

**Hunter College ADULT TESOL Lesson Planning Guide with Prompts**

<p><b>Questions to consider as you plan your lesson (Please fill in your thinking in response to these prompts):</b></p>	<p><b>Lesson Plan</b> (Please fill in as if you were giving to another ESL teacher to teach your lesson)</p> <p><b>Teacher Candidate:</b> <b>Major goal(s) for this course in general:</b> Enable and empower students within the community to improve their quality of life through English language learning. <b>Overall English proficiency of students:</b> High Intermediate Students L1(s): various, Spanish, Chinese, Russian, Korean, Arabic, etc.</p>
<ul style="list-style-type: none"><li>▪ <i>What kind of data did I use to determine if students need this lesson?</i></li><li>▪ Informed by previous semesters and student surveys a majority of learners list wanting to find gainful employment as a reason for attending this community based program.</li><li>▪ <i>What theories of second language learning are guiding my approach to this lesson?</i></li><li>▪ The input hypothesis. Learners develop knowledge of the language when the language input is <b>slightly more advanced</b> than their current level. Krashen called this level of input "i+1".</li></ul>	<p><b>Language learning needs to be addressed in this lesson:</b></p> <ul style="list-style-type: none"><li>• Vocabulary in cover letters.</li><li>• Common phrases used in said letters, "Please find resume attached, I applying for, I am currently," etc.</li></ul>
<ul style="list-style-type: none"><li>▪ <i>What are the "big ideas" I am working with in this course?</i> Improving quality of life for ELLs. Units are based on themes; health, getting around, housing, etc.</li><li>▪ <i>What are some themes or skills you are developing over this series of lessons?</i> Each unit addresses meaningful issues that ELLs face in their daily lives. They will develop skills that will enable them to communicate with native English speakers.</li></ul>	<p><b>Big Ideas/Essential Questions within which this lesson is situated:</b></p> <ul style="list-style-type: none"><li>• How to construct a cover letter for employment.</li></ul>

Hunter College Adult TESOL Lesson Plan Format

<ul style="list-style-type: none"> <li>▪ <i>Who decided the foci of the course?</i> Administrators have developed a curriculum and chosen a workbook that all teachers follow. However, each class and lesson plan is customized by the individual instructor.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ <i>Did I reference any TESOL adult standards? If .so, which ones?</i></li> <li>▪ <i>Did I begin with a standard or add the standard after planning the lesson?</i> This standard has been one of my guiding principles in developing materials for my students.</li> <li>▪</li> </ul>	<p><b>Standard in TESOL this lesson targets:</b>  <i>Domain: Content Standard 7: Teachers understand that language learning is most likely to occur when learners are trying to use the language <b>for genuine communicative purposes</b>. Teachers understand that the content of the language course is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas <b>they want/need to learn about.</b></i></p>
<ul style="list-style-type: none"> <li>▪ <i>What language skill/function/grammar/vocabulary do I want my ESL students to develop in this lesson?</i> Exposure to cover letter models will enable students to recognize repeated words and phrases and expand and develop the vocabulary base required to complete the written task.              Students will be introduced to the usage and form of the present progressive and present perfect to write about current and previous work experience.</li> <li>▪ <i>How does this skill / function fit into the overall goals of the course?</i></li> <li>▪ <i>What were ESL students' challenges/ what was I thinking about when selecting this language objective?</i></li> <li>▪ Students have expressed a desire for 'a better job' but need to know the basic steps required to do this; writing a resume, answering employment ads, how to conduct themselves in an interview. For many, this will be their first exposure to the formal process. This lesson plan attempts to break down the steps required to write a</li> </ul>	<p><b>Language Objective(s):</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Understand the basic structure required to write a cover letter</li> <li>• Construct a cover letter using a template and format common to this type of writing.</li> </ul> <p><b>Content Objective(s):</b>              By providing models, instruction and guided practice students will be able to produce a cover letter to use in future employment prospects.</p>

Hunter College Adult TESOL Lesson Plan Format

<p>cover letter.</p> <p>▪</p>		
<p>▪ <i>If I am teaching solo, how does my lesson connect to what my ESL students are encountering in other classes/ larger school curriculum and exit criteria?</i></p>	<p><b>Collaborative Design:</b></p> <ul style="list-style-type: none"> <li>• Follows a curriculum designed by the administration.</li> <li>• Teachers update a spreadsheet after class to let others know what material was covered.</li> </ul>	
<p>▪ <i>What materials will I need?</i></p> <p>▪ <i>Did I differentiate and modify these materials for my adult ESL students?</i></p> <p>▪ <i>What technology might be helpful for these adult learners to use during this lesson?</i></p>	<p><b>Materials:</b></p> <p>Handouts for students; cover letter template, 2 cover letters as models, computer with screen projector.</p> <p><a href="#">Folder of handouts 1-Final</a></p>	
<p>▪ <i>What seating arrangements or groupings will support my learning objectives?</i></p> <p>▪ Chairs will be arranged in a horseshoe pattern so that everyone can see the presentation.</p> <p>▪ Chairs will be also be moved to provide space for students with mobility issues. Students have been instructed to open the door for these students should they need to leave the classroom. Space in the front of the classroom is reserved for students with audio or visual issues.</p>	<p><b>Seating Configuration/Use of Physical Space:</b></p> <p><a href="#">Photo of dream classroom</a></p>	
<p>▪ <i>How will I find out what the students already know and what kinds of experiences they have already had?</i></p> <p>▪ Previous lessons involved discussing personal goals and past experiences in seeking employment.</p> <p>▪</p>	<p><b>Discovering Prior Knowledge/Pre-Assessment:</b></p> <ul style="list-style-type: none"> <li>• Ice breaking activities on the first day included discussing reasons for attending this program.</li> <li>• Students have completed surveys which provided an initial assessment of their skill sets and motivations.</li> </ul>	
<p>▪ <i>What could I do to get the students' attention, build excitement and enthusiasm, to engage them in the</i></p>	<p><b>Motivation / Introduction:</b></p> <p><b>Begin PowerPoint presentation</b></p> <p><a href="#">Begin Presentation</a></p>	<p><b>Time:</b></p> <p><b>1 hour</b></p>

Hunter College Adult TESOL Lesson Plan Format

<p><i>lesson?</i></p>		
<ul style="list-style-type: none"> <li>▪ <i>What will I tell my students about the purpose of today's lesson?</i></li> </ul>	<p><b>Statement of Goal Worded for Students:</b> We will look at the next stage of applying for a job, the cover letter.</p>	<p><b>Time:</b> <b>10 minutes,</b></p>
<ul style="list-style-type: none"> <li>▪ <i>What target language will I demonstrate to the students?</i></li> <li>▪ Present Progressive; I am applying for</li> <li>▪ Past tense in writing about previous work experience.</li> <li>▪ Common phrases; "thank you for your time and consideration,"</li> </ul>	<p><b>Teacher Modeling/Lesson Development:</b> Introduction of the basic structure of a cover letter and two different samples of cover letters will provide exposure to the target language.</p>	<p><b>Time:</b> <b>30 minutes,</b></p>
<ul style="list-style-type: none"> <li>▪ <i>How will I differentiate my content, process, or products to accommodate varying English proficiency levels? How did I decide who needed what? (Show specific examples of the modifications you make, such as different handouts or written or spoken prompts given to students) What choices did I give learners?</i></li> <li>▪ <i>Have I considered the advanced proficiency level of adult students with college preparation?</i></li> </ul> <p>Many students at this level are in the process or thinking about attending college in the United States. Quite a few of them have degrees from their home countries. The format of this lesson plan would be modified with the objective of writing a personal statement as part of the application process. Again, I would introduce the purpose of the letter, provide samples, have students notice repeated phrases, format, etc.</p>	<p><b>Differentiated instruction:</b></p> <p><b>Lower Proficiency:</b> Students will write general cover letter with the emphasis on correct grammar, subject/verb agreement, punctuation, spelling. There will be an added focus on vocabulary instruction and activities.</p> <p><b>Higher Proficiency: Students</b> Students will write two cover letters with an emphasis on tailoring it for different employment ads. This will also require them to do research online to look for jobs within their area of expertise.</p> <p><b>Advanced Proficiency (approaching/near college ESL)</b> The methodology of this lesson will be the</p>	

Hunter College Adult TESOL Lesson Plan Format

	<p>same; modeling, drafting etc. but the emphasis will be on writing a personal statement for a college application.</p> <p><b>Differently Abled Students</b> Materials will be emailed prior to the lesson. All efforts will be made to accommodate their needs to enable them to complete the assignment.</p>	
<ul style="list-style-type: none"> <li>▪ <i>How will I give the students opportunities to practice using their new knowledge or skill, with teacher guidance?</i></li> <li>▪ <i>How will I provide the opportunity for students to practice their new knowledge or skill independently?</i></li> <li>▪ <i>What language do I wish to hear or see my ESL students producing during the lesson?</i></li> </ul>	<p><b>Guided Practice:</b> Students will work in pairs looking at two different models of cover letters. Objective: notice common sentence structures, phrases and vocabulary and highlight</p> <p><b>Application / Independent practice:</b> Students will begin writing their cover letters during class time. Teacher will monitor students and answer any questions that arise</p>	<p><b>Time:</b> <b>15 minutes</b></p> <p><b>Remaining Class Time</b></p>
<ul style="list-style-type: none"> <li>▪ <i>How will I engage ESL students in reflecting on their own and their peers' learning?</i></li> <li>▪ Through pair work and group discussion on the topic.</li> </ul>	<p><b>Final Summary/Closure:</b> Remark on what I noticed during guided practice, address lingering questions and/or issues.</p>	<p><b>Time:</b> <b>Remaining class time, 5-10 minutes</b></p>
<ul style="list-style-type: none"> <li>▪ <i>What evidence will I have to assess students' progress in learning? (e.g., exit slips, writing samples, student products, check-ins with students from email or after class talks about learning)</i></li> <li>▪ I will move around the room and observe as they begin</li> </ul>	<p><b>Assessment of Learning:</b> Students will email me their cover letters for review, feedback. Next class students will work in pairs reading their cover letters to one another. Students that do not have computers will provide a handwritten letter and given a week extension to go to their local libraries to use computers.</p>	

Hunter College Adult TESOL Lesson Plan Format

<p>their first draft, taking note of questions and concerns the students have.</p>	
<ul style="list-style-type: none"> <li>▪ <i>Are there any tech or web tools useful for helping learners practice these objectives?</i></li> <li>▪ Introduce students to templates in MS Word and other applications.</li> <li>▪ Provide videos which can be closed captioned such as</li> <li>▪ <a href="#">Template Tutorial</a></li> <li>▪</li> </ul>	<p><b>Homework/Extension:</b></p> <p><b>Please see above.</b></p>
<ul style="list-style-type: none"> <li>▪ <i>How can I improve upon this lesson if I were to <b>teach it again</b>? What did I learn from assessment in this lesson that must be built on in following lessons?</i></li> </ul> <p>I have not taught this lesson plan but this assignment has given me the opportunity to flesh out thoughts and outline a 'dream' lecture. This includes having access to a projector and computer. Only be actually trying this out in the 'real world' will I be able to modify and improve upon it. Still, I am hopeful that I will be able to implement it in some way.</p>	<p><b>Teacher Reflection:</b></p> <p>This lesson plan was inspired by my experience with my case study student, Joel. I discovered that he was passionate about his career, computer programming. When he explained to me in an essay about his 'expertise' this level 4 student produced a coherent four-page text. If we had more time together, I would have instructed him on the process of applying for a job; resume, cover letter, interview etc. This lesson plan is structured around how to write a cover letter for a job posting. In my ideal curriculum, students will have been given previous lessons on how to email, attach documents, format documents using a software program such as MS Word. They would have acquired these skills by having emailed me their</p>

previous assignments. Questions, reservations I have; is this too ambitious? Also, considering that many of my students are undocumented and cannot legally work in the United States, should I even bother teaching this? Still, in a 'perfect' world, I would love to teach several lessons on the topic.