

Class Development (Brown, 2001, p. 153)

As language teachers plan for a lesson, they find themselves drafting step-by-step procedures of the lesson. It is very important to check how the lesson holds together as a whole. This is called class development. Four major considerations come into play for good class development.

1. Is there sufficient variety in techniques to keep the lesson lively and interesting?

A successful lesson gives learners many different activities during the class hour, keeping minds alert and enthusiasm high. For example, while the goal of each activity contributes to the ultimate class goals, each activity should expose learners to different modes such as aural/oral and written modes.

2. Are the techniques or activities sequenced logically?

Elements of a lesson will build progressively toward accomplishing the ultimate goals. Knowledge gained from previous exercises should be used and often expanded upon to contribute to the new goals or objectives.

3. Is the lesson as a whole paced adequately?

Pacing could mean the following three things. First, it means that activities are neither too long nor too short. On average, a couple of activities might be good for a one-hour class. Second, you need to anticipate how well your various techniques “flow” together. You would not plan two silent reading activities in a row for good development of the lesson. Good combination of the activities that focus on the lesson objects might feel “seamless” to the learners. Third, good pacing means how well you provide a transition from one activity to the next. An example:

Teacher: Well done, class. You’ve just listened to the way how native speakers of Korean use collocations in a daily life. In the next activity, we’re going to use these collocations to keep journal, thinking about what happened today.

4. Is the lesson properly timed?

This is one of the most difficult aspects of good lesson development. It is common for a new teacher to plan a lesson so tightly that he/she actually completes the lesson early. After some experience, however, it is usual that teachers cannot complete lessons within the planned time. If your lesson ends early, have some backup activities that are also in line with the whole lesson. If your lesson is not completed as planned, gracefully end the class on time and in the next class, pick up where you left off by reminding learners of what they learned last class.

When planning lessons, good language teachers put themselves in their learners' shoes and rehearse the class in their minds. Thinking about good class development, they anticipate their learners' problem areas. Good teachers get themselves ready for the problematic areas by "smoothing the rough" development. This surely takes a good deal of cognitive empathy on the part of the teacher toward the learner.

Reference

Brown, H. D. (2001). *Teaching by principles*. NY: Longman.