

SOME TIPS TO MAKE LESSON PLANNING MORE EFFICIENT AND LESS STRESSFUL

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All teachers understand the importance of lesson planning and often devote to this process a lot of time which could lead to work stress or even burnout. Nowadays there a great number of teacher's websites with ready-made lesson plans or templates for teaching speaking, reading, writing and listening. The aim of planning is also to map out learning activities in a coherent, logical way, in order to help students understand, learn and practice concepts and skills which will develop their abilities in English [1].

Plans include things like class, time, materials and aims as well as notes about each stage of the lesson and lots of extras which can be found on teacher's book pages. There are ideas for warmers, fillers, extra activities, tips and ideas aimed at getting your students thinking about material that will be used later on in the class or make them wake up. It is useful for a teacher to have a special folder with these types of materials in order to use them in other classes and avoid wasting time again selecting, cutting and drawing all these materials again.

When writing lesson plans, be sure to include what part of the textbook you are covering in the lesson, the target structure, new vocabulary, and directions for all the activities you intend to use, and the approximate time each section of your lesson will take [2]. According to curriculum you have to set up aims of the lesson and choose what language skills you are going to focus on. While planning a lesson it is important to break the material up into several sections and choose activities suitable for each. Time limit is a key element of lesson planning. Knowing approximately how much time an activity will take is important. After having the first lesson in each new class or group you may need to adjust things accordingly as different study groups respond to material differently.

Having introduced new material organizing some practice is essential for both students and a teacher as students are working and a teacher is controlling and

assisting them. It could be practicing model dialogues, completing worksheets, and doing short activities, working in pairs or individually. The final part of a lesson should be devoted to production section when student have to read rather big abstracts, answer questions, make their own sentences or short texts and play different games including board ones using new knowledge and skills. But you need to have a backup variant if this part of a lesson goes wrong. A review of a lesson usually takes some minutes and can be in the form of a warm-up activity or revising the most difficult parts of a lesson.

When you start planning a next lesson you should think back to the last lesson. If possible, do the planning immediately after the previous lesson. This ‘coherence’ will be appreciated by the students - even though some might not notice [1]. It will save time and help teachers feel more confident rather than worry about preparation for a lesson.

In his articles “Planning1” and “Planning2” for Teaching English Callum Robertson identifies 3 important ingredients in lesson planning: Engage (the students); Study (the new content for the lesson); Activate (getting students to do something with the content) [2]. If you have motivated students they could help you with lesson planning, choosing songs or short videos for a lesson and preparing some presentations on topics which have personal significance to them.

Thus, it can be more helpful if you apply systems and strategies to the lesson planning process. Moreover, if you engage you students in the language learning process, update your lesson material regularly and encourage students to produce their own language products, it will be easier for them to learn effectively in the class and help you with lesson planning.

References

1. *Haynes A.* (2010). *The Complete Guide to Lesson Planning and Preparation*: Bloomsbury Academic; 1 ed.
2. <http://www.teachingenglish.org.uk/article/planning-1>