Designing Lesson Plans in CLT Method

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ABSTRACT

This article focuses on creating effective lesson plans and presenting their main principles which should be taken into consideration all the time in Communicative language teaching method(CLT). Besides that, implementing matters of CLT method in Uzbekistan higher education universities, especially in teaching ESP students.

Keywords:	Communicative language teaching, learner-centered classroom, lesson plan, learning objectives, goals of lesson, formative assessment, summative assessment

Introduction

The goal of learning any language is to be able to communicate with people using it. When students attempt to learn a new language, their primary goal is to communicate with others, particularly native speakers. To facilitate this process, communicative language teaching (CLT) has grown in popularity and is regarded as one of the most successful ways among instructors and professionals in this field. It covers innovative techniques to teaching foreign languages, particularly English. CLT organizes lessons through learner engagement and encourages them to speak in the target language as much as possible, resulting in learner-centered classrooms rather than teacher-centered ones.

Many researchers and scholars also have different ideas regarding the issue. In the fact of that, Z.Mirbabayeva states (2021) The Communicative Language Teaching technique offers several benefits to instructors and learners who want to engage in successful language learning contexts. Some potential hurdles, however, may function as disadvantages in the teaching and learning environment. The section that follows lists some of the potential stumbling blocks. First and foremost, there is a dearth of linguistic skills. In reality, some teachers may be unable to address specific questions regarding the target language, sociolinguistics, or culture that occur during classroom interactions.

As we have seen, the CLT has many advantages and important features while teaching languages. Now, let's look through how lesson plans are designed if the teachers want to conduct lesson via this method.

The principles of designing lesson plans in CLT

What exactly is a lesson plan?

Lesson planning is the action that the instructor does before to the actual lesson. A lesson plan is a thorough description of the instructional techniques and learning activities that will be carried out during the teaching/learning process.

Ambrose explains (2010) that A lesson plan is the instructor's road map for what

students must learn and how it will be accomplished efficiently during class time. Then you may create relevant learning activities and ways for obtaining feedback on student learning. Having a thoroughly planned lesson plan for each 3-hour lesson gives you greater confidence in the classroom and increases your chances of having a meaningful learning experience with your students.

A great lesson plan targets and incorporates three critical components:

-Objectives of Learning

-Activities for learning

-Assessment to ensure student comprehension

A lesson plan, while not thorough, provides you with a basic summary of your teaching goals, learning objectives, and methods for achieving them. A fruitful lesson is one in which both students and the teacher learn from one other, rather than one in which everything goes perfectly as planned. You may find an example of a three-hour lesson plan here[1].

Before you can design your class, you must first establish the lesson's learning objectives. A learning objective specifies what the learner will know or be able to accomplish after the learning experience, as opposed to what the learner will be exposed to during teaching (i.e. topics). It is often written in a manner that students can understand and is clearly tied to the program learning goals. The following qualities of clear learning objectives are shown in the table below:

STEPS FOR PREPARING A LESSON PLAN BEFORE CLASS

Some stages for creating your lesson plan before class are listed below.

1.Characteristic Description:

Tasks that are clearly specified-Free of jargon and sophisticated terminology; specify precise and attainable objectives (such as 'describe,' 'analyse,' or 'evaluate') rather than nonspecific ones (such as 'appreciate,' 'understand,' or 'explore').

Important learning objectives-Describe the vital (rather than inconsequential)

learning that a student must obtain in the course.

Achievable- Can be completed within the time frame specified, provided appropriate resources are available.

Observable and quantifiable-Can be exhibited in a concrete form; may be assessed; and achievement and quality of achievement can be seen.

Just and equitable-All pupils, including those with impairments or restrictions, have an equal opportunity to succeed.

2.Plan activities of a lesson

When developing learning activities, keep in mind the sorts of activities that students will need to participate in in order to build the skills and information needed to demonstrate effective learning in the course. Learning activities should be closely tied to the course's learning objectives and give opportunities for students to engage in, practice, and get feedback on particular progress toward those objectives.

3. Make a plan to measure student comprehension.

Assessments (e.g., exams, papers, problem sets, performances) allow students to exhibit and practice the knowledge and abilities defined in the learning objectives, while also allowing instructors to provide specific feedback that can direct future learning.

Assessment planning helps you to determine whether or not your pupils are learning. It entails making judgments on:

-the quantity and type of assessment assignments that will best enable students to show the lesson's learning goals

Examples of various evaluations

Formative and/or summative assessment

The criteria and standards that will be utilized to determine evaluation decisions

Student responsibilities in the assessment process are defined by rubrics.

Self-assessment

Peer evaluation

The weighting of individual assessment tasks, as well as the mechanism through which

[1] Ambrose, S., Bridges, M., Lovett, M., DiPietro, M., & Norman, M. (2010). How learning works: 7 research-based principles for smart teaching. San Francisco, CA: Jossey Bass

individual task judgments will be integrated into a total course grade

Students must be given information on how various assignments will be weighted and merged into an overall mark. Delivering input to students on how to enhance their learning as well as giving feedback to instructors on how to improve their teaching.[2]

Principles of Communicative Language Teaching lesson plans:

-Encourage learners to explore and put what they've learned to the proof.

-Provide opportunities for students to improve their accuracy and fluency.

-Connect the various abilities, such as speaking, reading, and listening, because they typically occur together in the actual world.

The Communicative Approach is a natural approach to teaching English as a second language. As a result, communications are tied to some widespread usage of the language. You can create lesson plans that include communicative drills and pair work, followed by dialogues and writing projects.

Wesche and Skehan defined CLT lesson plans (2002)as:

• Activities that demand regular contact among learners or with other interlocutors to share information and solve issues.

• Authentic (non-pedagogic) texts and communication activities linked to "real-world" contexts, frequently emphasizing links across written and spoken modes and channels.

• Learner-centered approaches that take into account learners' backgrounds, language needs, and goals, and generally allow learners some creativity and role in instructional decisions.

Conclusion

To summarize, the communicative method in ESP training provides a lot of benefits to nonlinguistic university students. This is due to the advent of this strategy based on conventional teaching methods combined with the incorporation of current teaching technology.

The interest of students is taken into account while developing methodological suggestions and exercises, implying that the goal of this technique is to stimulate students to study and acquire a foreign language. Using a multi-level approach and age groups aids in the development of a well-rounded personality with a broad viewpoint, a set of values, and the ability to think critically, evaluate, and analyze information acquired.

As a result, the communicative style is focused on an individual approach, with the goal of providing each student with high-quality information.

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