



# VI SEMANA DO CONHECIMENTO

**UNIVERSIDADE EM TRANSFORMAÇÃO:  
INTEGRALIZANDO SABERES E EXPERIÊNCIAS**

**2 A 6 DE SETEMBRO/2019**



**Marque a opção do tipo de trabalho que está inscrevendo:**

**Resumo**      (    ) **Relato de Experiência**      (    ) **Relato de Caso**

## **LESSON PLANNING IS THE KEY FOR A SUCCESSFUL ENGLISH CLASS**

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### **INTRODUÇÃO**

One of the main aspects of English language teaching (ELT) is to have all the contents and materials prepared for the class. In other words, the lesson planning can be considered one of the most important parts of the class, because it promotes teacher's reflection on their work. A class where the teacher does not have clear objectives of what they are going to do, to ask or even to explain has more chances to fail. We start from the assumption that lesson planning is important because it establishes the teacher's credibility. It shows organization, structure, and that they have thought about what to do in class; showing understanding of the area they work. Thus, this study in the area of applied linguistics (AL), linked to the Extension Program "Ensino e Inovação" - "Internationalization at Home Project", has as its goal to argue in favor of planning classes in order to have more chances to successful and meaningful English classes.

### **DESENVOLVIMENTO:**

English teacher education has many important aspects to embrace in order to contribute to the development of a reflective and autonomous professional. Lesson planning is one of these points in the teaching environment. The lesson plan is a gradual guide that provides a configuration for essential learning. To write it can produce a lot of benefits, such as create organized and linked lessons, to think what the students will learn from each activity, the time needed to each activity, the materials needed, the classroom configuration, the links between the current lesson to the past ones and the future ones, if the four linguistic functions are being practiced and so on (ASHCRAFT, 2015). Another aspect is that, while the teacher plans and puts

it in practice, they will be able to realize the efficiency of their plan and where the plan can be corrected. Then, "if you keep your lesson plans, you will quickly build up a portfolio of lessons that you know will work (TEFL, 2018)". In other words, the more the teachers plan the better they get when teaching. Literature in AL points out that some of the components for an effective lesson plan are: aims and the course objectives, teaching and learning activities and tasks and, assessments to review student understanding of the topic/content. Using these components when planning an English teaching lesson can help the teacher to keep the language focus, to control of the syllabus and to provide the use of the four linguistic abilities to have effective learning. Lesson planning also provides students the confidence they need to learn because they notice when the teacher is prepared and has planned their lesson. Besides that, strategies that help English language learners succeed in the classroom are usually also effective for all the kinds of English learners, so using them is a win-win for all students (BRITISH COUNCIL, 2018). On the other hand, lesson planning does not need to be a detailed script that contains every interaction with students in the classroom. It is preferable to have the general sketch of the aims and course objectives, the plan of teaching and learning activities of the course and the activities planned to check the students' understanding. In this context, we consider planning is a fundamental practice for all teachers, even when they are not new in the area. Moreover, teaching is a continuous act of learning and the development of autonomy of the professional where planning takes part.

### **CONSIDERAÇÕES FINAIS:**

Successful English classes depend on a variety of factors and planning is one of those. The teacher has a great responsibility in this process because they are going to define the routes to be followed. In this context, lesson planning is fundamental but it does not guarantee total success in the process. However, it certainly helps a lot. Just because one plan did not quite work out, it does not mean that other plans are useless. They are hypothesis the teacher has to keep testing.

### **REFERÊNCIAS**

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**NÚMERO DA APROVAÇÃO CEP OU CEUA (para trabalhos de pesquisa):** Número da aprovação. SOMENTE TRABALHOS DE PESQUISA



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## ANEXOS

Aqui poderá ser apresentada **somente UMA página com anexos** (figuras e/ou tabelas), se necessário.