

УДК 811.111:378.147

## **ПЛАНИРОВАНИЕ УРОКА: ВАЖНЫЙ ЭТАП ЭФФЕКТИВНОГО ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА**

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Данная статья посвящена определению планирования урока английского языка в педагогическом аспекте, а также особенностям обучения по плану, умений и навыков. Актуальность изучения английского языка определяется его ролью в современном мире. Рассматриваются этапы планирования урока, которые являются главной задачей преподавателя. Авторы рассказывают об успешном зарубежном опыте, который им пришлось наблюдать самим, совершенство которого позволяет в полной мере применять положительный опыт обучения студентов в Кыргызстане. В наши дни, особенно в условиях развития глобальных компьютерных сетей, это язык передовой науки и техники, политики, торговли и межличностной коммуникации, т. е., без преувеличения, язык межнационального общения. Именно поэтому глубокое знание особенностей проведения урока английского языка, его содержания и структуры позволит педагогам перестроить преподавание английского языка в университетах Кыргызстана в связи с современными требованиями общества, что может значительно повысить качество обучения студентов иностранному языку.

*Ключевые слова:* планирование урока; эффективное преподавание; иностранный язык; обучение студентов; стажировка; саморазвитие; учебный процесс; переобучение; владение навыками.

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## **САБАКТЫ ПЛАНДОО: ЧЕТ ТИЛДЕРИН НАТЫЙЖАЛУУ ОКУТУУНУН МААНИЛҮҮ ЭТАБЫ**

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Бул макала англис тили сабагын педагогикалык аспектинде пландаштырууга, ошондой эле планга, көндүмдөргө жана жөндөмдөргө ылайык окутуунун өзгөчөлүктөрүн аныктоого арналган. Англис тилин үйрөнүүнүн актуалдуулугу анын дүйнө жүзүндөгү азыркы ролу менен аныкталат. Мугалимдин негизги милдети болгон сабакты пландоо этаптары каралат. Авторлор өзүлөрү байкаган ийгиликтүү чет өлкөлүк тажрыйба жөнүндө сөз кылышкан, аталган тажрыйбанын кемчиликсиздиги анын оң жактарын толугу менен Кыргызстандын студенттерин окутууда колдонууга мүмкүндүк берет. Бүгүнкү күндө, айрыкча, глобалдык компьютердик тармактардын өнүгүү шартында, англис тили алдыңкы илимдин жана техниканын, саясаттын, соода-сатыктын жана адамдар ортосундагы баарлашуунун тили, б. а. эл аралык байланыштын тили. Ошондуктан англис тили сабагын өткөрүүнүн өзгөчөлүктөрүн, анын мазмунун жана түзүмүн терең билүү мугалимдерге Кыргызстандын университеттеринде англис тилин окутууну коомдун заманбап талаптарына байланыштуу кайра түзүүгө мүмкүндүк берет, бул студенттерди чет тилине окутуунун сапатын бир кыйла жогорулатат.

*Түйүндүү сөздөр:* сабакты пландоо; натыйжалуу окутуу; чет тили; студенттерди окутуу; стажировка; өзүн өзү өнүктүрүү; окуу процесси; кайра окутуу; көндүмдөргө ээ болуу.

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## **PLANNING LESSONS IS THE MOST IMPORTANT STAGE IN TEACHING ENGLISH EFFECTIVELY**

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This article is devoted to the definition of English language lesson planning in the pedagogical aspect, as well as the peculiarities of learning according to the plan, abilities and skills. The relevance of learning English is determined by its role in the modern world. The lesson planning stages are the main task of the teacher. The authors talk about the successful foreign experience which they had to observe themselves, the perfection of which makes it possible to fully apply the positive experience of teaching students in Kyrgyzstan. Today, especially in the context of the development of global computer networks, this is the language of advanced science and technology, politics, trade and interpersonal communication, i.e. without exaggerating the language of interethnic communication. That is why a deep knowledge

of the characteristics of the English lesson, its content and structure, will allow teachers to restructure the teaching of English at universities in Kyrgyzstan in connection with the modern requirements of society, which can significantly improve the quality of students' instruction in this language.

*Keywords:* lesson planning; effective teaching; foreign language; teaching students; study placement; self-development; the learning process; retraining; proficiency in skills.

Planning a lesson before teaching it is generally considered essential in order to teach an effective lesson, although the nature of the planning and the kinds of information included in lesson plans can vary greatly. Experienced teachers generally make use of less detailed lesson plans than novice teachers and often teach from a mental plan rather than a detailed written lesson plan [1].

Also, lesson plans often differ from the lessons that teachers using them actually teach, since there are sometimes good reasons for departing from a plan, depending on the way a lesson proceeds and develops. Reviewing your lessons on a regular basis is a very useful activity as it enables you to better understand what worked well and what didn't work so well, and why [2]. Randall Gwin says that he's seen good teachers who write out their lesson plans as though they were writing out a script for a drama, even to the point of writing out the exact wording directions for exercises and the exact questions and examples they will use as prompts or explanations. He recommends such a wonderful technique of lesson planning especially for beginning teachers.

He's seen other good teachers give great lessons that were based on little more than fifty words in an outline on scrap of paper, but he has never seen great teachers who consistently fail to write lesson plans [3].

Developing the plan Randall Gwin developed the following form during his first year of teaching, and he still uses it whenever he can.

Let's consider procedures for planning lessons. The following lesson procedure form is developed at St. George International School at Trinity College in London which we attended in July, 2013 and got a TESOL Certificate:

#### **A. Steps in lesson planning**

Whatever type of lesson you are planning you can follow the same general pattern of planning.

1. Decide on what type of lesson you are planning i.e. what the main teaching point and aim is. This could be lexis, skills development, everyday English (situational-functional) or grammar (structural).

2. Choose a suitable context and situation(s) within which the language can be introduced and practiced. This should ensure the language is used, or skill is developed, in a natural and realistic way.
3. At this point it is worth thinking about exactly what you want the learners to be able to do with the language by the end of the lesson and brainstorm natural examples of this language. This should allow you to decide exactly what elements of language or skill the students need to learn and practice over the course of the lesson.
4. Now is the time to write your lesson plan aims and outcomes, think about anticipated problems and solutions and complete the other elements of the lesson plan template and start work on your procedure. You can think about filling in your procedure backwards as this can often help with planning timing.
5. Having done this, your lesson should be very clear in your mind and you can start thinking about creating or adapting materials, finding props and visual aids, and exactly how you are going to introduce the language you want the students to learn. Once again there is value in preparing materials backwards so as to ensure that aims are completed.

#### **B. It's worth remembering that...**

1. A written plan and procedure are there to help you organize your lesson clearly and check that it clearly follows all the suggested stages.
2. It is also a very useful way to check in the planning stage that there is enough variety in terms of activities and student interaction and that your lesson is not teacher centred and has plenty of STT.
3. Your plan and procedure are a working, living document which you should actively refer to and adapt before and during your lesson.
4. Use it during your lesson!
  - Script the key or difficult moments and put them in your plans
  - Underline, highlight or capitalize these important points you want to remember

- Refer to it as you teach e.g. attach it to the side of the board
- 5. You plan a lesson but you teach the students!
  - Don't just follow your plan and not interact with your students
  - Don't slavishly follow your plan if it is not working or you are running out of time – adapt!
  - Don't worry if you realize you've deviated in smaller ways from your plan – you can always recuperate or work your way around gaps and problems.

### **Presentation and Practice of New Language**

#### **A. Presentation Stage**

1. Set a good context.
  - It should engage the students in the topic of the lesson.
  - It should be personalized to those particular students, interesting, plausible, vivid and have relevance to their lives.
  - It should be simple, clear and unambiguous.
  - It should be natural: that context will naturally generate the target language.
  - Remember though that we don't elicit the target language until after we have finished setting the context. One should seamlessly flow into the other.
2. Elicit the target language.
  - Maintain the context and make sure the language surrounding the context is easy to understand and doesn't distract from the target language you are eliciting.
  - Make sure the same form is maintained. For example, don't slip from simple to continuous forms.
  - Make sure the same function is maintained and that it sounds natural and unambiguous in that context. For example, 'Can I...?' is a request for permission, while 'Can you...?' is a polite order, even though the forms are obviously related.
  - Remember that it's better to demonstrate meaning than explain it and that it is acceptable to give the target language, providing the concept is clear and none of the students give it to you.
3. Drilling.
  - Make the surrounding language simple so as not to distract away from the target language.

- As far as is natural, use the same surrounding language with all variations of the target language. For example, 'I went to the cinema' I 'I didn't go to the cinema' I 'Did you go to the cinema?'
  - Try to keep the sentences short and simple. Also remember that you can chunk and front/backchain.
  - Focus on word stress, intonation and aspects of connected speech as appropriate.
  - Bear in mind the potential for natural sounding substitution and chain drills.
4. CCQs.
    - The focus should be on the meaning and use of the target language.
    - As always, put yourself in your students' shoes. What could they have difficulty with or misunderstand? Is there any other form or function worth contrasting with the target language? Is there any other aspect worth highlighting, for example the register or formality of the target language?
  5. Boarding.
    - What you write on the board is what the students have as reference for the rest of the lesson and to revise from at a later date, so it makes sense to plan carefully in advance what you are going to write on the board and how it is going to look.
    - Include example sentences of the target language.
    - Highlight any key phonological elements e.g. key stress, intonation etc.
    - Break down the form as appropriate for clarity, focusing on any complexities e.g. auxiliary verbs.
    - Include a summary of the meaning and use.
    - Are there any diagrams or visual aids that can be included to reinforce the meaning?
    - Remember to maximise student input as far as is reasonable, e. g. spelling.
    - It is also an opportunity to re-elicite and re-CCQ the target language as you board it.
- #### **B. Practice Stage**
- This stage aims to provide the students with controlled practice of the target language.
  - From the perspective of the teacher it is an opportunity to check that the students have correctly understood the function and the form of the target language.

- It is an opportunity for the students to manipulate the form of the target language and recognize its meaning and use in the context
- Remember that the practice activity doesn't necessarily have to be written.
- In longer lessons it is common to have more than one practice activity: going from more controlled to less controlled-more options, more chances to make mistakes and greater choice in language to be used.

### **C. Production Stage**

A production activity could be any communicative activity that allows students free use of the language they process focusing on incorporating language they have just learnt. Normally, the activity or task will:

- Occur after the controlled /semi-controlled practice stages of the lesson
- Give students the opportunity to produce language actively that has previously been practised in a more controlled way
- Allow students to combine the target language with their existing L2 knowledge
- Provide opportunities for personalization, creativity, unpredictability, a lessening of self-consciousness and dependence on the teacher
- Allow for the use of the target language in a natural, realistic, authentic and free way

### **Context Setting**

#### **A. Contextualisation**

Imagine you want to do a lesson on vocabulary related to household items. Choose the best way to start the lesson:

- Walk in and give the students a gap fill activity where they have to complete individual sentences with a word, e.g. 'The cat sat on the.'

or

- Walk in and after having said hello to the students, start asking them about where they live and if they like it there.

The communicative approach is based on the idea that students learn best when using language in realistic and authentic ways. This is because by using it in a natural context the language's meaning and use become clear.

This means that at the start of every lesson we should always set a context which establishes

a natural and realistic topic within which the language of that lesson will be studied.

#### **B. The Purpose of a Context Setting Slot**

- Allow the students' brains to slowly warm up.
- Get the students engaged in the topic of the lesson.
- In doing this, the students' current knowledge of the topic will come to the surface (a.k.a. activation of schemata)
- Lead naturally and seamlessly into the actual language focus of the lesson (a.k.a. generative) and ideally also create a need for the language itself

#### **C. What makes a good context setting?**

- Is it interesting in itself- memorable, amusing or vivid?
- Is it plausible and something the students can relate to?
- Who is doing most of the talking? Having interaction with the students is vital and having them talk is the easiest way to judge whether or not they have understood the topic of the lesson and how much they already know. Remember you don't necessarily have to be the center of attention!
- Is it going to lead naturally towards the target language of the lesson? Remember your context setting isn't about eliciting your target language; it's about setting up a situation and environment which will make eliciting much easier.

#### **D. How can we set the context?**

We can set the context in a variety of ways and providing the above points are covered, pretty much anything goes! In terms of techniques many of them aren't that dissimilar from eliciting. Here are some examples.

- The teacher comes into the class dressed in a certain way or starts miming and acting.
- The teacher tells a short story (T had a terrible journey into work today...').
- Using visual aids and pictures.

Whichever way you start, remember you should be interacting with the students and ideally they should all have a chance to speak, even if it is only very briefly to their partner.

the language

#### **Drilling**

##### **A. What is drilling and why do we do it?**

A drill gives highly controlled practice of a word or chunk of language. It concentrates on

one particular feature of the language and practises that intensively.

It aims to aid memorization of the new language through repetition and pronouncing it recognizably. This should give the learners confidence in producing the language item and help them manipulate the item automatically.

#### **B. When do we use drilling?**

- During the presentation when students have already been made aware of the language meaning and context.
- In the controlled practice stage, e.g. closed pair drills or mill drills
- For quick remedial work during error correction

#### **C. How long for?**

In short bursts, and about five minutes in total is plenty. Exactly how long obviously depends on how difficult they find that particular item of language.

Drills can become mechanical and repetitive quite easily, which can lead to them becoming meaningless and boring. Always try to make them as meaningful as possible, reflecting something that the students would really actually want to say. This might well mean putting the word in a wider phrase or expression.

You need to put some energy in to them, and they need to be quick, varied, snappy and fun.

#### **D. Types of Drill**

- **Choral drills:** As a whole class or in groups or even pairs. Think about the groupings e.g. by sex, nationality, age, clothing, position in the room.
- **Individual drills:** Nominate a student using an open hand gesture (no pointing!). You can either go in lockstep around the class in order or randomly. It's an opportunity to focus on errors, but instead of you modeling repeatedly try to encourage self- or peer-correction. Probably better after choral drills, so that learners have already had a chance to become familiar and reasonably confident with the target language.
- **Changing the tone:** Remember that especially with choral drills you can also change the tones, e.g. whisper or shout, or also attach an emotion e.g. say it happily.

- **Substitution drills:** Allow students to be manipulating the new language, for example changing the information around the new language. Use pictures or single words as prompts.
- **Open or closed drills:** When students drill in pairs, either in front of the class or all at the same time. Works best for question-answer/statement-response.
- **Chain drills:** As above, but instead of in pairs, students go around the class in a chain.
- **Back or Front Chaining:** used to correct learners or help with the pronunciation of longer words or utterances. Starting from the end or the start you build up in chunks, e.g. 'ble' – 'table' – 'vegetable'
- **Language Lab:** Drilling is an important part of language lab learning, but where the student controls the pace and length of drill him/herself [4].

**Conclusion.** There are no simple formulas for lesson plans, because what constitutes an effective lesson will depend on many factors, including the content of the lesson, the teacher's teaching style, the students' learning preferences, the class size, and the learners' proficiency level. A lesson plan will reflect your assumptions about the nature of teaching and learning, your understanding of the content of the lesson (for example, what you have learned from your coursework about paragraph organization, the present perfect tense, or reading for main ideas), your role in the lesson and that of your learners, and the methodology you plan to implement (for example, cooperative learning, process writing, or a communicative approach).

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