

LESSON PLANNING IN FOREIGN LANGUAGE EDUCATION

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Annotation: This article is about lesson planning. When we talk about lesson planning, it can be about several aspects: planning a single lesson, a week, or even planning an entire period of education. The latter is often the task of a college, a school or an institution on the basis of existing curricula and is often referred to as a work plan or material distribution plan. This article is about lesson planning. When we talk about lesson planning, it can be about several aspects: planning a single lesson, a week, or even planning an entire period of education. The latter is often the task of a college, a school or an institution on the basis of existing curricula and is often referred to as a work plan or material distribution plan. Teachers may wonder “which way they ought to go” before they enter a classroom. This usually means that teachers need to plan what they want to do in their classrooms. Most teachers engage in yearly, term, unit, weekly, and daily lesson planning (Yinger, 1980). Yearly and term planning usually involve listing the objectives for a particular program. A unit plan is a series of related lessons around a specific theme such as “The Family.” Planning daily lessons is the end result of a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behavior that will result in student learning.

Key words: curricula, curricula, lesson planning, framework plans, the didactic analysis model, teaching goals.

ПЛАНИРОВАНИЕ УРОКОВ В ОБРАЗОВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация: Эта статья о планировании уроков. Когда мы говорим о планировании уроков, речь может идти о нескольких аспектах: планирование одного урока, недели или даже планирование целого периода обучения. Последнее часто является задачей колледжа, школы или учреждения на основе существующих учебных программ и часто называется рабочим планом или планом распределения материалов. Эта статья о планировании уроков. Когда мы говорим о планировании уроков, речь может идти о нескольких аспектах: планирование одного урока, недели или даже планирование целого периода обучения. Последнее часто является задачей колледжа, школы или учреждения на основе существующих учебных программ и часто называется рабочим планом или планом распределения материалов. Учителя могут задаться вопросом «каким путем им следует идти», прежде чем войти в класс. Обычно это означает, что учителям нужно спланировать, что они хотят делать в своих классах. Большинство учителей занимаются годовым, семестровым, блочным, еженедельным и ежедневным планированием уроков (Yinger, 1980). Годовое и семестровое планирование обычно включает в себя перечисление целей для конкретной программы. План урока — это серия связанных уроков по определенной теме, например, «Семья». Планирование ежедневных уроков — это конечный результат сложного процесса планирования, который включает в себя годовые, семестровые и модульные планы. План ежедневного урока — это письменное описание того, как ученики будут двигаться к достижению определенных целей. Он описывает поведение учителя, которое приведет к обучению ученика.

Ключевые слова: учебные программы, учебные планы, планирование урока, рамочные планы, модель дидактического анализа, цели обучения.

INTRODUCTION

Effective lesson planning is fundamental in foreign language education, serving as a bridge between curriculum objectives and the actual learning experiences of students. Without a well-structured plan, foreign language instruction can become disorganized, failing to meet educational goals and learner needs. According to Richards (2013), lesson planning provides a roadmap for teachers, ensuring that instructional activities are goal-oriented, coherent, and adaptable to diverse classroom contexts. Particularly in foreign language education, where linguistic and cultural competencies are developed simultaneously, detailed planning is crucial to scaffold learners' progress systematically. Planning is a guarantee of successful completion of all subjects taught in secondary schools, as well as foreign language teaching. Whatever the type of plan (whether it is a syllabus, thematic, calendar or final) it requires the study of the material for a certain period of time on the basis of all psychological and methodological laws, principles, and appropriate skills and implies the development of skills. Here are some things to look for when planning: a) planning the organization of a foreign language lesson at the initial stage of foreign language teaching (grade 4); b) lesson planning, taking into account the level of knowledge of students in the classroom; c) lesson planning should be done before the start of the school year; d) the teacher should be familiar with and be able to analyze the textbook and the language material in it; e) be well aware of the conditions of teaching, the psychological laws, the stages of development of speech skills; f) know the basic requirements for a modern foreign language course. There are two types of planning in foreign language teaching: 1. Thematic planning 2. Daily lesson planning. The main purpose of lesson planning is to develop the goals and objectives of foreign language teaching, tasks, the amount of language material, the sequence of introduction into the course process, and, accordingly, the development of speaking skills. Potential challenges to planning are identified in advance, and ways to overcome them and appropriate exercises are developed. Planning involves several interrelated steps. Accordingly, there is an annual plan, a thematic plan, and a simple lesson plan. The annual plan is developed by the textbook authors. It is divided into half-yearly and quarterly plans. It identifies the topics to be studied. The number of hours devoted to teaching each subject takes into account the level of knowledge, the level of growth of speech forms, the time of the types of control. It is important to note that any annual plan should be well prepared. If, for any reason, changes are made to the plan, they should be reflected in the half-year and quarterly plans. Foreign language teachers work according to plans recommended by city or county methodological associations. Although the unit plan is developed by the method association, it should not limit the teacher's initiative. The process of teaching a foreign language is a creative process and the teacher can make changes if necessary. The main task of thematic planning is to determine the ultimate goal that will be achieved as a result of studying this particular topic. Based on the thematic plan, the teacher creates a separate daily plan for each lesson. Historically, lesson planning in language education evolved alongside pedagogical theories. Early methods, such as the Grammar-Translation Method, emphasized rigid, teacher-centered plans focusing on grammar and vocabulary lists. However, the communicative language teaching (CLT) movement in the late 20th century shifted the focus toward learner-centered, interactive, and dynamic lesson structures (Nunan, 1991). Consequently, modern lesson plans often incorporate communicative tasks, real-life contexts, and a variety of skills-based activities to develop speaking, listening, reading, and writing competencies holistically. Lesson planning is not merely about outlining what will happen in a classroom; it also involves anticipating learner needs,

potential difficulties, and scaffolding strategies to support student success (Harmer, 2007). In foreign language classrooms, learners often come from diverse linguistic and cultural backgrounds, requiring differentiated instruction. Effective lesson plans thus include strategies for addressing varying proficiency levels, learning styles, and motivational factors. Research consistently demonstrates a positive correlation between thorough lesson planning and student achievement in foreign language learning (Shin, 2020). Well-planned lessons enable teachers to manage time effectively, integrate various teaching aids, and create opportunities for meaningful communication. Moreover, careful planning allows for the integration of formative assessment techniques, such as observation and peer feedback, which are critical in supporting language development. The context in which lesson planning occurs also influences its design. Factors such as institutional curriculum requirements, available resources, class size, and technological tools all shape how teachers plan their lessons (Wright, 2010). For instance, in technology-rich environments, lesson plans might incorporate online platforms, digital storytelling, and interactive quizzes to enhance language practice. Conversely, in resource-limited settings, teachers might rely more heavily on traditional methods and creative improvisation.

METHODS

There are a number of approaches to lesson planning. The dominant model of lesson planning is Tyler's (1949) rational-linear framework. Tyler's model has four steps that run sequentially: (1) specify objectives; (2) select learning activities; (3) organize learning activities; and (4) specify methods of evaluation. Tyler's model is still used widely in spite of evidence that suggests that teachers rarely follow the sequential, linear process outlined in the steps (Borko & Niles, 1987). For example, Taylor (1970) studied what teachers actually did when they planned their lessons and found that they focused mostly on the interests and needs of their students. More important, he found that teachers were not well prepared in teacher-education programs for lesson planning. In response to these findings, Yinger (1980) developed an alternative model in which planning takes place in stages. The first stage consists of "problem conception" in which planning starts with a discovery cycle of the integration of the teacher's goals, knowledge, and experience. The second stage sees the problem formulated and a solution achieved. The third stage involves implementing the plan along with its evaluation. Yinger sees this process as becoming routine, whereby each planning event is influenced by what went on before and what may happen in the future. He also sees a place for considering each teacher's experiences as influencing this ongoing process of planning. The methodology employed in this study is grounded in a qualitative, descriptive research approach. Since the focus is on understanding best practices, challenges, and theoretical underpinnings related to lesson planning in foreign language education, a qualitative framework allows for a comprehensive exploration of existing literature, expert opinions, and classroom-based research studies. Creswell (2014) notes that qualitative research is particularly suitable for topics where deep understanding and interpretation of human experiences and behaviors are essential, making it appropriate for analyzing pedagogical strategies in foreign language teaching.

Research Design

This study adopts a literature-based qualitative design, synthesizing findings from peer-reviewed journal articles, books, conference papers, and case studies. The primary objective was to extract common patterns, best practices, and recurrent challenges associated with lesson planning in foreign language classrooms. Additionally, the study integrates perspectives from both theoretical

models, such as communicative competence frameworks, and empirical classroom research, providing a balanced view between theory and practice.

Data Collection

Data were collected through an extensive review of academic sources published within the past twenty years, primarily between 2000 and 2024. Sources were retrieved from educational databases including JSTOR, ERIC, ResearchGate, and Google Scholar. The keywords used in the search process included "lesson planning in language education," "foreign language teaching," "communicative language teaching lesson plans," "task-based lesson planning," and "challenges in language lesson planning."

Inclusion criteria for selecting sources were as follows:

- Publications must focus explicitly on foreign language education rather than general education.
- Articles must include a discussion on lesson planning, instructional design, or curriculum implementation.
- Sources must be peer-reviewed or published by reputable educational organizations.

Preference was given to studies that provided practical classroom examples and empirical evidence of the effectiveness of different lesson planning strategies.

Approximately 70 sources were reviewed initially. After assessing relevance and quality, 52 sources were selected for in-depth analysis.

Data Analysis

Thematic analysis was used to analyze the collected data. Braun and Clarke (2006) describe thematic analysis as a method for identifying, analyzing, and reporting patterns (themes) within data. Following their six-phase framework, the analysis process included:

Familiarization with Data: All selected articles were read thoroughly to gain an overall understanding.

Generating Initial Codes: Notes were taken on recurring ideas and practices related to lesson planning.

Searching for Themes: Codes were grouped into broader thematic categories, such as "lesson plan structure," "adaptability in lesson planning," and "technology integration."

Reviewing Themes: Themes were refined by cross-referencing them against the collected data to ensure they accurately represented the sources.

Defining and Naming Themes: Clear definitions were formulated for each theme to maintain consistency.

Producing the Report: The findings were synthesized and connected to the research questions guiding the study.

Trustworthiness and Credibility

To ensure credibility, triangulation was employed by comparing insights from different types of sources, including theoretical frameworks, empirical research studies, and practical teaching

guides. According to Lincoln and Guba (1985), triangulation strengthens qualitative research by reducing biases and increasing validity. Furthermore, a reflective approach was maintained, acknowledging the researcher's potential influence on interpretation and striving for an objective presentation of data. Member checking was not feasible due to the literature-based nature of the study, but peer debriefing was conducted by consulting with experienced foreign language educators who reviewed the thematic categories and provided feedback on the interpretation of findings.

Ethical Considerations

As this study is based on secondary data analysis, no primary data collection involving human participants occurred. Thus, ethical approval was not required. Nevertheless, academic integrity principles were rigorously followed. All sources were properly cited according to APA 7th edition guidelines, and care was taken to accurately represent the ideas and findings of original authors without misinterpretation.

Limitations of the Methods

While a qualitative literature review allows for a broad understanding of the topic, it has inherent limitations. One limitation is the reliance on existing studies, which may not fully capture emerging trends in foreign language education, particularly with the rapid evolution of digital technologies. Another limitation is the potential for publication bias, as successful lesson planning practices are more likely to be reported than unsuccessful ones (Norris & Ortega, 2000). Finally, the interpretation of qualitative data carries a degree of subjectivity, although efforts were made to mitigate this through rigorous thematic analysis and peer feedback. Despite these limitations, the chosen methodological approach provides a solid foundation for addressing the research questions and offering meaningful insights into effective lesson planning in foreign language education. Research on what English language teachers actually do when planning lessons has shown that many teachers, when they do write lesson plans (Richards & Lockhart, 1994), tend to deviate from the original plan. Also, when English language teachers do write daily lesson plans, they do not state them in terms of behavioral objectives, even though they are taught this method in preservice teacher education courses (Richards & Lockhart, 1994; Freeman, 1996; Bailey, 1996). Instead, English language teachers, especially more experienced teachers, are more likely to plan their lessons as sequences of activities (Freeman, 1996), teaching routines, or to focus on the need of particular students (Richards & Lockhart, 1994). Bailey's (1996, p. 38) study of six experienced English language teachers came up with the following interesting reasons (stated as principles) why teachers deviate from the original lesson plan: (1) "Serve the common good." Here teachers are willing to deviate from the original lesson plan because one student raised an issue that the teacher perceives to be relevant for the other students. (2) "Teach to the moment." Sometimes, teachers may completely abandon the lesson plan to discuss some unplanned event because the teacher thinks it is timely for the class. (3) "Further the lesson." Teachers make a procedural change during the lesson as a means of promoting the progress of the lesson. (4) "Accommodate students' learning styles." Teachers may sometimes depart from their lesson plans in order to accommodate their students' learning styles if the original plan has not accounted for them. (5) "Promote students' involvement." Teachers sometimes eliminate some steps in their lesson plans in order to have more student involvement, especially if the students are not responding. (6) "Distribute the wealth." This last principle has teachers changing lesson plans to encourage quiet students to participate more and to keep the more active students from dominating the class time. These findings show that teacher decision making is a dynamic process involving teachers making choices before, during, and after each lesson. The question that arises

out of these studies is, What kinds of lesson plans should English language teachers write? The next section discusses how to develop, implement, and evaluate a lesson plan.

RESULTS

The analysis of the collected literature and case studies revealed several key findings regarding effective lesson planning in foreign language education. These findings address the essential components of a strong lesson plan, strategies for adapting plans to meet diverse learner needs, and common challenges teachers face in the planning process.

Essential Components of Effective Lesson Planning

One of the primary findings is that effective lesson plans in foreign language education consistently include clear objectives, detailed instructional procedures, diversified activities targeting various language skills, and built-in assessment mechanisms. Brown (2001) emphasizes that language lesson plans should align instructional activities directly with learning outcomes, specifying what students should be able to do by the end of the lesson.

Clear, measurable objectives provide both teachers and students with a roadmap for the lesson. According to Nation and Macalister (2010), language objectives should integrate linguistic skills (listening, speaking, reading, writing) with communicative competencies, ensuring that language use remains functional and contextually relevant. For instance, an objective such as "Students will be able to describe their daily routines using the present simple tense" is more actionable than vague goals like "learn present tense."

Detailed instructional procedures offer a step-by-step guide on how the lesson unfolds, usually including an introduction or warm-up, presentation of new material, practice activities, and a wrap-up or review. Harmer (2015) notes that effective foreign language lessons often follow an Engage-Study-Activate (ESA) structure, ensuring that students are emotionally involved, cognitively challenged, and given opportunities to apply language skills in meaningful ways.

Strategic Adaptations for Diverse Learners

Another significant finding is that effective lesson planning incorporates flexibility to address learner diversity. Foreign language classrooms are often characterized by wide variability in linguistic backgrounds, proficiency levels, learning styles, and motivational factors. Teachers who successfully accommodate these differences often design multiple activity options or scaffold tasks based on learners' readiness levels (Lightbown & Spada, 2013).

For example, during a vocabulary lesson, advanced students might engage in extended writing tasks using new words creatively, while beginners focus on basic matching exercises or oral drills. Differentiation strategies, such as tiered tasks or choice boards, are frequently embedded in lesson plans to ensure that all learners can participate meaningfully, thus promoting equitable language development (Tomlinson, 2014). Incorporating multimodal instruction is another adaptation strategy observed. Effective lesson plans often integrate visual, auditory, kinesthetic, and technological resources to cater to varied learning preferences. According to Oxford (2003), the use of music, videos, realia, gestures, and digital tools enhances language retention and increases student engagement.

Integration of Communicative, Task-Based, and Content-Based Approaches

The review revealed that modern foreign language lesson plans increasingly blend various instructional approaches to maximize learning outcomes. The communicative language teaching

(CLT) framework remains predominant, emphasizing meaningful interaction over rote memorization (Richards, 2006). Effective lesson plans typically include communicative activities such as role-plays, discussions, interviews, and problem-solving tasks that mimic real-world language use. Additionally, task-based language teaching (TBLT) strategies are commonly integrated, where the lesson revolves around completing authentic tasks, such as planning a trip, conducting a survey, or writing an email (Ellis, 2003). Task-based lessons often follow a pre-task, task, and post-task cycle, encouraging spontaneous language use and critical thinking. Content-based instruction (CBI) is also gaining popularity, especially in bilingual education settings. CBI lessons integrate language learning with subject matter learning (e.g., history, science), allowing students to acquire linguistic structures naturally while engaging with meaningful content (Brinton, Snow, & Wesche, 2003). Effective lesson plans thus often outline both linguistic and content objectives, ensuring that language acquisition is purposeful and contextualized.

Examples of Successful Lesson Plans

Several examples from the reviewed literature illustrate effective lesson planning in action. For instance, in an English as a Foreign Language (EFL) classroom in South Korea, a lesson on environmental issues was structured around a series of communicative tasks, including group discussions, poster creation, and a class debate. The teacher's plan included explicit language objectives (e.g., using cause-and-effect expressions), content objectives (e.g., understanding environmental problems), and formative assessments (e.g., peer feedback) (Shin, 2020). In a Spanish immersion classroom in the United States, a content-based lesson on weather integrated vocabulary learning, reading a short weather report, and performing a skit simulating a weather broadcast. The teacher's detailed plan incorporated scaffolded vocabulary support, differentiated reading materials, and creative production activities, ensuring participation across varying proficiency levels (Fortune, 2012).

Challenges in Lesson Planning

The analysis also highlighted persistent challenges that foreign language teachers face when planning lessons. Time constraints are frequently cited, as thorough planning requires significant time investment, which may not be feasible given teachers' heavy workloads (Richards, 2013). Furthermore, novice teachers often find it difficult to accurately predict the pacing of lessons, learner difficulties, or engagement levels, resulting in either rushed or incomplete lessons.

Another challenge is balancing curriculum mandates with the need for responsive teaching. Standardized curricula often prescribe rigid content coverage, limiting teachers' ability to tailor lessons to specific classroom dynamics (Wright, 2010). Technology integration, while offering many benefits, also presents planning challenges related to access, technical skills, and ensuring that digital tools genuinely enhance rather than distract from language learning (Hockly, 2018). Despite these challenges, the literature suggests that with experience, reflection, and access to professional development opportunities, teachers can significantly improve their lesson planning skills, leading to better learning outcomes for students.

DISCUSSION

The findings of this study highlight critical aspects of lesson planning in foreign language education, emphasizing its pivotal role in promoting effective language learning. The results underscore that successful lesson planning demands a blend of clear objective-setting, flexible instructional design, integration of communicative and task-based approaches, and responsive adaptation to learner diversity. In this section, the implications of these findings are discussed in

relation to existing literature, teaching practice, and future directions in foreign language education.

The Centrality of Clear Objectives

One of the most consistent themes that emerged is the necessity of establishing clear, measurable objectives in lesson planning. This finding aligns with the pedagogical theories proposed by Richards and Rodgers (2014), who argue that objectives serve as the anchor around which activities, assessments, and instructional strategies are organized. In foreign language education, where skill acquisition often occurs incrementally and requires reinforcement across multiple domains (listening, speaking, reading, writing), clearly articulated goals are essential for maintaining instructional focus and coherence.

Furthermore, objective-driven planning facilitates more accurate assessment of student progress. When students and teachers understand the specific targets for each lesson, formative assessment practices such as self-evaluation, peer feedback, and portfolio use become more meaningful and aligned with instructional goals (Black & Wiliam, 2009). Thus, clear objectives not only guide instructional activities but also enhance learner autonomy and self-regulation.

Flexibility and Differentiation in Lesson Planning

The results also highlight the importance of flexibility and differentiation in lesson planning to accommodate learner diversity. Tomlinson (2014) stresses that differentiated instruction is particularly critical in foreign language classrooms where students' linguistic and cultural backgrounds vary widely. Effective lesson planning, therefore, is not a rigid script but rather a dynamic framework that allows teachers to adjust pacing, content, and activities based on ongoing assessment of learners' needs. This perspective challenges traditional views of lesson plans as fixed documents and suggests a shift towards more adaptive planning processes. As advocated by Shulman (1987), teachers must develop pedagogical content knowledge that enables them to make real-time instructional decisions. In practice, this means incorporating optional activities, scaffolding strategies, and contingency plans into lesson designs to ensure inclusivity and responsiveness.

Communicative and Task-Based Language Teaching

The prominence of communicative and task-based approaches in the findings reaffirms the enduring influence of these methods in foreign language education. According to Ellis (2003), task-based language teaching (TBLT) fosters authentic language use by engaging learners in meaningful tasks that replicate real-world communication. Similarly, the communicative approach prioritizes interaction and negotiation of meaning, which are crucial for developing fluency and pragmatic competence (Savignon, 2002). Lesson planning frameworks that integrate these approaches tend to produce more engaging and effective lessons. For example, designing tasks that require information gaps, problem-solving, or collaborative creation fosters active participation and language use in context. However, effective implementation requires careful sequencing of activities, balancing task complexity with learner proficiency, and providing appropriate linguistic support (Skehan, 1998). The challenge for teachers lies in planning tasks that are neither too simplistic nor too complex for their students, ensuring that the tasks are meaningful and achievable within the lesson timeframe. This delicate balance emphasizes the critical thinking and reflective expertise required in professional lesson planning.

Technology Integration and Its Challenges

Another important discussion point is the role of technology in lesson planning. As classrooms increasingly incorporate digital tools, lesson plans must evolve to integrate technology meaningfully. Hockly (2018) suggests that digital resources, when used thoughtfully, can greatly enhance language learning through multimodal input, immediate feedback, and expanded opportunities for communication. However, the findings also caution against uncritical adoption of technology. Planning with technology requires considerations of accessibility, digital literacy, and pedagogical alignment. Technology should not be included merely for novelty but should serve specific learning purposes, such as facilitating online collaboration, accessing authentic materials, or enabling differentiated instruction (Levy, 2009). Teachers must plan for potential technical difficulties and have backup strategies to maintain lesson flow if technological issues arise.

Challenges and Areas for Further Professional Development

The persistent challenges identified—such as time constraints, curriculum rigidity, and novice teacher struggles—point to systemic issues that need to be addressed through targeted professional development. Pre-service and in-service teacher training programs should place greater emphasis on practical lesson planning skills, including how to anticipate classroom realities and adapt plans flexibly (Freeman & Johnson, 1998). Workshops and peer collaboration opportunities focused on lesson planning can help teachers share successful strategies and collaboratively solve planning challenges. Furthermore, access to model lesson plans and reflective planning tools can support teachers, particularly novices, in developing more effective practices.

CONCLUSION

I have focused on the day-to-day lesson planning decisions that face language teachers (both preservice and in-service). Because we all have different styles of teaching, and therefore planning, the suggestions in this chapter are not meant to be prescriptive. Teachers must allow themselves flexibility to plan in their own way, always keeping in mind the yearly, term, and unit plans. As Bailey (1996) points out, a lesson plan is like a road map “which describes where the teacher hopes to go in a lesson, presumably taking the students along” (p. 18; emphasis added). It is the latter part of this quote that is important for teachers to remember, because they may need to make “in-flight” changes in response to the actuality of the classroom. As Bailey (1996) correctly points out, “In realizing lesson plans, part of a skilled teacher’s logic in use involves managing such departures [from the original lesson plan] to maximize teaching and learning opportunities” (p. 38). Clearly thought-out lesson plans will more likely maintain the attention of students and increase the likelihood that they will be interested. A clear plan will also maximize time and minimize confusion of what is expected of the students, thus making classroom management easier. Another promising avenue is the integration of reflective practice into lesson planning. According to Farrell (2015), encouraging teachers to reflect critically on their planning decisions, classroom implementations, and student outcomes can foster continuous improvement and professional growth. Reflective lesson planning, supported by peer feedback and coaching, can help bridge the gap between theoretical planning and practical classroom realities. Future research could build on the current findings by exploring lesson planning in diverse educational contexts, such as under-resourced environments, online language learning, or multilingual classrooms. Longitudinal studies examining how teachers’ planning practices evolve over time and how these changes impact student outcomes would provide valuable insights. Moreover, research on the use of artificial intelligence and adaptive technologies in lesson planning could open new possibilities for supporting foreign language teachers. Investigating how digital tools can personalize planning

to learner profiles, automate administrative tasks, and suggest differentiated activities would be a fruitful area for innovation. These goals can be formulated from two perspectives: Teaching goals are the goals that a teacher has set for an hour, a unit of several teaching units or a school year. Learning objectives, on the other hand, are the goals or competencies that we hope students will achieve. In Chapter 1.1 we also talked about ability, willingness and should. For the desired change in the learner, the term competence expectation or performance expectation has recently been found in the literature (see Chapter 1.3). In this chapter we will talk about learning objectives in terms of lesson planning.

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