

SECTION 2

LESSON PLANNING AND CLASSROOM MANAGEMENT

INTRODUCTION

The two articles in this section focus on two aspects of a language lesson: planning the lesson and managing learner behavior during a lesson. Planning is often viewed as a key aspect of teaching a successful lesson. During the planning phase, the teacher makes decisions about goals, activities, resources, timing, grouping, and other aspects of the lesson. Harmer (1991) includes the following elements in a lesson plan:

- a. Description of the class
- b. Recent work
- c. Objectives
- d. Contents (context, activity and class organization, aids, language, possible problems)
- e. Additional possibilities

Even though a lesson may have already been planned (by the textbook writer), a teacher will still need to make decisions that relate to the needs of his or her specific class, adapting the lesson from the book in different ways to make it better suit the class. This process of planning and adaptation is a crucial dimension of teaching because during this process the teacher makes many decisions that are essential for a successful lesson. Planning can be regarded as a process of transformation during which the teacher creates ideas for a lesson based on understanding of learners' needs, problems, and interests, and on the content of the lesson itself. This does not necessarily result in a detailed, written lesson plan. Many teachers teach successful lessons based on mental plans or on brief lesson notes. What is important is not the extent and detail of the teacher's plan but the extent to which the teacher