



THE ANALYSIS OF A LESSON PLAN WRITTEN BY ISHIHARA AND COHEN

Mirzayeva Ma'mura Ubaydulla qizi

Assistant at the department of Social Sciences and Languages
of Almalyk state technical institute

Abstract: *this article analyses a lesson plan which was written by Ishihara and Cohen. While analyzing it, the reader paid attention to every aspect of the planned lesson by finding out achievements and drawbacks as well. Suitability, authenticity are the parts which were applied as reading LP's topic, objectives, time, materials and assessment.*

Key vocabulary: *LP, objectives, authenticity, assessment, teacher instruction, learners' background.*

Level and background of learners: This LP and its instruction were designed for the learners with different nationalities and cultures, but they have living experience in L2 community. Description of learners is a crucial component of LP (Ishihara, 2010)

Goals and objectives of the lesson: After getting known about learners, certain goals are met by readers that they give general comprehension about the lesson. This lesson aims at improving communicative skills to communicate effectively in real life and improving students' English language in academic and business field. Ishihara (2010) claimed that a LP should specify exact productive pragmatic skills for improvement and these goals applied the rule effectively. The writer also clarified lesson objectives that students practice giving and responding to compliments according to norms of different cultures in productive and receptive skills. Since Ishihara (2010) mentioned that learning speech acts by comparing in different countries' level is a good way of improving pragmatic ability. In addition learners have opportunity to evaluate appropriateness, sincerity and spontaneity of compliments together with responses by considering contextual factors.

Social status of the speaker, distant and close degree of listener and the act intensity request from speakers to adjust the language use and make it suitable (Ishihara, 2010). By this objective students not only evaluate the factors but also gain experience how to use language to be appropriate the situations.

The objectives are realistic and appropriate for students' needs and educational background. Moreover, the objectives include grammatical structures, adjectives, range of responses to compliments because Ishihara and Cohen (2003) said that using formal instruction is the request of LP. But it is a bit confusing for some readers who have lack of knowledge and practice to differentiate language, culture and content objectives since they are given in mixed way.

Time and materials: The LP is organized with suitable instructional context. Making various instructional contexts require close attention (Ishihara, 2010).

Procedure of the lesson: For the initial stage students discuss given questions and gather comprehension about compliments. Writer uses from it so as to know learners' level of knowledge about topic and to clarify their needs analysis. Needs analysis is not only carried out before the course but also during procedure (Richards, 2003). The writer used every task with different and efficient purposes. The writer utilized cross-cultural comparison of pragmatic norms because literal translation or lack of knowledge about other cultures' complimenting styles is not suitable for L2 every time (Ishihara and Cohen, 2006). Blum-Kulka, Juliana and Kasper (1984) mentioned that pragmatic practice across cultures helps to think suitable application of sociopragmatic and pragmlinguistic norms. While giving example of compliments students learn vocabulary as well. In addition warm up activity does not apply mentally difficult task and it is the requirement of LP.

In the B task learners research and analyze language and contextualized factors. First students observe complementing behavior of an English speaker then they record their given, received or overheard compliments according to contextual factors together with appropriateness, spontaneity and sincerity factors. Then they analyze every elements and overall level of the recorded compliments. This

approach is approved as the best one to achieve lesson objectives effectively. Shahla Yassaei (2012) claimed about using sound effects to teach English is a best way of motivating learners. However the handouts of this task were not given during the LP and searching them from appendix or other parts is time-consuming and interrupts readers' attention while scrolling up and down the pages. Furthermore the task is authentic task and to solve the problem of adapting textbooks for teaching atmosphere, teachers should not only lean on textbooks during lesson but also they should implement other means: using journals, authentic tasks or videos (Ishihara, 2003).

Task D gives formal instruction about strategies for responding to compliments. First they read the response types without characteristics and write their own answers for the types then compares with original one. The task improves students' critical thinking and creativity ability. Saeed Rezaei (2011) said that Critical thinking, rooted in critical philosophy, has long been an influential part and parcel of Western education. Then they make role-plays according to above given information and this is one of the authentic tasks in the LP since it gives students a chance to produce what they have learned in real atmosphere.

For task E students learn about opening compliment of authentic transcript by noticing functions of compliments. The inductive way of noticing tasks improve learners discovering ability and self-directness (Tasneem, 2016)

The closing stage gives the teacher opportunity to get know about further needs of learners. It is very helpful task for teachers and most teachers do not use from this way. Students must collect data for giving and responding to compliments from real life examples.

Assessments: For assessing learners the writer used feedback by teacher and learners analyze their works in group. But it does not include summative assessment. Richards (2003) claimed that feedback is a type of formative assessment and it shows students' faults and achievements to decline and follow in the next steps.

Teacher instruction and student direction: The instruction is given for teachers or users but it does not show directions for students.

This LP was organized in a very helpful and suitable way for learners and teachers. It supplies the tasks with the interaction of all skills and applies mostly authentic tasks. But there are some faults as well, as I mentioned during analyzing procedure. I think watching authentic videos would be a better way if writer used since there is a proverb that it is better to watch one time rather than listening hundred times.

Reference

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