

ELL Lesson Planning for One-on-One Instruction

Alberta Routes

Tip Sheet 4

Purpose of a Lesson Plan

Tutors and facilitators use lesson plans for many reasons; the below are just a few.

- To focus and direct sessions.
- To identify skills to practice.
- To identify criteria for assessment.
- To record topics covered.
- To ensure continuity if the tutor cannot continue with the class or is absent for any reason.

Components of a Lesson Plan

Lesson plans can be written to include or exclude whatever makes sense for that tutor or workshop. However, they all usually include some or all of the following:

- Warm-up / review of the concepts from the previous session.
- Introduction of the new concept (link to concepts previously covered.)
- Practice the new concept (using real-life tasks and authentic materials.)
- Connection of the new skills to the learners' lives (how will they use the skill between sessions?)
- Informal assessment of the learners' ability to use their new skills (this will help determine what you need to repeat in future lessons.)

Where to Begin

1. **Get to know the learners.** Have casual conversations. Listen to the learners. Listening and talking with learners helps identify common challenges with word order, verbs, pronouns, missing articles or prepositions, or vocabulary.
2. Set **goals with** learners rather than **for** them.
 - Ask, “What? Who? Where?”
 - What do learners need to read, write, listen to, and speak about?
 - What types of activities do learners need to use English for?
 - Who do learners want to speak English with?
 - Where do learners want to speak English?
 - Make goals specific and measurable. For example:
 - Write a cover letter, a resume, or a follow-up email.
 - Participate in casual conversations with co-workers.
 - Ask for and share feelings or opinions.
 - Write an incident report for work.
3. Start with the **material** that learners need to use.
 - What grammar and vocabulary do they need to complete the activity?
 - What pragmatic knowledge do they need to communicate with supervisors, co-workers, classmates, strangers, or neighbours?
 - What standards do they need to know about when writing emails or letters?

Essential When Planning an ELL Lesson

- Maximize learners’ use of English and ways to interact.
- Provide opportunities to practice and use material in more than one way.
- Build a repertoire of instructional strategies and incorporate them into lessons.
- Provide opportunities for both fluency (producing language coherently) and accuracy (producing language correctly)
- Focus on two or three goals in each lesson.
- Use different activities and materials to practice the same concept.

Resources

NorQuest College

- [Alberta Routes Tip Sheets](#)
- [Gaining Access to New Employee Orientation for Newcomers to the Workplace](#)

External

- [Janis' ESL Links](#)
- [file:///Users/hilary.mchale/Desktop/Templates/norquest.caCanadian - LINC home study materials](file:///Users/hilary.mchale/Desktop/Templates/norquest.caCanadian%20-%20LINC%20home%20study%20materials)
- [Govt of Canada - Teacher's Corner](#)
- [Real English for Gamers](#)
- [Campus Movie Fest - Small Talk](#)
- [CALP - English Express](#)
- [British Council - Teaching English](#)
- [Goal Setting Demystifying ELL Lesson Planning](#)
- [Language for Work](#)

Alberta Routes Workshops

<https://albertaroutes.norquest.ca/services/workshops.aspx>

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