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ESP LESSON STRUCTURE AND PLANNING CHALLENGES IN TERTIARY EDUCATION

The basic components of a lesson plan are reviewed in the article. Key terms utilised to define structural elements of a lesson plan used in the British TEFL and American TESOL methodology were analysed and compared. It was confirmed that despite some differences in names, the basic components of a lesson plan in both methodologies are aimed at activating prior students' knowledge, equipping students with valid contact and examples, and ensuring their controlled and free practice. Using this model, a sample lesson plan for students studying English for academic purposes on the topic “Starting your PhD” was developed and critically analysed in the discussion section. Keeping lesson objectives communicative was one of the problems noticed as teachers often choose technical meta-linguistic objectives focusing on particular grammar components instead of communicative ones. Focusing on form was identified as a common dilemma in lesson plans and instructions. On one side it contradicts the communicative approach while on the other hand avoiding it is quite challenging in tertiary education where formal assessment is required. Another problem is providing students with good lead-in contexts relevant to lesson objectives. Additional challenges were related to the principle of active students' engagement and teaching in mixed-ability classes. It is impossible to highlight all these cases in the lesson plan and provide teachers with all possible solutions. Another challenge observed was the perception of plans by other teachers. In most cases, lesson plans are developed by teachers for particular institutions, student levels, and specialities. Understanding all procedures of the lesson including proper instructions to be followed can be challenging for other teachers. As a prospect of this research, technological progress in lesson planning should be studied, in particular, the analysis of AI-generated lesson plans in terms of their relevance, possible adaptation and improvement.

Keywords: lesson plan; language teaching; lesson objectives; lesson structure; PhD; PhD student; TEFL; TESOL.

1. INTRODUCTION

Well-thought-out lesson planning and course design are crucial for successful language teaching. For teachers, lesson planning is an essential skill that should be mastered and developed to

provide high-quality inclusive education and meet the changing requirements of diverse student needs, curriculum standards, and evolving educational practices. Planning helps teachers organise content logically and progressively based on student needs and achievements. It is essential to achieve the desired learning outcomes by setting realistic goals and allocating time efficiently for various activities. Successful planning enhances the development of different language skills.

Lesson planning is an important stage in the EFL teaching process that is one of the factors that predetermines the achievement of lesson objectives and outcomes. With clearly developed lesson plans, teachers become well-equipped for successful classroom management that helps reduce students' anxiety, enhance explicitness, clarify instruction, and create a positive and efficient environment for language acquisition (Alghamdy, 2023; Farhang, Hashemi, & Ghorianfar, 2023; Asad Juma, 2024). The absence of planning can lead to an unfocused, unsuccessful lesson in which students will take on a passive role that can cause their misbehaviour (Harmer, 2015, p. 210). Success in the effective development of the lesson plan and its implementation relies heavily on teaching expertise and experience (Li & Zou, 2017; Iqbal, Siddiqie, & Mazid, 2021). Therefore, educators should not neglect planning lessons, and continue polishing this practical skill, utilising basic principles and modern approaches to planning lessons to make their lessons successful.

The significant role of lesson planning in classroom management and language teaching, theories, principles, and approaches applied for lesson plan design and its successful implementation have been widely explored in modern studies (Alghamdy, 2023; Asad Juma, 2024; Anderson, J., 2021; Anderson, N., 2021; Galstyan, 2021; Harmer, 2015; Iqbal, Siddiqie, & Mazid, 2021; Murray & Christison, 2020; Lynch & Warner, 2008). Also, studies (Anderson, J., 2021; Harmer, 2015; Purgason, 2014; Sepešiová, 2015) have been carried out on using various lesson structures or frameworks in English Language Teaching (ELT). Li & Zou (2017) considered the expertise of English as a foreign language (EFL) teachers in lesson planning. Some research (Besonia, 2024; Yaccob, Yunus, & John, 2023) studied elements of volatility, uncertainty, complexity, and ambiguity in lesson plans. The usage of AI tools in designing and implementing inquiry-based lesson plans was investigated by Moundridou, Matzakos, & Doukakis (2024).

Lesson planning should always be centred on lesson outcomes. Neil J. Anderson (2021) states that three basic principles of lesson planning include: 1) *defining learning outcomes (LO)* that help to set clear objectives and depend on prior knowledge, skills, and needs of students; 2) *designing the logical lesson content* by choosing appropriate materials and engaging activities suitable for students and *promoting the achievement of the desired LO*; and 3) *integrating formative and summative assessments to evaluate student achievements of the LO*. The continuous evaluation of student performance and feedback received allows educators to determine the strengths and weaknesses of their students and introduce necessary changes to future lessons, making planning a reflective process.

Sharon A. Lynch and Laverne Warner (2008, pp. 11-12) suggest integrating “the principle of universal design” into lesson planning through differentiated instruction. Differentiated instruction allows teachers to accommodate different students' learning styles, abilities, and needs, creating equal opportunities for all students. A lesson plan developed based on differentiated content and instruction helps teachers engage all students, keeping them interested and active throughout the lesson.

Denise E. Murray and MaryAnn Christison (2020) also describe some general principles of planning instruction based on the content that involves studying the language (reading, listening, speaking, and writing skills) and the subject matter both relevant to the student's language level and needs. They emphasised not only the importance of defining specific learning outcomes for each lesson but also keeping a balance between teaching language skills and subject content, designing lesson plans that are based on a student-centred approach, their language knowledge, interests, motivations, and needs of students, integrating continuous assessment to measure students' progress, and up-to-date teaching resources offered by the developing technology to enhance the learning process.

The constantly evolving educational environment in our rapidly changing world requires the

integration of elements of volatility, uncertainty, complexity, and ambiguity (VUCA) into lesson plans to promote ‘authentic and real-world language use’ (Besonia, 2024, p. 19). The VUCA strategies involve the integration of up-to-date technology, multimodal instruction, developing intercultural competence, reflective practice, and continuous professional expanding of educators’ knowledge and skills so that they can create flexible lesson plans built on inquiry-based learning and dynamic learning potential assessment (Besonia, 2024, p. 19; Yacob, Yunus, & John, 2023, p. 1).

For designing a lesson plan, based on Communicative Language Teaching (CLT), learner-centred approaches, and the principles of scaffolding, various frameworks can be used. The main EFL frameworks applied to organise lessons logically are Presentation-Practice-Production (PPP), Test-Teach-Test (TTT), Engage-Study-Activate (ESA), Task-based Language Teaching (TBLT), Content-Based Instruction (CBI), Content and Language Integrated Learning (CLIL), and Context-Analysis-Practice (CAP) or Context-Analysis-Practice-Evaluation (CAPE). Jeremy Harmer (2015) discusses the evolution of frameworks within the context of their communicative value and considers PPP and TTT to be teacher-centred, “weaker” communicative teaching approaches, while ESA and TBLT are seen as learner-centred and “stronger” communicative approaches.

According to Jason Anderson (2021), the choice of framework depends on a lesson type, learners’ age, proficiency level, needs, expectations, curriculum, and teacher’s experience. For example, PPP can be effectively used for teaching lower-level students’ grammar and pronunciation, whereas TTT is suitable for teaching vocabulary and grammar, preparing for tests and exams. The CBI, CLIL, and CAP/CAPE frameworks provide greater flexibility in lesson planning stages and involve language learning through real-world content and context. Both Jason Anderson (2021) and Jeremy Harmer (2015) highlight the importance of context in English language teaching. As a result of contextualised lessons, students receive input from texts for reading, listening, or watching, which they can then analyse, gradually moving from receptive to production skills through scaffolding (Anderson, J., 2021). However, the development of CBI, CLIL and CAP/CAPE frameworks require greater teacher expertise. According to Michaela Sepešiová (2015, p. 150), to create and implement CLIL plans successfully, teachers need competence in determining appropriate target language proficiency, target subject knowledge in the content area, and CLIL methodology. Similarly, Galstyan (2021) highlights that careful and thorough planning is a key component of successful lessons, emphasising the importance of teacher awareness and constant personal and professional growth through self-learning and self-evaluation.

Thus, by using various frameworks, teachers can tailor classes to their students’ specific academic or professional language needs, making the learning process more targeted and practical. However, the successful application of different frameworks in lesson planning demands a higher level of teacher training, qualifications, and expertise.

The **goal** of the article is to compare the key terms of the British TEFL and American TESOL methodology used for defining structural elements of a lesson plan, develop and critically analyse a sample lesson and discuss the main challenges of lesson planning at the tertiary level.

2. RESEARCH METHODS AND MATERIALS

Literature analysis was used to define the basic principles, approaches and frameworks in lesson planning. In this article, the terminology used by TEFL and TESOL methodologies for defining the lesson plan components was contrasted and analysed. A sample lesson plan on “Starting your PhD” for the English for Academic Purposes (EAP) course was designed and critically examined in the article. “Starting my PhD” topic is essential for the EAP course as it can help students interact in typical situations at conferences, in labs, and at university where students introduce each other, speak about their PhD in an informal setting, and describe their research to a friend or classmate. The main challenges of designing an effective plan were considered in the article, taking into account authors’ teaching experience and modern methodological requirements. Some of the solutions for lesson planning challenges were recommended for tertiary-level teachers.

3. RESULTS AND DISCUSSION

The main components of a lesson plan

Traditionally, a lesson plan starts with the information about the students' level, the topic, and the materials needed. Technology tools can be listed in the materials section and can be indicated either at the beginning or at the end of a lesson plan.

The next part is the **lesson objective section**. Clear measurable communicative objectives should be indicated here. According to the TESOL methodology explained by Arizona State University (ASU) teachers in the TESOL course provided by Coursera, lesson objectives should also be explained by the teacher in the "objective discussion" section. Discussing the objectives can motivate students because it will help them understand why they need to achieve certain goals. For example, the teacher can list the real-life and professional situations where students can apply the lesson-learning outcomes. Moreover, each objective should refer to a specific, measurable competence that students can achieve at the end of a lesson. To identify the desired student behaviour, certain so-called action verbs should be used and, depending on the type of activities and materials studied, vague verbs should be avoided (Farrell, 2002). Bloom's Taxonomy (see Bloom, 1956 and Krathwohl, 2002) provides a list of action verbs that are tailored towards higher- and lower-order thinking skills. Using these verbs in the lesson objectives also identifies the level of thinking required by the students.

To achieve the objectives, teachers use different methods. Among the methods that are most widely used are differentiated instruction, lecture-based learning, technology-based learning, game-based learning, traditional grammar exercises with open-ended questions, filling in the gaps, storytelling, and role-playing. Experienced teachers frequently attend professional development courses and constantly develop their teaching skills to recognise the methods most efficient for a particular group of students.

Lead-in

This part of ESL lesson plans traditionally activates students' prior knowledge on a specific topic and helps them understand what they already know and understand about it. Activating prior knowledge improves memory for new information by improving coding (the storing of larger chunks of information), creating useful associations, and decision-making when deciding which approaches are useful (Kostons & van der Werf, 2015). As Kostons & van der Werf (2015) found, students outperformed their control group after activating their pre-existing knowledge. This means that even the manner in which prior knowledge is activated plays a role in its benefit.

It should be noted that there is a terminology difference between the British TEFL methodology and the American TESOL methodology. In the British TEFL methodology, the **Lead-in** part is used, whereas American TESOL methodologists use **Warm-up activities**.

Next, a lesson plan proceeds with the **Presentation**. TEFL methodologists refer to it as "Presentation" while in TESOL plans it is called "**Instruct and model**". In this portion of the lesson, teachers use special teaching strategies and methods to equip students with valid examples or models which they later need to understand, analyse and apply again while carrying out assessments.

The next stage is devoted to **practising**. This part of a lesson is crucial as it allows students to polish their language skills while performing different activities. TEFL methodologies refer to it as "**Controlled practice**" whereas American TESOL methodologies commonly call it "**Guided practice**". Both of them mean that in this part of the lesson the teacher corrects language mistakes in different modes, for example, by walking around and approaching each pair of students to guide and correct mistakes, or doing it individually, or discussing it in front of the whole group.

After that comes the section where students independently apply the skills learned and interact with each other, imitating real-life situations. This section of a lesson plan is called "**Production**" in TESOL and "**Independent practice**" in TEFL methodology. Both methodologies emphasise the importance of this portion of the lesson. In an 8-module TESOL course provided on coursera.org by Arizona State University teachers, it is indicated that it is essential to adhere to the 80/20 principle

of lesson planning where 80 % of the lesson is dedicated to students' practice and only 20 % is direct instruction.

The final component of a lesson plan is **assessment**. Although not all progress can be easily measured, teachers should do their best to correlate objectives with the assessment tasks, and proper lesson planning is key here. Assessments can vary from grammar tests to meaningful projects and can be of different types (formative and summative). In our sample lesson, students are given a quiz and a writing task. Special rubrics are used to record the accomplishment of the assessment tasks. The rubrics are shared with students in advance to help them understand the evaluation system before preparing the task.

In the last part of a lesson plan, teachers give **feedback and homework**.

Thus, lead-in, presentation, practising and assessment are the main components of a traditional lesson plan. The lesson plan is then modified based on the key language skill, goals and the approach used. For example, the lesson can be a skill lesson for improving particular reading, listening, writing or speaking skills or a grammar lesson.

Sample on-line lesson plan with some remarks

Topic

This lesson is created for the English for Academic Purposes (EAP) course for the topic "Starting my PhD".

Students' level - B1/ B2

Lesson objectives

- Students will be able to describe situations in which they were interrupted while working on their PhD
- Students will be able to write a blog post on "Starting my PhD research"
- Students will be able to identify and list vocabulary related to doing a PhD and practise using these words in a blog post in which they offer advice on starting a PhD

Materials

PhD Comics, extended trailer of a PhD movie, authentic blog post, online corpora of TED talk, Google documents, breakout Zoom rooms and chat boxes.

Lead-in

Students are asked which issues they encountered while starting their PhD programme.

Then the teacher shares comics related to beginning research from PhD Comics (Cham, 1997-2018, retrieved from <https://phdcomics.com/about.php>) and asks students to describe what is happening in the scene and their opinion on the situation. Students access the site and in pairs they choose scenes from the comics that relate to the issues they have experienced and discuss their experiences and perceptions in similar situations. The teacher visits Zoom breakout rooms, monitors, and corrects students if necessary.

Presentation

The teacher asks students about the last time they did their research. Students might answer "*I prepared my thesis two days ago/before the deadline/in September, etc.*". The teacher asks students when they were doing their research and elicits the Past Continuous for actions happening in a specific moment in the past and showing this past moment on a timeline.

Now the teacher asks if the students were interrupted while working on their PhD research. Two examples are written on the blackboard, and the teacher elicits responses by asking concept questions such as "what action happened first/ was in progress/ interrupted another action." One of the students writes the formula was/were+ verb with -ing ending + when + Past Simple.

Students are asked to create more similar examples such as:

I was submitting my conference abstract when my supervisor called. She was doing her experiment when the device broke. A student was inserting his observation data when the program froze.

Now the teacher and students drill the pronunciation of was/were.

Practice (Controlled)

Students watch the extended *PhD Movie* trailer on YouTube and based on the movie create

more examples of situations in which actors were interrupted while working on their PhD. Students write their examples in the Zoom chat box, the teacher corrects them in the comments and uses emoji to react.

The teacher asks students what makes a blog post different from an academic paper or newspaper article. Then students scan the text “Should I Get a PhD in Materials Science?”.

The teacher asks if the language is formal or informal, where they might read this text, what genre it might be and whether they think it is a blog or a journal article. Students answer without fully comprehending the whole article, and the teacher elicits responses by referring to some formal/informal phrases and stylistic aspects, helping to identify the genre. Students discuss some of the characteristics of a good blog post, and the teacher confirms that it was a real post online from an undergraduate student seeking advice on starting his PhD. Students are given the link to read the entire post online.

Students read the post again including the comments below the post, and create a list of new vocabulary with definitions in a Google Document. The teacher elicits new vocabulary, checks the definitions and asks some concept questions while attending each Zoom room where students are working in pairs.

Practice (Free)

Role play -- One of the students role-plays student A who is hesitating between academia and industry. Now, students in mini-groups are asked to present their advice to the student and justify it. They discuss different pros and cons in class. Each mini-group is required to type the final advice for Student A in the chat box. Now students vote for the best advice by putting emojis in the comments section of a Zoom chat box. Student A makes a final decision and justifies it.

Students in mini-groups in Zoom rooms choose and discuss one of the Phd students’ common problems raised in the trailer for *The Phd Movie*. The teacher asks students to present the main ideas. Together students create a mind map with common problems and solutions using a miro.com digital board.

Homework

Students write a blog post about starting their PhD and share their opinions on the main challenges. Students are given a task to incorporate at least fifteen new collocations/terms related to doing a PhD using online Ted Corpora and the Google document with terms they created during the lesson. The criteria for assessment of their work is shared with them as well as a guide on writing a blog post in 2024.

Depending on the task, the teacher chooses the main criteria for assessment. In the case of a blog post, students are given the criteria of a catchy headline, relevant incorporation of terms learned, adding personality, organisation, content and conventions. For example, in Figure 1. the criteria scale adapted from rubistar.4teachers.org for personality can be seen.

Figure 1. *Adding personality (Voice)*

4	3	2	1
The writer seems to be writing from his/her knowledge or experience. Personal ideas and feelings are expressed and it makes the writing personalised.	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his or her own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else or were generated by AI.

Students also complete a fill-in-the-blank PhD vocabulary quiz and a Past continuous Phd quiz created by the teacher on Kahoot.com.

Lesson objectives dilemma

Often lesson objectives are not fully communicative due to the heavy focus on one particular grammatical component. As mentioned in Farrell (2002), good lesson objectives describe what students will be able to do in terms of behaviour when using a foreign language. Thus, learning objectives in a communicative language classroom should focus on what students are able to do using the language after the lesson, and activities should follow these objectives. A real-life description within the lesson objective is preferred over a technical meta-linguistic description such as ‘create their examples for Present Continuous for interrupted actions in the context of “Doing my PhD’’. Although the highest-order thinking skill is indicated in this objective, create, the objective is limited to a meta-cognitive linguistic element and not practical in nature. A better example could be “Students will be able to describe situations in which they were interrupted while working on their PhD” instead of “students will be able to create examples for the Present Continuous tense used in an interrupted situation”. The next step would be to indicate how this objective fits in the overall learning objectives set out for this course or module, e.g. “Students learn how to talk about and evaluate their PhD programme using appropriate language and diction.”

The second lesson objective, “Students can write a blog post on “Starting my PhD research”, is communicative in nature, and the provided activities - analysing a blog post and practising giving advice - help students achieve this goal.

Finally, when stating the vocabulary objectives teachers should be very attentive as simply stating that “students will acquire vocabulary related to a particular topic”, requires some revision. This formulation of the objective would refer to the vocabulary itself and not indicate in which setting students could use this diction. Thus, in this case it is better to rephrase and indicate that “Students identify and list vocabulary related to doing a PhD and practise using these words in a blog post in which they offer advice on starting a PhD.” Again, this lesson objective should align with the course's overall learning outcome. The vocabulary students encounter (and hopefully acquire) throughout the lesson is used in their (formative) assessment assignment, meaning that it will be possible to measure whether students have achieved this objective. As mentioned previously, good lesson objectives are clear in what is expected regarding student behaviour and contain action verbs.

Lead-in issues

The lead-in of the lesson does ask that student activate their prior (or pre-existing) knowledge, and, according to Hattan, et al. (2015), activating students’ prior knowledge helps their understanding of written language, while also improving memory of the learnt materials (Kostons & van der Werf, 2015). It is always challenging to provide students with active activation of prior knowledge to make sure inaccurate information is adjusted through *augmented activation* and to stimulate active text processing.

Focus on Forms (FoFs) issue

Some parts of the lesson plan still contain examples of activities with a *Focus on Forms* (FoFs) (Ellis, 2016). FoFs refers to traditional language teaching practises where students are presented with items from a structural syllabus; in this case, the students are covering the English verb tenses. The PhD vocabulary and PhD Past Continuous tense quizzes, provided by the teacher through *Kahoot.com*, are also examples of activities that fit a FoFs approach to language teaching.

Avoiding a FoFs lesson can be quite challenging. Teachers need to draw students’ attention to particular grammatical instances. In this case, the teachers could have opted for an activity in which students are presented with sentences or phrases by people who are constantly interrupted, and they talk about it using the past continuous tense. Students would then be asked why people use those particular constructions to talk about these specific situations.

Keeping students engaged

Denise E. Murray and MaryAnn Christison (2020) consider two types of lesson planning: ‘*preparation prior to teaching and planning in situ*’. The preparation stage before the lesson involves thorough thinking about lesson objectives and outcomes, planning stages, and content of teaching based on student needs analysis. *Planning in situ* is modifying the lesson plan during the

lesson itself due to unexpected situations and constantly changing reality in a dynamic classroom environment. Among the reasons for the plan adjustment that might require more time than was planned, Jeremy Harmer (2015, p. 210) and Kitty Purgason (2014, p. 368) mention “unanticipated problems” and “magic moments” or “golden opportunities for real communication” that demonstrate the real interest of students in the topic. ‘Planning in situ’ requires a teacher’s professionalism, expertise, and experience. According to Lisette Allen (2012:38), a good teacher is able to stick to the plan and timing, but only great skilful teachers are able to change the lesson plan and improvise on the spot to meet students’ needs during the lesson.

Teachers in training and novice teachers are advised to plan (perform the preparation stage) in detail and follow their lesson plans. However, Jeremy Harmer (2015: 210) warns that ‘overzealous planning may be stultifying’ and urges teachers not to ignore unforeseen problems or ‘magic moments’ that may provoke unexpected interest in the topic and discussion.

Another challenge teachers face is keeping the students engaged, especially when the class is taught synchronously online. It is difficult to keep students engaged during their class, especially when the class is taught online. The teacher needs to be able to improvise when they notice that students are not as engaged as desired. Besides, teachers should adapt the lesson if the previously mentioned ‘magic moments’ occur. In the lesson presented in this paper, a possible ‘magic moment’ could be when students discuss their PhD research and start discussing possible struggles they encounter while working on their research. Some of the reasons could be students’ unwillingness to speak, switching to their native language when their work is less controlled by a teacher, or lack of teamwork skills.

Mixed-ability groups

Another challenge could be found in heterogeneous groups consisting of students with different levels. Some students may find discussing certain topics too easy and would enjoy a challenge, while others might find it too difficult and need extra support. Differentiation could provide the solution to this problem, although differentiation results in new problems, particularly when teaching is provided online. Idrus, et al. (2021), who researched differentiated instruction (DI) in online teaching in Malaysia, found that teachers found DI challenging and time-consuming. DI is already challenging in a regular classroom, particularly when the group is extremely heterogeneous. Online teaching is also challenging, and adding DI to the mix requires teachers to be very flexible. To wit, for differentiation to be effective, students’ requirements and skills need to be evaluated and considered when designing and planning classes (Margevica-Grindberga & Rektina, 2022).

Thus, while planning lessons, teachers should take the heterogeneity of their group into consideration. Even though not every teacher has the ability to perform rigorous pre-testing to determine each student’s level before every class, they could plan for simple ways to differentiate. For example, teachers could think of ways some tasks could be done differently to fit students’ needs.

Perception by other teachers

As previously mentioned, good lesson plans, according to Anderson (2021), integrate three basic principles: 1) defining learning outcomes, 2) designing the logical lesson content by choosing the appropriate materials, and 3) integrating formative and summative assessment to evaluate student achievement of the LO. All three elements are present in the example lesson plan. However, it should be noted that some adjustments are required to make a lesson plan understandable for other teachers. These adjustments may relate to stating the instructions given to students, providing samples of similar tasks done by students, giving more examples and specifying how the teacher elicits or scaffolds the necessary content. Even though Harmer (2015) indicated that overzealous planning may lead to teachers ignoring magic moments, detailed lesson descriptions remain at the heart of being perceived well and used by other teachers.

Technological progress in lesson planning

Technological progress and the global shift towards e-learning have boosted the development of lesson plans. Maria Moundridou, Nikolas Matzakos, and Spyridon Doukakis (2024) investigated the potential of generative AI (GenAI) tools for designing and implementing inquiry-based lesson

plans. The researchers presented the classification and description of GenAI tools on the basis of their application by educators. The four major groups they distinguish include the GenAI tools for 1) planning course design and lessons; 2) content creation (including texts, images, videos, and presentations); 3) evaluation (detecting plagiarism, getting feedback, and grading students); and 4) teachers' general assistance. AI application by educators in the future could significantly impact the content of online lessons and their planning continuum.

Thus, the second stage of the research is to analyse a similar lesson on "Starting your PhD" developed by AI in terms of its relevance, possible modification and improvement.

4. CONCLUSIONS AND SCOPE FOR THE FURTHER RESEARCH

In this article, different components of a lesson plan were demonstrated and analysed. The key challenges found were related to defining good communicative lesson objectives, adding relevant lead-in activities, creating a plan well perceived by other teachers, and designing plans that can keep students engaged and that be easily adapted for heterogeneous groups. As contemporary language teaching and learning is moving away from traditional teaching methods which were centred around meta-linguistic knowledge and rote learning of grammar rules, and moving towards more communicative approaches to language teaching and learning, teachers face challenges regarding writing good lesson objectives and learning objectives, planning their lessons, and finding activities that present students with the required language in an immersive manner. Teacher training programmes should spend time helping teachers write learning objectives and lesson objectives, preferably drawing from general language objectives as offered through the CEFR goals. These are excellent language goals that can provide teachers with a good starting point for planning their modules, courses, and, subsequently, their lessons. Future research could focus on the struggles teachers encounter while planning their lessons, especially in a rapidly changing teaching world. As teaching in higher education is moving away from the traditional classroom towards an online setting, finding activities that stimulate communication and interaction between students can be challenging, particularly for novice teachers who do not already have their toolbox filled with activities. Many teachers still need lesson plans that meet the demand for effective language acquisition. There are many requirements for a good lesson plan. It should be based on authentic materials, as well as built upon students' prior knowledge and professional and personal interests. It should keep students active, motivated and engaged in the lesson, maintain smooth transitions between different parts, and ensure a systematic connection with the plans for a week or a whole term. It is important for a lesson plan to allow flexibility as each group has its own pace and requires a different amount of time for students' involvement. Taking into account technological progress and AI lesson plan analysis are suggested as a second stage of the research.

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Юлія Олізько, Олена Волкова, Леонтез Генрікез. Структура заняття з англійської мови професійного спрямування та труднощі його планування у ВНЗ. У статті проаналізовано основні принципи і сучасні підходи до планування занять з англійської мови, коротко представлені основні моделі планування в навчальному процесі. Визначено структурні елементи плану заняття та здійснено порівняльний аналіз термінів, які використовуються у британській (TEFL) та американській (TESOL) методиці викладання англійської мови для позначення різних структурних частин заняття. Визначено, що ключовими елементами плану заняття в обох методиках є активізація попередніх знань студентів, організація та проведення контрольованої та вільної мовленнєвої практики, а також забезпечення зворотного зв'язку. У роботі проаналізовано зразок плану заняття на тему «Початок моєї роботи в аспірантурі» для студентів, які вивчають англійську мову для академічних цілей. При розробці плану заняття одним з проблемних завдань було дотримання комунікативних цілей заняття, оскільки часто під час укладання планів викладачі ставлять технічні металінгвістичні цілі, зосереджуючись на конкретних граматичних складових замість комунікативних. Це порушує певну дилему у вищій освіті, адже з одного боку, це суперечить комунікативному підходу до вивчення іноземних мов, а з іншого – уникнути металінгвістичних цілей досить складно в системі, де застосовується формальне оцінювання набутих студентами знань. Непростим завданням виявилася добірка матеріалів для мовленнєвої зарядки, адже її зміст також повинен відповідати цілям заняття. Додаткові виклики при розробці плану занять стосувалися реалізації принципу мовленнєвої активності студентів та особливостей викладання у групах з різним рівнем знань. До проблемних питань варто також віднести різне сприйняття планів іншими викладачами, оскільки плани занять розробляються для окремих курсів, освітніх закладів, рівнів навчання і спеціальностей. Розуміння поетапної процедури реалізації плану заняття може виявитися складним для викладачів, які не є розробниками. Подальшою перспективою дослідження є вивчення можливостей застосування засобів технологічного прогресу для розробки планів заняття. Зокрема, аналіз актуальності, можливої адаптації та вдосконалення планів, створених штучним інтелектом.

Ключові слова: план заняття; навчання іноземної мови; цілі заняття; структура заняття; аспірантура; аспірант; методика TEFL та TESOL.

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