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Учет возможностей педагогического взаимодействия при планировании учебных занятий

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Аннотация: Статья посвящена проблеме планирования занятий иностранным языком. Автор подчеркивает необходимость планирования занятий не только с точки зрения рационального деления занятия на этапы и распределения учебного времени. Преподавателю иностранного языка важно уметь четко прописывать инструкции к упражнениям, методически и лингвистически корректно формулировать задания и вопросы. Говоря об организации учебного процесса, автор поясняет, каким образом правильно спланированная иноязычная речь преподавателя может способствовать повышению эффективности учебного занятия по иностранному языку.

Ключевые слова: планирование учебных занятий, педагогическое взаимодействие, язык классного общения, педагогический этикет

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Original Article

Teacher-Student Interaction and Lesson Planning

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Abstract. The article looks at planning foreign language lessons. The author emphasizes the importance of not just structuring and timing lessons appropriately, but of taking into account, while planning a lesson, teacher-student interaction. Foreign language teachers should also be able to formulate questions, tasks, and instructions to exercises correctly, concisely and clearly. The author quotes examples to show how carefully pre-planned teacher talk can enhance the effectiveness of the foreign language classroom.

Keywords: lesson planning, teacher-student interaction, classroom language, classroom etiquette

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INTRODUCTION

Teacher training of novice foreign language teachers and teacher development of in-service school teachers and university lecturers has been one of the priorities of Moscow State Linguistics University since its foundation. The university has turned out thousands of highly-qualified foreign language teachers, and each generation of would-be teachers and teacher-trainers has to face new challenges. Today, one of them is the intensification of the foreign language course for professional and academic purposes, we need to specify the content of teaching for future lawyers, political analysts, public relations experts, etc. One of the problems is to strike a reasonable balance between Language for general purposes and Language for specific purposes.

In language teaching, decision must be made as to whether a learner or group of learners requires mostly a foreign language for General Purposes or mostly for Special/Academic purposes, which means that we need to determine the content of learning and teaching: on the one hand, we need to decide how much of what we teach is absolutely necessary for our students to be communicatively competent at a reasonable level. On the other hand, we must decide and understand how much we can manage to teach within the teaching time available.

A related problem is whether we should teach a major course (law, economics, engineering, and so on) and the foreign language course simultaneously, or whether our students should get their first degree, and only then do a language course, when they really understand how much language they need, or whether they need it at all.

The problem of selecting a reasonable amount of teaching matter (of teaching input) suggests that we are to make our foreign language classes as efficient as possible, as intensive as possible.

What is of no less importance is the teachers' linguistic competence. Good language teaching characteristics include, in particular, a thorough knowledge of the linguistic systems of foreign language phonology, grammar and discourse, as well as well-developed speaking, writing, listening comprehension, and reading comprehension skills.

Unfortunately, the potential of the classroom language as a powerful teaching tool is often underestimated. The language we use in the classroom in order to explain things, give instructions, to praise or correct, i.e. the metalanguage, is not the language that is 'taught'. However, students can learn a lot from the metalanguage because it is used for genuine communicative purposes. The classroom situation, despite its obvious remoteness from real

life, has enormous intrinsic potential in language teaching. By managing the class in the foreign language, the teacher can take an important step towards removing the barriers between controlled, and often meaningless practice, and more genuine teacher-student interaction [Hughes, 1981].

THE ROLE OF ADEQUATE CLASSROOM INTERACTION

When we observe foreign language classes, we expect the teacher to have a basic awareness of the main principles of language learning and teaching, to have fluent competence in speaking, writing, listening and reading comprehension, to know through experience what it is like to learn a foreign language, to be able to stimulate interaction and cooperation in the classroom, to use effective, clear presentation skills, to use interactive, intrinsically motivating techniques, as well as to be able to demonstrate many other skills [Brown, 2007].

Obviously, the way we interact with our students is of great importance: adequate feedback and adequate task-setting enhances students' motivation, foreign language learning, and the effectiveness of the foreign language classroom in general.

Admitting the relevance of teacher-student interaction, we have to answer the following question: Can we plan our interaction with students beforehand? Not altogether since we cannot predict our students' responses or behaviour at a particular lesson. What we can plan, though, is our own classroom language, our instructions to exercises, the way we start or wind up our classes.

What is important is that we should try and incorporate into our classroom language the speech patterns or the language means that we want our students to master.

To clarify things, let us have a look at the plan for a lesson we observed. The lesson was basically devoted to developing skills of using the Present Perfect tense.

This is what the basic part of the lesson looked like.

ХОД урока.

1. Организационный момент – 1 мин.
2. Постановка цели урока – 2 мин. (Продолжим изучать тему, начатую в прошлый раз. Закрепим материал).
3. Проверка домашнего задания – 7 мин.
4. Отработка present perfect в сравнении с past simple (упр. 4, с. 5; упр 7, с. 10) – 19 мин.
5. Завершение урока. Подведение итогов. Дом задание на следующий урок (упр. 5, с. 6) – 1 мин.

We are not going to discuss the drawbacks of the lesson plan, which are numerous, in every detail. We could just point out several most striking inadequacies.

To begin with, the lesson is not structured properly: during the introduction to the main part of the lesson you both call the attendance and set the objectives of the class. You might even do some warming-up activities. Besides, the plan is not detailed enough, there are no instructions to the exercises, the purpose and the procedure of the exercises are not specified.

But the first thing that leaps to the eye is that the lesson plan is written in Russian though, in fact, the lesson was conducted in the target language. As a result, some important opportunities for enhancing the effectiveness of the lesson were lost.

Let us see how the lesson plan could be improved to make it more helpful for foreign language teachers through making their instructions more concise and precise, reducing their teacher talking time, and exposing students to the target language means.

If the lesson is devoted to the Present Perfect tense, we could start the class with a few questions like this.

Hello! How have you been? (this sort of question seems quite reasonable as more often than not Grammar classes take place once a week) Or, by way of greeting students and starting the lesson we could say *'Hello, everyone! Have you had a busy day so far? I can't see Bob. Has anyone seen him today? Is he ill? I hope you've recovered from your cold, Bill. I hope you've all done your homework for today and have brought your textbooks and notebooks.'*

If necessary, the teacher could remind the students of the rules of using the Present Perfect tense like this: *'So far we've learnt/seen that the Present Perfect tense is used to describe past experiences for which no definite dates are given, etc.'*

The instructions to the exercises could be specified emphasizing the focus of the exercise and drawing students' attention to the likely difficulties.

Complete the following statements paying attention to the use of the Present Perfect tense and the ordinal numerals. Follow the model.

Model: I've got a bad mark again. I've never had bad marks before.

It's the first bad mark I've got in my life.

Or: Rephrase the following statements making them more emotional. Pay attention to the use of the Present Perfect tense and the superlative degree of adjectives. Follow the model.

Model: It's an interesting book. I've never read such an interesting book.

It's the most interesting book I've ever read.

To wind up the lesson, the teacher could say the following.

What we've **looked** at today is the Present Perfect tense. I hope you've **got** the idea. I hope you've **learnt** something useful and interesting. Thank you for the lesson, you've **improved** a lot.

The idea behind is that you point out to the students what has been done, what they have been taught to make the students feel very positive about learning the foreign language at the end of the lesson, and to give them a sense of achievement.

If we were to practise the Complex Object, we could make use of the following classroom language.

1. Introducing the topic of the lesson

Hello, everyone! **Let us start** our lesson. Today **I'd like us to take a closer look** at the Complex Object. **I'd like you to work** very carefully.

2. Practising the Complex Object.

Now, **I'd like you to remember** the following...
to do the following...

What **I'd like you to remember / to pay attention to** is that

Let me know if you get stuck/ if you have a problem.

3. Completing the lesson

I hope you **found the lesson interesting / useful**.

At home **I'd like you to do the following exercises...**

We should view our classroom language as part of the classroom etiquette and remember that, like any etiquette, classroom etiquette formulas are culture-specific, and may be viewed culture-wise either appropriate or inappropriate. That is why we should remember that it is better to get things done in the foreign language classroom with the help of requests using polite intonation, words like *please*, the modal verbs *could* or *would*, etc. To give an example,

Could you answer the question, please?
Would you mind answering the question?
Would you like to answer the question?
Answer the question, please, will you?

Suggestions rather than direct orders are preferable, too.

Let's discuss the story, shall we?
Why don't we discuss the story?
How about discussing the story?

Another point. When teaching younger learners you need to be able to adapt your teacher talk, when necessary, to your students' level of language proficiency. This sort of simplified teacher talk is sometimes compared to the so called *caretaker*

speech which usually has shorter utterances than speech to adults, grammatically simpler utterances, few abstract or difficult words, has a great deal of repetition, is characterized by clearer pronunciation, and sometimes exaggerated intonation patterns. This simplification of teacher talk can help the teacher to conduct the lesson in the target language even dealing with very young learners [Longman Dictionary of Language Teaching and Applied Linguistics, 2002].

To illustrate yet again what has been the focus of the present article, let us look at another lesson plan.

Класс: 11 класс лингвистического лица

Тема урока: Life is an adventure

Цель / задачи урока:

Практическая цель: формирование коммуникативной компетенции, развитие умений аудирования, говорения и письма.

Общеобразовательная цель: познакомить учащихся с американским кинофильмом, внесенным в Национальный реестр фильмов США, так как он обладает культурным, историческим или эстетическим значением, расширить кругозор по теме: «Американская старшая школа», формирование у обучающихся интереса к культуре страны изучаемого языка.

Развивающая цель: развитие психофизиологических механизмов: памяти, внимания, воображения, фонематического слуха.

Воспитательная цель: воспитывать уважительное отношение к культуре страны изучаемого языка, воспитывать ответственное отношение к школьным занятиям, взвешенное отношение к принятию важных решений.

Средства обучения (основные, дополнительные): видеоматериалы (отрывок из фильма "Ferris Bueller's Day Off"), презентация.

1. Organizational aspect. Warm-up activities. Introducing the topic and motivating students.

(4 minutes)

Teacher: *Hello everyone! I'm really happy to meet you all today. My name's Maria Vasilievna, and as your teacher must've told you, I'm going to conduct today's lesson.*

Questions for the introductory discussion:

Teacher: *What I'd like to talk to you about is the concept of adventure. What is the first thing you think about when you hear the word "adventure"? What's the first thing that comes to your mind?*

Students: [answer]

Teacher: *The second question is then: What do you think about skipping classes? That's a provocative question, I understand. What do you think about it, in general?*

Students: [answer]

Teacher: *I guess, at first it might seem like these two notions are not really connected to each other, right? The*

question then is, have you ever heard about the movie called "Ferris Bueller's Day Off"?

Teacher: *It's a 1986 American teen comedy film. And as the name suggests, Ferris Bueller, the protagonist of the film, decides to skip school for a day and to bring some friends along. By doing that, he "organizes" quite an adventure!*

2. Developing listening comprehension and speaking skills.

(20 minutes)

Teacher: *I'd like you to watch an excerpt from the beginning of the movie and answer several questions. You will see these questions on the screen in a second. Please make a quick note of the questions. First of all, please pay attention to Ferris's state of health and his family's reaction to it. Does Ferris succeed in faking an illness? According to Ferris, what is the key to faking out the parents? Also, please try to formulate, to define Ferris's philosophy of life. There's a phrase that reflects it very clearly. And, also think of about what will happen next.*

(Students watch an excerpt from the movie "Ferris Bueller's Day off")

Testing listening comprehension

Teacher: *How did you like the video? Did you enjoy it?*

Students: [answer]

Teacher: *By the way, how old do you think Ferris is?*

Students: [answer]

Teacher: *Yes, he's 18 years old. He's a senior. Do you know what a 'senior' means?*

Students: [answer]

Teacher: *It means that he's in the final year of high school.*

1. What is wrong with Ferris? How do his family members react to his state of health?

Follow-up questions:

If you were his sister / brother, would you try to convince your parents that Ferris is actually fine, that's he's just faking an illness, or would you play along and let him stay home? What would you do in this situation?

2. Does Ferris succeed in faking an illness? According to Ferris, what is the key to faking out the parents?

Follow-up questions:

Do you think he was surprised that his parents believed him, that they bought it? Do you think he expected it, or do you think he was surprised?

Did you understand what Ferris's attitude towards life is, in general? What does he have to say about?

	True	False
Ferris thinks it's impossible to handle school at such a wonderful day.		
Ferris finds it easy to come up with new illnesses.		
According to Ferris, the best way to convince parents that you're ill is to pretend you have a fever.		
Ferris thinks that high school is childish.		
Ferris doesn't have a test that day.		
Ferris doesn't care about European politics because it won't change the fact that he doesn't have a car.		
Ferris doesn't justify violence.		
Ferris believes that a person should believe in himself.		
If Ferris were to be the Walrus, he would still have to ask for a ride.		

- Ferris believes that "Life moves pretty fast. If you don't stop and look around once in a while, you could miss it." Do you agree with Ferris's philosophy on life?**
- What do you think will happen next? What sort of adventure is awaiting them?**

Follow-up questions:

During their day off, Ferris and his friends do not only set off on a literal adventure – they borrow a Ferrari, explore the city, join a parade – but also they set off on a very personal adventure. What do you think a personal adventure might mean?

The friends figure out what they mean to each other, what their family means to them, what they would like to do in life. They come to understand that life is an endless adventure, a very personal adventure of self-discovery. Can you give me an example of an adventure which can help you to understand who you are and what you want to do in life?

3 Developing linguistic and sociolinguistic competence, as well as speaking skills.

(20 minutes)

Teacher: Let's watch a part of the video again to be able to mark the following statements as true or false. Please look them through. And decide if you really need to watch the video a second time.

Teacher: Are you through? Have you read all the sentences? Do you think you need to watch the video again?

Follow up questions:

Ferris finds it easy to come up with new illnesses;

Do you find it easy or difficult to make up an excuse to miss school?

According to Ferris, the best way to convince parents that you're ill is to pretend you have a fever. Do you agree?

Ferris doesn't care about European politics because it won't change the fact that he doesn't have a car;

Why do you think Ferris mentions cars (particularly the fact that he doesn't own one) several times in one scene? Why do you think it's so important to him?

Do you think that having a car or a driver's license, generally being able to drive is symbolic? Does it give you some status?

Do you want to learn to drive?

4. Conclusion. (2 minutes)

Teacher: So, today we've looked at an extract from one of the best 80s comedies "Ferris Bueller's Day Off". I really hope that you enjoyed it and that you would watch it when you get a chance. It's really worth it. The film is included in the National Film Registry. It means that it's a very significant film, culturally speaking.

What I'd like you to do at home is to write a short essay. Think about an adventure, which taught you something, an adventure which made you learn or experience new things.

I think we can call it a day. Thank you very much for the class! Have a lovely day!

Above, we could see a detailed plan where a lot of teacher talk is pre-planned for the teacher to feel safe and confident during the lesson, which can never be 100% predictable. This is particularly important for young teachers who are still gaining experience.

CONCLUSION

Classroom interaction as the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms play a very important role in efficient foreign language teaching, which should be taken into consideration while planning lessons. When planning a lesson it is necessary not only to

structure the lesson regarding its stages and time allocated to each stage. Due attention should be paid to the language of instructions to exercises. The instructions and the questions you ask your students should include the language means and the speech patterns that you are working at during the lesson. Writing plans in the target language can provide extra practice for a non-native foreign language teacher and increase the teaching value of the lesson.

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ИНФОРМАЦИЯ ОБ АВТОРЕ

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