COMMUNICATION-BASED INSTRUCTION'S

Five Step Lesson Plan

STEP 1. "SET" OR "SETTING THE STAGE"

Purpose: To state the learning objective and to motivate students

Criteria: Involve as many students as possible
Be attention-getting
If possible, relate to past learning and/or present concerns

Examples: Playing music appropriate to the lessons to come, perform a skit, gags, or other attention-getting devices, pre-test

STEP 2. "COMPREHENSIBLE INPUT"

Purpose: To present new material. To "fill the bucket".

Criteria: Material must be comprehensibly presented in the target language:

- Make frequent use of any existing cognates (words that are derived from, or sound like, English words)
- Use all three learning modalities: auditory, visual, kinesthetic
- Use vocabulary that is slightly beyond the student's current level of understanding (input +1)
- Use "comprehension checks" which are questions that progress in the following order:
    a. Questions that elicit a yes or no answer ("Is this a hat?")
    b. Either/or questions ("Is this a hat or a shirt?")
    c. Short response ("What is this?" "What am I doing?")

Examples: Props/realia, pictures, Total Physical Response (TPR), storylines, mini-dramas, video, drawing, readers' theatre

STEP 3. "GUIDED PRACTICE"

Purpose: To provide activities that help students to internalize new material.

Criteria: Activities should be in context and/or meaningful.
Practice must be provided for what is being taught.
Provide frequent feedback and/or checking for comprehension.

Examples: Games such as relays, lotto, hot potato and telephone, reading/listening exer cises, paragraph slot fill-ins, patterned writing, crosswords, matching text to story pictures

STEP 4. "INDEPENDENT PRACTICE"

Purpose: To provide opportunities for students to use what they have learned to generate their own language.

Criteria: These activities should try to meet at least some of the following:
- Have personal significance
- Be culturally authentic
- Include some element of spontaneity
- Fill an information gap
- Have a meaningful purpose

Examples: Role-playing in context, discussions, debates, summaries, skits, original written work, interviews, A/B. activities, cooperative activities, games that require an actual exchange of information.

STEP 5. "ASSESSMENT"

Purpose: To combine all components and learning in a contextualized format so as to demonstrate learning.

Criteria: Focus on the whole lesson. Involve every student. Use as an evaluation of com munication ability.

Examples: Production of magazines, papers, articles, present stories, re-create real-life scenes related to context of lessons.

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