ОБРАЗОВАНИЕ,

НАУКА И ИННОВАЦИОННЫЕ ИДЕИ
В МИРЕ

ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ

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PLANNING THE LESSON

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Annotation The following work deals with the issue of communicative teaching methods, mainly TBLT (Task-Based Language Teaching) approach, which are one of the most fundamental problems of modern EFL teaching. Unlike other methods, Task-Based Language teaching offers an alternative for language teachers. A natural context is developed from the students' experiences with the language that is personalized and relevant to them. The main focus of this approach is the process rather than the product. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

Аннотация Данная работа посвящена проблеме коммуникативных методов обучения, в основном подходам TBLT (Task-Based Language Teaching), которые являются одной из самых фундаментальных проблем современного обучения английского языка. В отличие от других методов, обучение на основе задач предлагает альтернативу для учителей языка. Естественный контекст развивается из опыта студентов с персонализированным и актуальным для них языком. Основным направлением этого подхода является процесс, а не продукт. Учащиеся изучают язык, взаимодействуя коммуникативно и целеустремленно, занимаясь задачами.

Introduction

When we are planning our lesson, we should have clear goals and objectives of what we teach, how we teach and how the learner receives. As Dr. Azizov suggested goals and objectives are road maps: a road map because it supports both students and teachers in the teaching and learning of languages. In CLT three types of goal are suggested:

Cognitive (what students will know), performance (what students will do), and affective (how students will feel). The tripartite goals are rooted in learning as a thinking, doing, and feeling activity, because there is an implicit link between cognition and emotion to mediate the inter psychological/intra psychological (Johnson & Golombek, 2016), because the choice is not whether to feel or not, since emotions are inevitably present in any teaching and learning event. I have designed goals and objectives for my ISS class.

By the end of the lesson, students will be able to:

Cognitive: know 13 vocabulary words concerning the topic "Computers and Internet": link, sign in, attachment, e-book etc.

Performance: design at least one mnemonic according to the introduced ones: acronyms, acrostics, method of Loci, grouping etc

Affective: feel confident and motivated to use the 13 vocabulary words with their peers and to acquire new words in more effective and interesting way. These are the **GOALS** of a lesson.

The OBJECTIVES of a goal are the steps that a student will need to do to achieve a goal. Objectives are the fine details that you may put into your lesson plan. For instance, (Cognitive): know 13 vocabulary words: link, sign in, attachment, e-book etc. and new way to remember much information in a short period of time: mnemonics

a) Listen to the teacher explain the denotation and connotation of the words;

b) Explain to a partner the meaning of the words

(Performance): design at least one mnemonic according to the introduced ones: acronyms, acrostics, method of Loci, grouping, etc.

a) Compose acronyms and acrostics using the list of words given above;

b) Switch with a partner;

(Affective): feel confident and motivated to use the 13 vocabulary words and to acquire new words in more effective and interesting way

a) Students make a choice of a suitable strategy for them to use in future in their own career or to recommend to learners.

Lesson Planning – Into, Through, and Beyond

1. What kind of competence(-ies) are you trying to address in the lesson plan (i.e., linguistic, sociolinguistic, pragmatic, strategic, and/or all the competencies) I am going to use linguistic, sociolinguistic and strategic competencies in my chosen lesson. Linguistically, I teach them new vocabulary on "Computer and Internet" topic. Furthermore, they will learn about mnemonics-new effective strategies to remember information that cover strategic competence.

2. Which methodological approach and/or language teaching principles are you trying to achieve? Task-based language teaching has been widely used for language classroom. Using tasks as main activities, task-based materials was developed particularly for ISS class. I have planned to use Task-based language teaching. Because TBLT allows the language learners to learn something focusing on both, process-oriented and product oriented. The language learners are also given a chance to discuss their work later after the tasks done. This will be becoming very interesting for the students because they can also work with their peers and discuss their tasks at the end of the discussion.

3. How will you assess what you are trying to measure (i.e., Assessment-*for*-Learning and/or Assessment-*of*-Learning)? I think I will be using Assessment-of –learning.

4. Will you be teaching a competency through speaking, listening, writing, reading (or) all of the above? I will be teaching independent study skills

(how to become an autonomous learner) via the method task-based language teaching.

5. Please, keep in mind how the lesson plan you create will fit into the syllabus of the course and the overarching national standards. More specifically, what are the specific goals (i.e., cognitive, performance, and affective) that you want to achieve; or, are the goals/objectives of your lesson being created from a backwards design perspective? The topic I have chosen is "Improving memory: Computers and Internet" which fully suits syllabus of the course and the national standards. Specific goals are as follows:

Cognitive: to teach 13 new words on *Computer and Internet* topic and new strategies of remembering much information in a short period of time. The words are: attachment, e-book, sign in, link, e-mail, delete, download, password etc.

a) Listen to the teacher explain the denotation and connotation of the given words; and

Performance: design own acronym, acrostics using the given words

a) implement the method of Loci (visualizing) and grouping in remembering the given list of words;

b) make a choice of the most suitable mnemonics to implement it in autonomous learning;

Affective: feel confident and motivated to use the learned vocabulary words with their peers.

a) students acquire new words in more effective and interesting way;

a) students get feedback from each other and the teacher about their task.

Lesson Planning Workshop

I had a microteaching in the topic "Improving memory: Computers and Internet". My Graduate project work theme is "Developing communicative competence via Task based language teaching (TBLT)". The main goal of my lessons is to teach how to write recipes in a task-based learning

Positives: The atmosphere in the lesson was good. The students were enthusiastic. They tried to work cooperatively and developed their vocabulary and independent study skills. Areas to improve: I should work on setting objectives as mine was too generic instead of being specific and to follow Bloom`s taxonomy while planning a lesson. I appreciate so much a support of my supervisor and want to share her feedback: It would be great if the assessment part had more interactive patterns rather than questioning individuals, and the teacher's instruction had a more neutral and imperative tone. Overall, the lesson could achieve the target output to introduce new words along with mnemonic devices."

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