

## DEVELOPING CLT BASED LESSON PLANS



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### ABSTRACT

*This papers discusses the importance of designing lesson plans in order to create an effective learning and teaching atmosphere and to achieve a desired outcome which are required in National Standard for teaching and learning foreign languages. The analyses of the results of EFL teaching and learning in Uzbekistan within the last decade can point out some problems in this sphere as the task achievement of the NS is not fully responded. The conducted research on the particular topic may suggest the frame of lesson plan to analyse the quality of the lesson plan.*

**Keywords:** *CLT method, creating lesson plans, teacher-centered, effective teaching, outcomes, TTT (teacher talking time)..*

### АННОТАЦИЯ

*В этом документе обсуждается важность разработки планов уроков для создания эффективной атмосферы обучения и преподавания и достижения желаемого результата, который требуется в Национальном стандарте для преподавания и изучения иностранных языков. Анализ результатов преподавания и обучения английскому языку в Узбекистане за последнее десятилетие может указать на некоторые проблемы в этой сфере, так как задача достижения НС не решена в полной мере. Проведенное исследование по конкретной теме может предложить структуру плана урока для анализа качества плана урока.*

**Ключевые слова:** *Метод CLT, создание планов уроков, ориентация на учителя, эффективное обучение, результаты, TTT (время разговора учителя).*

### INTRODUCTION

Literature review: It is stated that different types of the students have different language needs [Richards, 2001: 101p]. Technology is influencing language teaching and learning process as a medium of daily life conversation [Ralston, 2012: 223p].

#### I. The CEFR implementation in Education system in Uzbekistan

The curriculum designed in 2013 is based on National Education Standard on Foreign languages. The content objectives of the curriculum are to make learners be

able to participate in job interviews, be aware of future their job etiquette, follow time management and etc. Although GTM method were replaced with CLT method, grammar was not ignored but integrated. Since the level is B1, B2, C1, C2 most grammar topics are considered to be acquired and selected due to the listening and reading materials.

## DISCUSSION AND RESULTS

Although the proper criteria have been mentioned in National Standard the desired outcomes are not as successful as expected. After analysing the teaching and learning process some problems and issues related to this process have been found. The most important reason for this particular situation is not paying attention to implementation process. Majority of the teachers were taught through GTM and ALM method while they were studying at secondary school, high school even at university. CLT method seem to be totally new method and approach for most of the teachers in Uzbekistan. As a result, while creating lesson plans most EFL teachers may ignore the criteria for CLT method. This misunderstanding leads to teacher-centered learning and teaching atmosphere which is mostly popular for GTM and ALM method. Although knowledge about language such as grammar and vocabulary teaching should be integrated according to CLT method, the dominant aspects of Language teaching remains grammar and vocabulary in observed lesson plans. The other problem with lesson plans might be similarity. Almost all English teachers in one region are required to use the same template or even the same lesson plan. This requirement may limit the Teacher's creativity. If the teacher cannot use and develop his/her creativity how he/she can help his learners thinking skills which are very important for productive skills.

### Creating effective lesson plans:

Developing curriculum is just theoretical part of effective teaching. CEFR requirements for language proficiency level, objectives and desired outcomes of Language courses have been mentioned in National Standard. However, the question how to achieve the results or outcomes of this process has not been answered. That is to say, methodological guidelines about CLT methodology for teachers who mostly got their degree through ALM and GTM method should be provided. In order to implement all these theories a teacher should design a lesson plan and must include language and content objectives of the course. While planning your lesson you must add or skip some activities because while you are following formal curriculum hidden curriculum should be kept in mind. While planning my

lesson plan for new year teachers should change some activities in the textbooks taking into consideration their language learners individuality. Yet, language and content objectives were the same with the previous year lesson plan. It is very important that teachers must avoid TTT (teacher talking time) but I would not say the role of a teacher is passive. To support students with clear instructions, observe the learning process and supply learners with the feedback are also the feature of an effective lesson plan. Keeping portfolio task, the task for self-evaluation is really helpful for learners to make progress. Besides review tasks at the end of the unit and portfolio tasks, presentations prepared in the sub groups using CLT methods such as PBL (project based learning) and TBL (Task based learning) also can ensure successful learning outcome. As one of the criterion of CEFR to encourage EFL learners to use the languages in real life, lesson plans should cover both, language and content objectives. In order to increase the effectiveness lesson plans the other techniques scaffolding, differentiating the instructions should be reflected in learning and teaching process.

The lesson plan which is based on SIOP model can be one of the suggestions (not requirement) for EFL teachers whose aim to conduct CLT based lessons.

<b>Unit 1:</b> My country my pride <b>Lesson 1.</b> Welcome to Uzbekistan	<b>Level:</b> Intermediate/B1	<b>Time:</b> 80 minutes
<i>Teacher: Tillyeva N. V</i>		<i>Date: 05.10.2019</i>
<b>At the end of the lesson students will be able to...</b>		
<b>Content objective(s);</b> ✓ describe sightseeing of Uzbekistan ✓ Working as guide.	<b>Language objective(s):</b> ✓ <b>Listening</b> -listen and writing simultaneously/Note taking skills ✓ <b>Reading</b> -identify the details ✓ <b>Speaking</b> -describe locations ✓ <b>Writing</b> - write a report about the places	
<b>Target vocabulary:</b> <i>campsite, handmade, spiritual, ancient, stream, valley, seaside, port, oversea visitors,</i>		

<i>traditional houses, local produce, crystal clear, public transport, shopping malls, fresh air, traffic jam</i>		
<b>Equipments and supplemental materials:</b> white board, marker, laptop, projector, speaker, handouts, dictionaries, pens, posters,		
<b>Building background:</b> •Talking about home town		
<b>Scaffolding techniques:</b> •Clear instruction •Discussion •Team building •Self-evaluation •Self-study		
<b>Interaction</b> •Whole class •Pair work •Mini groups •Individual		
<b>Lesson preparation</b>		
<b>Time</b>	<b>Material</b>	<b>Instruction</b>
10 min.	Handouts1	<ul style="list-style-type: none"> <li>Put students the students in 3 groups according to their date of birth. Each group should consist of 3-4 students</li> <li>Ask the students to find the places on the map of Uzbekistan .</li> </ul>
10- min.	Handout 2	<ul style="list-style-type: none"> <li>Ask the students to match the given words with their definitions. Have them to complete activity alone. Then ask them to compare their answers at the end. The students may use the dictionaries if some of them having difficulties due to their level.</li> </ul>

15-min.	Handout 3 <a href="http://www.travelbar">www.travelbar</a>	<ul style="list-style-type: none"> <li>• Play the video about Mickela Malozzi’s travelling to Uzbekistan. Ask the students, to take notes while they are watching video.</li> <li>• Explain the students they should listen to for detailed information in order to answer the questions in Handout 3.No more than two words should be written to fill the gaps.</li> </ul>
15-min.		<ul style="list-style-type: none"> <li>• Ask the students to answer the questions below. Questions should be asked orally.</li> <li>• Why do people usually travel?</li> <li>• Why sightseeing places of Uzbekistan have you visited so far?</li> </ul>
10 minutes.	Handouts 4A	<ul style="list-style-type: none"> <li>• Ask the students to count turn by turn. Put the students in 2 groups. All even numbers should join in group A, all odd numbers should build the other team Group B. Explain the class that Group A is going to read the Passage about Yurt Camp Nurata while Group B is going to get information about Zamin by reading the given passage in Handout 4A. Give them 3 minutes for individual silent reading.</li> <li>• Put the students in pairs. A student from Group A and a student from group B are to discuss the questions in Handout 4 B.</li> </ul>
15 minutes.		<ul style="list-style-type: none"> <li>• Encourage the students to make a list of place of sightseeing places of Uzbekistan that you would like to invite your oversea friend. Students will work in pair. High level students should interact with low level students. High level students prepare low level students to speak.</li> </ul>

5 minutes.	<ul style="list-style-type: none"> <li>• Ask the students to make a list of vocabulary which they have learned today</li> <li>• Instruct the students to write a report about sightseeing places of Uzbekistan using the vocabulary and information that have been acquired during the class. Encourage them to use the link to get more information about writing a report <a href="http://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/report">http://learnenglishteens.britishcouncil.org/skills/writing/upper-intermediate-b2-writing/report</a></li> </ul>
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### HANDOUT 1.

Find the names of the places marked with the numbers.



### HANDOUT 2

Match the words with their definitions

1. ancient (adj)	a. to destroy or ruin
2. devastate (v)	b. shaking of the ground
3. handmade(adj)	c. something that makes <a href="#">people want</a> to go to a <a href="#">place</a>
4. massive (adj)	d. large and heavy
5. beauty (n)	e. made using the <a href="#">hands rather</a> than a <a href="#">machine</a>
6. attraction (n)	f. old or from a <a href="#">long time</a> ago
7. earthquake (n)	g. <a href="#">relating</a> to <a href="#">deep feelings</a> and <a href="#">beliefs</a>

8. spiritual (adj)

h. something that is  
an excellent example of its type

HANDOUT 3. Listen to the tape and complete the sentences. Write no more than two words

1. Mickela Malozzi is a \_\_\_\_\_ , \_\_\_\_\_.
2. Tashkent was devastated by \_\_\_\_\_ \_\_\_\_\_.
3. The main attraction of Tashkent is \_\_\_\_\_ \_\_\_\_\_.
4. The 14th century ruler is \_\_\_\_\_ \_\_\_\_\_.
5. Shopping is a \_\_\_\_\_ \_\_\_\_\_ activity in any city of  
Uzbekistan
6. Mausoleum of Amir Timur is a perfect example of \_\_\_\_\_  
\_\_\_\_\_.
7. Tamerlane's two sons and two grandsons and his \_\_\_\_\_ \_\_\_\_\_  
were also buried in the mausoleum
8. Samarkand is known for the \_\_\_\_\_.

***HANDOUT 4 Read the passage .***

### Yurt camp Nurata

Explore the ancient sights from the time of Alexander Great in Nurata city. Stay in the Yurt camp and explore the desert landscape walking around the dunes or riding on the camels. Take a walk to the desert village ‘Dungalak’ (4 km / one way) to get to know the daily livelihood activities and land use practices of the desert inhabitants. Ride on the camel or drive by car to explore countries largest man-made Lake Aydarkul located 8 km to the south-east from the Yurt camp. Enjoy the evening around the camp fire listening to the traditional songs of local bard.

**Best time: April – end of June, September-November**

Welcome to Zamin Travel Uzbekistan!

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**Read the text and find if the following sentences true (T) or false (F).**

**Correct the false sentences.**

1. Nurota is one of the modern part of Uzbekistan. \_\_\_\_\_
2. Yurt Camp is a bright example of the lifestyle of Uzbek people. \_\_\_\_\_
3. Camels are the main part of the entertainment of Nurota Camp. \_\_\_\_\_
4. There is nothing to do in the evenings in this camp. \_\_\_\_\_
5. Aydarkul is not a natural lake. \_\_\_\_\_
6. The culture of Uzbekistan is various \_\_\_\_\_
7. The Pamir mountain range is situated between two countries. \_\_\_\_\_
8. Zamin is the part of the desert \_\_\_\_\_
9. The other part of the Tian-Shan mountain range is Kirghizstan . \_\_\_\_\_
10. Zamin is very comfortable for having arrest by walking. \_\_\_\_\_



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