CELTA lesson plan template as a basis for effective lesson planning

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Modern teachers are anxious about the question how to make foreign language lessons more effective, how to motivate students and keep their attention during the whole lesson. For continuous development of educational system in Ukraine, the instructors attend foreign language teachers' trainings, where, for developing their own language awareness, they get acquainted with other instructors of common interests, reveal different approaches, new methods and techniques, study and discuss the implementation of those techniques in their teaching. Certainly, there are numerous institutions engaged in teacher training in Ukraine which are aimed at preparing competent teachers. But the study and implementation of positive experience of courses and educational systems of foreign countries can boost the improvement and modernization of the pedagogy and linguistic education of Ukraine. From this perspective, having been the graduator of the CELTA course (the most widely recognised English teaching qualification in the world), the author of the given paper identifies the necessary implementations in the system of training foreign language teachers in Ukraine in general and the effective planning of the lesson in particular. Being confident that one of the key components of a successful lesson is a precise lesson planning, the author analyzes the CELTA lesson plan and, based on CELTA lesson plan template, presents a detailed study and plan of the lesson carried out in one of the higher educational institutions of Ukraine (V. N. Karazin Kharkiv National University). The other component that is an inseparable condition of a good lesson is the consciousness of each teacher that teaching is a permanent process of change and growth, that can be achieved via self-teaching and self- evaluation.
Key words: CELTA course, foreign language teachers' trainings, lesson planning, self-evaluation.

Галстян А. Шаблон плану уроку CELTA як основа для ефективного планування уроків. Сучасного викладача хвилюють наступні питання: як зробити уроки іноземної мови більш ефективними, як зацікавити студентів і як утримувати їхню увагу протягом всього уроку? Для безперервного розвитку освітньої системи України викладачі проходять підвищення кваліфікації з іноземної мови, під час якого надається можливість познайомитися з іншими викладачами, які поділяють спільні інтереси, ознайомитися з новими методами і техніками викладання іноземних мов, вивчити і застосувати ці методи в процесі викладання. Безумовно, в Україні існує безліч навчальних закладів, що займаються підготовкою компетентних викладачів. Але, вивчення і впровадження багатого досвіду зарубіжних курсів і освітніх систем різних країн може сприяти вдосконаленню та модернізації педагогічної і лінгвістичної освіти в Україні. Виходячи з цього, будучи випускником курсу CELTA (широко поширена у світі професійна кваліфікація викладача англійської мови), автор статті виявляє, в цілому, необхідні впровадження в систему підготовки і розвитку українських викладачів іноземної мови та, зокрема, необхідність ефективного планування уроку. Будучи впевненим в тому, що одним з ключових компонентів успішного уроку є ретельне і правильне планування уроку, автор аналізує спосіб планування уроку наданий курсом CELTA. На основі шаблону «плану уроку CELTA» представляє план і детальний аналіз уроку, який за розкладом проходить в одному з вищих навчальних закладів України (Харківський національний університет імені В. Н. Каразіна). Ще один компонент, що є невід'ємною умовою хорошого уроку – це усвідомлення кожним викладачем того, що викладання – постійний процес зміни як професійного, так і особистісного зростання, який може бути досягнутий за допомогою самонавчання і самооцінки.
Ключові слова: курс CELTA, підвищення кваліфікації викладачів іноземної мови, план уроків, самооцінювання.

1. INTRODUCTION

Modern life has significantly changed and complicated the work of a teacher. Requirements to carry out professional training of teachers, to improve the modern educational process, to develop and motivate students are becoming more urgent and complex. T h e t o p i c a l i t y of this paper is conditioned by the fact that modern foreign language teachers need not only to obtain bachelor's and master's degrees in linguistics but also constantly improve their professional skills via various training courses, programs and seminars.

According to the resolution of the Cabinet of Ministers of Ukraine dated August the 21st, 2019 No. 800, pedagogical and scientific-pedagogical workers can improve their qualifications not only in Ukraine but also abroad. They are obliged to independently choose specific forms, types, directions and institutions of the provision of educational services for advanced training and upgrade their qualifications at least once every five years. Though the educational institutions of Ukraine have a right to cooperate, establish direct links with educational institutions of foreign countries, the system of education of our country does not sponsor in a large quantity and provide our teachers with possibility to obtain professional development abroad, as it is done in such countries like Britain and US.

Naturally, the best way to upgrade the qualification of our foreign language teachers is to participate in famous language training courses, like for example Trinity TESOL (Trinity College London Certificate, GB) CELTA, DELTA (certificates of Cambridge University, GB), 'Teach English Now' (certificate of Arizona State University, USA) etc. in order to obtain possibility to compare and apply the methods and techniques of our foreign colleagues.

For this purpose, being the holder of the CELTA certificate (Certificate in Teaching English to Speakers of Other Languages – the best known and most widely taken initial 'TESOL/TEFL' qualification in the world), the author of this article presents some principles of effective teaching covered by the CELTA course which are worth applying in foreign language teachers' trainings in Ukraine.

First of all, an urgent demand is raised to increase the emphasis on lesson planning in teacher training programs; as one of the main skills that teachers need to master is to plan and deliver effective lessons. Accordingly, t h e a i m of the paper is to design a certain algorithm applying CELTA lesson plan template, based on which teachers will create a simple and precise lesson plan with primary and secondary aims.

Secondly, regular self-evaluation of teachers, which is a mandatory requirement of the CELTA course, is considered another principle of effective teaching. It is a widespread practice to teach students to make self-evaluation which allows to support their involvement in the learning process and provides teachers with valuable information to guide instruction. But, as CELTA trainers insist, the self-evaluation of teachers is also an invaluable means to support and impact on further professional development of teachers. Hence, the o b j e c t i v e s of this paper are: 1) to study the lesson – plan structure offered by the CELTA course and to include it into training programs of Ukraine while preparing foreign language teachers, 2) to create 'learning teachers' in our county by revealing the importance of carrying out teacher self-evaluation.

T h e o b j e c t of the paper is the professional training of foreign language teachers in Ukraine and t h e s u b j e c t of our research is delivering effective English lessons with the help of precise lesson planning based on CELTA template and carrying out regular self-evaluation for permanent growth of teachers.

T h e m a t e r i a l s of our study are a) the CELTA lesson plan template and b) the short story "A friend in need" by Somerset Maugham.

2. RESEARCH FINDINGS
2.1. Types of lessons

Lesson planning is some kind of map for a teacher, which sets what students need to study and how it will be accomplished.

According to the CELTA course lessons are divided into different categories based on their aims. The first thing when planning any lesson is identifying what type of lesson it is (what is the main aim?). When the teacher sets the main aim, it becomes possible to choose an appropriate lesson approach or lesson structure to plan a logical sequence of stages in order to achieve that aim. Two types of lessons are distinguished (see the chart below): lessons dedicated to the development of

➢   **Skills,** which are subdivided into *receptive skills (*reading and listening) and *productive skills* (speaking and writing)

➢   **Systems,** which are subdivided into *Grammar, Vocabulary* and *Functions.*

Different types of lessons have different structures (lesson framework).

As Jeremy Harmer states [5, p. 265]: Teachers tend to talk about the way we use language in terms of four skills – reading and listening (receptive skills), speaking and writing (productive skills).

Skills		Systems		
RECEPTIVE skills	*PRODUCTIVE skills*	*GRAMMAR*	*VOCABULARY*	*FUNCTIONS*
Reading / Listening	Speaking / Writing			
Receptive skills lesson framework	'Task - based learning' lesson framework	✓ 'Text - based' lesson framework ✓ 'Test - teach-test' lesson framework		

RECEPTIVE skills

Receptive skills are skills where meaning is extracted from the discourse. For the development of receptive skills, first of all, it is important to establish context, which can be rather vague at first, but then increasingly focus on the topic of reading or listening material. Teacher may ask students questions about their own experiences, ideas, plans, etc., related to the topic of the material. The main purpose is to engage students in the topic, so that they are encouraged and eager to continue to learn more about the topic. Personalization is by far the most efficient way to do this. Students can talk about themselves, their preferences, their beliefs, etc.

When we read/listen in our first language, we deploy a variety of reading/listening skills depending on the nature of the text that we are reading/listening to. When people read/listen in a language that is not their first language, they often forget to use appropriate language skills and read or listen to the text in a great deal of detail. Accordingly, it is urgent to develop various reading/listening sub-skills, precisely

• Scan reading or listening (to find a specific piece of information)

• Skim/gist reading or listening (to get the overall idea of a text)

• Intensive/detailed reading or listening (to get a lot of information from a text)

• Reading or listening to infer meaning (to understand a writer's/speaker's implicit message)

'Receptive skills lesson framework

• Lead – in
• Pre – teach
• 1st reading/listening
• 2nd reading/listening for specific information or detail
•   follow-up activities

PRODUCTIVE skills

Speaking and writing are productive skills where learners have to produce language themselves. Very often students least look forward to practicing writing skills. Writing is, nonetheless, an important and practical ability which students need in a variety of real-world situations (from filling in forms to composing formal emails at work).

Firstly, the skill involves systems knowledge from localized issues of forming letters on the page and using punctuation to broader issues of organizing paragraphs, sequencing information and applying genre conventions. Teachers can also look at the language that is characteristic of particular text types. This will include: choice of register and typical grammar, lexis, functional phrases. Secondly, a good writer follows a successful process to ensure that the final text has its desired effect on the target reader. Such a process might include: researching the genre, generating ideas, organizing ideas and finally drafting, revising and proofreading. These teachable techniques can greatly improve students' writing.

To help students achieve successful communication in writing, teachers can include some of the following in their lessons: a clear context, a communicative purpose, an identified target reader, a model text, tasks identifying features of the genre, language preparation, content prompts and preparation time etc. These can all be incorporated into a 'task-based learning' approach.

'Task-based learning' lesson framework

• Lead – in / set context
• Model text*
• Noticing task / language input
• Content preparation*
• Task performance
• Feedback

(*Model text: students often respond well to model texts which are authentic examples of the given genre(they personalize using the teacher's life as an example, before writing about themselves).

* Content preparation: this can be made more engaging by: using games, competitions, providing content via interesting video or online research, applying the genre to an unusual or fantastic situation, allowing students to help construct the situation.)

SYSTEMS: Grammar, Vocabulary, Functional Language

When teaching grammar, vocabulary and functional language, there are different approaches we could take to planning the structure of the lesson. In all cases, however, we want to start with some context as students need to see where and when the language is used in real life. After that, we need to decide how we will introduce the examples of the target language. There are two common ways to do this:

a) Put the target language in a text ('text - based' approach),

b) Have students do an exercise (a test) with the target language ('test - teach - test' approach).

➢ **A 'text - based' approach**

When teacher is sure that some grammar, vocabulary or functional language is new to the students, it can be 'presented' to students via reading or listening text.

The advantages of this approach are that students see examples of the target language in a fool and recognizable context; the context helps demonstrate meaning and can be used when asking CCQs (concept checking question). If the target language has different forms (e.g. affirmative, negative and interrogative), teacher can include those in the text for the students to see. It can also be very engaging if the text itself is interesting or memorable. It provides a nice balance of skills and systems. Plus, it replicates an authentic encounter with new language and trains students to use texts outside of class as a resource for developing their English more independently.

Difficulties with this approach include the extra time it takes to cover the content of the text before shifting the focus to the target language, the possibility of distracting unknown lexis in the text and the chance

50

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of creating classroom texts which are overloaded with language examples and therefore less natural. Teachers may also find it difficult to prioritize clarification in the way that test-teach-test allows.

'Text-based' lesson framework
• Lead – in
• Pre – text
• 1st reading
• Highlight language
• Clarification (MFP*)
• Controlled practice
• Freer practice
(*MFP: meaning, form, pronunciation)

➢ **A 'test - teach - test' approach**

If it is assumed that students have some knowledge of target language, teacher might want to check first how much knowledge they have. To do that teacher could introduce the target language by first having them do a diagnostic exercise. Usually the 'first test' is a controlled practice style exercise. While monitoring this exercise, teacher reveals where students are confident or have difficulties.

The advantages of this approach are that students are allowed the chance to demonstrate knowledge first and therefore do not feel patronized by a teacher 'telling' them something they already know. By monitoring very carefully, the teacher can select priority areas of meaning, form and pronunciation and focus clarification on those. It may also be more time efficient.

Difficulties with this approach are that the teacher must monitor very carefully and make real-time decisions on what to clarify, the test one activity may not supply sufficient context to fully demonstrate meaning and the teach stage requires careful management. Often it is difficult to maintain the same context throughout the lesson without an adaptation of materials.

'Test - teach - test' lesson framework
• Lead – in
• Diagnostic test (1st test)
• Clarification (MFP)
• Controlled practice (2nd test)
• Freer practice

1. Justification of subskills and tasks selection

In this article the author presents one of the lessons of *analytical reading* for 3rd year students of the Department of Foreign Language Teaching Methods and Practice (School of Foreign Languages, V. N. Karazin Kharkiv National University) by using CELTA lesson plan template aimed at the development of receptive skills. Based on the **'receptive skills'** lesson framework mentioned above, the author explains the way of beginning the lesson and the choice of subskills that need to be developed while analyzing the text. (The extract of a short story called "A friend in need" by Somerset Maugham is taken from the coursebook [1, p. 194–197]).

"The procedure for teaching receptive skills generally starts with *a lead in*. This is where we engage students with the topic of the reading and we try to activate their schema" [5, p. 271]. In order to set the context of the lesson, to engage students in the topic, teacher finds a quote that best fits the topic of the lesson or writes an opinion question on the board and lets students debate about the answer. As J. Harmer mentions [4, p. 206] "If we can get students engaged in the task, there is a much better chance they will read with commitment and concentration, whether or not they were interested in the topic to start with". Lead in is usually followed by a **pre-teaching activity** which helps students to be more prepared for what they are going to read. It also encourages and motivates students to read.

Task one

Many learners approach reading texts expecting to read them thoroughly and to stop only when they have understood every word. J. Skrivener explains [6, p.184] that in order to make students better readers, we need first of all to raise their awareness that it's not always essential to understand every word, and that practicing some different reading techniques in English may be very useful to them.

Hence, the teacher sets short time and asks students to make a speed-reading (**skimming**), not worrying about unknow words/expressions, as the main aim of the first reading is to understand the core idea (**gist**) of the text in order to complete the next task which will prepare students for deeper understanding of the text. At pre-teaching stage teacher refrains from teaching all unknown words with the purpose that, as J. Harmer states [5, p. 274] "if we want to give students practice in what it is like to tackle authentic reading texts for general understanding, then getting past words they don't understand is one of the skills they need to develop". Accordingly, "the reader must make a choice not to attend every detail but to use their processing powers to get more of a top-down view of what is going on" [4, p. 202].

Task two

The second task is more complicated as it is required to read fast for specific information (**scanning**). "Moving from the general to the specific by starting with Task1 and going on to Task 2 works, because it allows students to get a feel for what they're seeing or hearing before they have to attack the text in detail, which is the more difficult thing to do" [5, p. 270].

Before scanning the text, students need to look through the list of expressions or questions and underline the keywords in them. Second reading has to be more careful aimed at finding the keywords (specific information).

Fallow-up activity

"It makes little sense to talk about skills in isolation, – states J. Harmer [4, p. 265–267]; receptive and productive skills feed off each other. When students are involved in a cooperative writing, they'll be speaking, listening, writing and reading simultaneously."

Accordingly, one of the most popular follow-up activities is the prepared talk for fluent and accurate

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2021. Випуск/Issue **94**   51

speech, where students make a presentation on the target topic. Such talks are more 'writing like' [5, p. 351].

In his *How to teach English* J. Harmer [3, p. 88] states, that many speaking tasks are intrinsically enjoyable in themselves.

It is important to provide some feedback not only on the content but on language use as well. This could consist of asking students to correct some errors made during their talk or, that is a matter of no little significance, to praise them for good use of language.

One common technique is to write a selection of things (some accurate and some not) teacher heard students say on the board. Teacher asks students to identify what is correct and prompts them to correct the errors.

2.2. LESSON planning and delivery

Based on the CELTA lesson plan template the author presents the lesson plan dedicated to the development of receptive skills (reading) mentioned above in the following way:

Lesson Plan Cover Sheet

Type of Lesson	Reading skills
Main Aim	To help students to develop reading skills for gist and specific information in the context of friendship.
Secondary Aim	To introduce and clarify selected vocabulary from the text "A friend in need", to make a summary of the text for fluent and accurate speech.
Anticipated Problems: Anticipated Solutions:	1. Students may try to read the text thoroughly, translate all unknown words and word combinations. SOLUTION: The teacher will set and stick to a time limit for gist and specific information reading. 2. During the summary of the text students may make grammar mistakes (e.g. sequence of tenses). SOLUTION: The productive follow-up activity should be followed not only by content feedback but also by a feedback on language use.
Materials	1. Аракин В. Д. (2006). *Практический курс английского языка*. 2 курс: учеб. для студентов вузов; под ред. В. Д. Аракина. – 7-е изд, 2006. C. 194–197, 206. 2. Воробйова І. М. , Денисов О. І., Перерва Г. В., (2014). *Лексичний орієнтир*: збірник вправ з аналітичного читання для студентів ІІ та ІІІ курсів факультету іноземних мов. ХНУ імені В. Н. Каразіна, 2014. С. 28.

Stage name + aim	Timing	Lesson PROCEDURE
Stage name: **Lead in** Stage aim: *to engage the students in the context of the lesson.*	Teacher - Class [10min]	To raise students' interest teacher offers to talk about friendship, discuss different proverbs about friendship, e.g. "A friend in need is a friend indeed", "A man is known by his friends", "False friends are worse than open enemies" etc, compare them with those in their native language.
Stage name: **Pre-teach, feedback** Stage aim: To unblock words necessary to understand the text.	Student-Student [5min] T-C [5min]	In pairs students match the words and word-combinations with their definitions picked out from the text and predicted by the teacher as unknown. [6, p. 28 ex1] Feedback: Teacher nominates students to give the correct answer and, if necessary, elicits the meaning of those words.
Stage name: **1st reading for gist, feedback** Stage aim: *To read the text quickly for a general comprehension.*	S [10min]	Students read very fast (**skim**) to understand the main idea (**gist**) of the text in order to complete the 'Paragraph-summary' task. (The text has initially been divided by teacher into sub-paragraphs.) After skimming the text students summarize each paragraph with one or two words. This task prepares students for deeper understanding of the text. The teacher nominates the best answers.
Stage name: **2nd reading, feedback** Stage aim: *To read the text quickly for specific pieces of information*	S [10min] S-S [3min] T-C [2min]	Students scan the text for a specific information in order to pick out specific adjectives from the text which the author uses to describe the young and old Burtons (the namesakes). Students compare their answers with their partners to discover and correct their mistakes. Teacher monitors and reveals the best answers. Feedback session: teacher nominates students for verbal answers.
Stage name: **Follow-up activity, feedback** Stage aim: T provides the students with a chance to respond to the text, to practice speaking for fluency.	S-S [5min] [5min] [2min] [5-7m.]	Students prepare a summary of the text "A friend in need". For this purpose, they: • answer the questions that may serve as the key points of the story [1, p. 206, ex.13]. • in pairs, based on answers, they write the summary of the text, • express opinion about Old Burton's behavior Teacher monitors, helping out with any language difficulties they may be having. Feedback: Students present the summary of the text to the class.
Stage name: **Lesson closure** Stage aim: to help learners summarize, review and demonstrate their understanding effectively.	[2-3m.]	Teacher corrects students' errors and emphasizes key information.

2. Self-evaluation

There is a kind of teaching that is also a kind of learning – a 'learning teaching' [6, p. 370]. That means, not only students but teachers as well need regular learning. Teaching and learning are intertwined. In order to move forward each teacher must try to answer the following questions: Do I actually know what I am doing in class? Do I examine my actions, intentions, motives and attitudes? Do I look back, to recall what happened, to reflect on it? To become a successful teacher, after each lesson the CELTA course offers to complete a feedback sheet (see the self-evaluation template below). Scrivener distinguishes a "hot and cold feedback" [6, p. 377]: hot feedback is made immediately after the lesson, and the cold one – several hours or days later. Such feedback represents teacher's views at two different stages of considering the lesson.

Self-evaluation template

How do I feel the lesson went: **very well / well / okay / not very well / badly**
A) Evidence in the lesson of how the main aim and secondary aims were achieved:
B) Strengths of my lesson:
C) What I would do differently:
D) Development on previous action points:

(A) focuses on recalling what happened in the lesson, (B) focuses on reflecting on the lesson, particularly looking for what was successful, (C) focuses on drawing conclusions from the experience and finding ways to move forward in future teaching, (D) achievements.

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Foreign language teachers' trainings seek to teach trainees to respond flexibly to sociocultural changes in the environment, help to adapt to the individual characteristics and needs of students, and to master new techniques and methods which constantly occur under the conditions of a rapidly changing life.

As it was mentioned in the given paper, one of the main tasks is to train teachers to map out a precise lesson plan which will meet the needs of students. Designing a lesson plan using the CELTA template will help to improve and facilitate the process of getting ready to the lesson. For this purpose, teachers need to learn to distinguish lesson types with specific structure each, directed to the fulfillment of the main and secondary aims.

Teacher trainings carried out in Ukraine should also spend time on building skills of self-evaluation on the part of teachers aimed at creating 'learning teachers' permanently moving forward. Our country deserves teachers who are alive to the possibility of change and who keep up-to-date with what is going on in the world of English language teaching.

The prospect of further research involves the study of such aspects, like 'observed lessons, action research, getting feedback on teaching' etc. and their impact on 'teacher development' process. Teaching can and should be a permanent process of change and growth.

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ІНФОРМАЦІЯ ПРО АВТОРА

Арменуї Галстян – Старший викладач кафедри методики та практики викладання іноземної мови факультету іноземних мов Харківського національного університету імені В. Н. Каразіна; email: gal_armish@yahoo.com; ORCID: https://orcid.org/0000-0001-6872-6519; GOOGLE SCHOLAR: https://scholar.google.ru/citations?view_op=list_works&hl=en&user=bG9wdPQAAAAJ ; RESEARCH GATE: https://www.researchgate.net/profile/Armine_Galstyan