECTIONS:** For each vocabulary term, provide (1) the Part of Speech and (2) a definition
**EXAMPLE:** 0. Luminary: (Noun) A person who has attained eminence in their field.
1. Actuated: (___)
2. Sense: (___)
3. Liberation: (___)
4. Choreographer: (___)
5. Tangibly: (___)

**Class breakdown:**
Class duration: 50 minutes
Minutes 1-5: Attendance and warm-up
- The instructor will verify attendance and get the students talking by use of some small talk.
Minutes 5-10: Introduction to topic
- The instructor will ask students about whether they watched the talk, what they thought of it, what their impressions were, etc.
Minutes 10-50: Vocabulary work
- The vocabulary homework assignment is a formative assessment that confirms English level (as expressed in writing ability). This is only one of the ‘big four’ skills that second language (L2) education focuses on. Three by three, students will be called to the whiteboard. Students will be instructed to write definitions in their own words, so the assignment also tests L2 production (as represented in their written answers). For each group of three written responses, the class along with the instructor will decide which definition or combination of definitions best fits the vocabulary term and is most memorable. Definitions taken directly from the dictionary will be eliminated first. Next, those with serious errors are to be removed. From those that remain, definitions that fit the bill will be selected by students. These definitions will then be used as the correct answers for written assessments within the same unit.