

ПРАВИЛЬНАЯ ОРГАНИЗАЦИЯ И ПЛАНИРОВАНИЕ ЗАНЯТИЯ ИНОСТРАННОГО ЯЗЫКА ABOUT CLASSROOM MANAGEMENT AND PLANNING A LESSON

Аннотация. Особое внимание в данной статье уделяется правильной организации занятия и вопросам, связанным с необходимостью создания творческой атмосферы в группах для успешного овладения иностранным языком.

Summary. In this article special attention is given to classroom management and problems concerned with the necessity to create an open atmosphere to acquire a language successfully.

As teachers we spend a considerable amount of time on discipline, which can be a tough part of our job. It is easy to feel frustrated in the search for new ways to create an environment in our classroom where students can achieve and feel satisfaction.

Effective classroom management can be achieved if we encourage students to be self-disciplined. For example, when we want students to learn addition, we teach the concepts, demonstrate how to apply the skills, and allow time for practice. We support the students with praise and recognition when successful or, when unsuccessful, with correction and reteaching. In the same way, students need to be taught the concepts of self-discipline, shown how to be self-disciplined, and then given time to practise. Students need praise and recognition for successful attempts at demonstrating self discipline and they need to be retaught and/or corrected when attempts at self-discipline are unsuccessful.

School Characteristics

- Students are involved in making school rules.
- School rules are clear, positive, and stated in behavioural terms.
- Rules are enforced consistently.

Students are expected to succeed at following school rules.

- Rules are taught with the same care, clarity and priority used to teach other subjects and students are provided with opportunities to learn, practice and be successful.
- The focus is on rewarding rather than punishing behaviour.

Teacher Characteristics

- Teachers are consistent in what they say and do.
- Adherence to commitments is evident.
- Students are treated with respect and courtesy.
- Teachers have high expectations of all students.
- Students understand the consequences of their behaviour.
- Group closeness is promoted by arranging cooperative activities, by discouraging competitive cliques and by being careful not to show favouritism.

Classroom Characteristics

- Problems are prevented by teaching and demonstrating classroom rules and procedures at the beginning of the school year, then allowing time for students to practise.
- Classroom rules are consistent with school rules.
- Students are provided with frequent, specific, positive feedback on both academic work and behaviour.
- Personal and social skills are taught through lessons on conversation, listening, helping and sharing.
- Well-planned lessons with materials prepared in advance are taught at a brisk and appropriate pace so students stay on task.
- Long periods of delay and confusion are avoided by using smooth, brief transitions between lessons and activities.

The following four points define the key areas to consider when planning a lesson:

- The aim of the lesson.
- The new language/structures/contexts to be introduced.
- The overall organisational framework.
- The specific role of each stage of the lesson.

The aim of the lesson should designate a specific goal which can be realistically achieved by the end of the class. It should form one part of a longer-term target such as a specific level of competence for students to reach over a term or the whole school year.

The aim of the lesson will probably involve an element of novelty, with the class being exposed to a new way of thinking or new vocabulary and grammar.

In order to achieve the goal, it is necessary to organise the lesson into different stages or types of activity. This is particularly important when teaching a mixed ability class or when taking into account different learning strategies.

Once broken down, each stage of the lesson should become a more manageable unit with all activities geared towards the final aim.

Here's a great way to motivate your students and give them global language practice in a real context. It works even better if the teacher takes a step back and allows the students to take on more responsibility.

Before you start, be sure to create an open atmosphere in the class: the students have to be ready to participate! Some communication activities based on discovering one another's personalities can help. Try using horoscopes to get the students actively talking about themselves and each other.

Get the class interested; make the classroom a place where students can respond positively and creatively. Music, films, and stories make interesting input. Or encourage the students to brainstorm and set them class problems to solve together.

Step 1

Find something that interests all of your students and get them to devise a project based around it. The project could involve real research, collation of information and presentation of results. An example might be interviewing tourists of different nationalities to find their impressions of the students' home town. Encourage the students to think of their own topic!

Step 2

Once they have identified their preferred subject, they can be divided into groups who share particular ideas or sub – interests. Then they should set objectives. The project could last only a few weeks or take the whole academic year. Make it clear how long they have and encourage them to set attainable goals.

Step 3

The groups can create, in English, an outline of the project and a statement of intent. They could also keep a project diary and begin to conduct the necessary research. This may involve some first language, but check that they keep the diary and the results in English. If the project is suitable, the students can devise a questionnaire in English and use it to interview one another or foreign tourists.

Step 4

Each group can give reports to the class in English on how their project is progressing. Finally, at the end of the project, the groups decide how to present their results. For example, they could use posters, graphic data or slides, etc.

Step 5

Gather the class together at the end to collate the findings of each group into an overall picture. Why not allow the class to make something really satisfying from their work, like a class video?

Do you always speak to your class in English, or do you sometimes use their first language?

Perhaps you don't always feel confident enough to use English to respond naturally when unexpected things happen in the classroom?

Or maybe you have always considered it more helpful to the students to give them instructions and corrections in their own language?

Modern language teaching theorists don't always agree, but there is a great deal of consensus about two interesting points: the belief that to acquire a language successfully learners need a great deal of exposure to the target language and that exposure needs to happen in a meaningful communicative context.

Learning and 'acquisition' are two complementary processes: learning is active and deliberate and takes place from the teaching focus in the classroom, but it needs to be supported by a simultaneous 'soaking-up' of the language. So using English in the everyday communicative contexts of the classroom is an essential support to students' learning.

It isn't difficult for a teacher to predict likely situations and rehearse the language needed to deal with them. But the potential benefit to the students of experiencing English as a 'real' means of communication rather than 'just another school subject' are very significant. Try these questions below to explore your use of English.

<i>Do you use English to:</i>	Never	Sometimes	Usually
• give instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• discuss what the students do out of class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• take the register?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• ask the students' opinions, ask them to do things, or give them permission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• say hello and goodbye?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• describe the sequence of events in a lesson summarize past lesson and anticipate future ones?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• correct students' errors and present language focus points?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>