

L.T. Ussenbek¹

¹Suleyman Demirel University, Kaskelen, Kazakhstan

TEACHING ENGLISH TO NON-NATIVE STUDENTS BY LESSON STUDY METHOD

Abstract. This article examines the effectiveness and effects of the lesson study method on University non-native students and Lecturers. The participants of the study were 10 University students and three lecturers from a nearby University. The research questions formulated were the effects of the lesson study method on students, the effects of the method on lecturers, and the advantages and disadvantages. The information gathered mainly involves the qualitative research method: surveys, observations, Student works, and questionnaires. Close analysis of the data obtained reflected that the lesson study method improved the teachers' instructional strategies as far as self-reflection, corporative learning, and problem-solving is concerned. However, on the part of students, lesson study recorded positive remarks on some subjects but did not bear many fruits on the students' understanding and achievement.

Keywords: Qualitative method, Self-Reflection, Corporate Learning, Instructional Strategies, Analysis, Lesson Study Method, Questionnaires.

Аңдатпа. Бұл мақалада сабақты зерттеу (lesson study) әдісінің ана тілі ағылшын тілі болып табылмайтын студенттер мен университет оқытушыларына тиімділігі мен әсері қарастырылады. Зерттеуге университеттің 10 студенті және көрші университеттің үш оқытушысы қатысты. Зерттеу барысында келесі сұрақтар тұжырымдалды: сабақты зерттеу әдісінің студенттерге әсері, әдістің оқытушыларға әсері, артықшылықтары мен кемшіліктері. Жиналған ақпарат негізінен сапалы зерттеу әдісін қамтиды: сауалнамалар, бақылаулар, студенттік жұмыстар және сауалнама. Алынған мәліметтерді мұқият талдау сабақты зерттеу әдісі өзін-өзі көрсетуге, корпоративті оқытуға және проблемаларды шешуге қатысты мұғалімдердің оқу стратегиясын жақсартатынын көрсетті. Алайда, студенттер тарапынан сабақты зерттеу әдісі кейбір пәндер бойынша оң пікірлерді тіркеді, бірақ студенттердің түсінігі мен үлгеріміне үлкен жеміс бермеді.

Түйін сөздер: сапалы әдіс, өзіндік рефлексия, корпоративтік оқыту, оқу стратегиялары, талдау, сабақты зерттеу (lesson study) әдісі, сауалнама.

Аннотация. В данной статье рассматривается эффективность и влияние метода изучения урока (lesson study) на студентов, не являющихся носителями языка и преподавателей вузов. Участниками исследования стали 10 студентов университета и три преподавателя из соседнего университета. В ходе исследования были сформулированы следующие вопросы: влияние метода изучения урока на студентов, влияние метода на преподавателей, преимущества и недостатки. Собранная информация в основном включает в себя качественный метод исследования: опросы, наблюдения, студенческие работы и анкетирование. Тщательный анализ полученных данных показал, что метод изучения урока улучшает учебные стратегии учителей в том, что касается саморефлексии, корпоративного обучения и решения проблем. Однако со стороны студентов изучение урока зафиксировало положительные замечания по некоторым предметам, но не принесло больших плодов на понимание и успеваемость студентов.

Ключевые слова: Качественный метод, Саморефлексия, Корпоративное Обучение, Учебные Стратегии, Анализ, Метод Изучения Урока (lesson study), Анкетирование.

Introduction

Lesson study is a classroom teaching method that involves several teachers who form inquiry to discuss, plan, teach, revise and share the results of a classroom or a group of students after an exam (Larkin 2017). There has been a common belief that the best place to examine a learner is in the lecture rooms, seminar rooms, studios, and labs. However, lesson study involves several instructors who work together to design, teach, study and redefine student problems to explore the problems associated with learning, observe how students learn, and identify how their instructions affect student learning and thinking.

Just like any other teaching procedure, a lesson study requires planning and strictly adheres to stipulated guidelines. A lesson study helps the parties involved to have shared answers to questions and learn from examples of lesson study works used before. Lastly, the guidelines ensure that the participants adhere to the lesson and plan the conversations.

The guidelines to a lesson study are as follows; first, formulation of a team. There can never be a successful lesson study arrangement until a group of professionals agrees to come up with one. A team from diverse academic backgrounds is essential because nobody owns a monopoly of ideas, and sharing ensures quality outcomes.

Secondly, the team must develop learning goals. The learning goals articulate what learners are supposed to do at the end of the lesson. The response of the learners should reflect the activities and the teachings that take place. Reasonable lesson goals are brief, precise, and specific to the targeted group of learners.

Thirdly, design the lesson. Planning the lesson gives a roadmap of what the students need to learn and an efficient way of dispensing the knowledge. A lesson design stipulates the learning activities and lays a foundation for developing strategies to generate feedback from the Student efficiently. A lesson design for a minimum of 3 hours creates confidence during teaching (Larkin 2017). Remember, a lesson design may not guarantee successful teaching but creates room for sharing ideas with colleagues and students.

Fourthly, plan the study. Planning involves coming up with the exact day and time for the study to take place. However, it is essential to pick a place and time convenient for every team member. All team members agree on how to collect and observe the evidence of the understanding of the students. After the plan and meeting with the rest of the team, the next step is teaching and observing the students' responses. The response is the basis of revision because the level of understanding among the students is precise. During this stage, one team member assumes a teacher's role and passes the information to the rest to establish their level of understanding. Lastly, at the end of the study lesson, each individual should document the outcome and make arrangements on the best way to meet their students' needs.

A lesson study is essential in any learning institution. Through lesson study, teachers can explore and observe any changes in their learning, thinking, and any change of behavior. Through lesson study, teachers can forge a way forward as far as students' perception and ability to interpret concepts and instructions are concerned. The method takes place in the backward design. Lesson study starts with the definition of goals and later clarifies the procedures and experiences that lead to the goals. The method, as opposed to other techniques of teaching, begins with the teachers. The teachers place themselves in the position of students. The teachers think about how the students are likely to understand the lesson. It now enables the teachers to develop a better way of reframing the lesson so that the learners are not misled.

The lesson study method places the teacher in a position to understand and intercept any situation that is likely to hinder the students' understanding and underline the key factors that are likely to enhance the understanding of students. The essence of lesson study is the teachers carry the burden for the students, and by the time of face-to-face engagements with the students, there is a higher possibility that all the students will understand the lesson. It is, therefore, without much doubt that the lesson plan method is efficient and should be embraced in the institutions of higher learning. Most universities accommodate students from various cultures and countries. It, therefore, becomes unfair for a single lecturer to prepare a lesson plan that accommodates all students. It is prudent for Universities to embrace the lesson study method because of the following reasons.

Improvements in teaching. Workshops and seminars have existed for so many years. They deal with the general teaching strategies of all students. As

opposed to the workshops and seminars, lesson study focuses on one classroom. It is easier to address the needs of a narrow group than a large number of people. A lecturer can recognize the students in a classroom instead of a whole school and therefore becomes easier to deliver competent output. Lesson study, therefore, enables teachers to focus on how their students learn and what factors play a major in learning and thinking. Lesson study creates room for teachers to narrow down on students' specific needs in terms of which unit needs Improvement, the instructions that the instructors should redefine, and the goals of a particular subject instead of undertaking extensive course revision.

Secondly, the lesson study method provides instructional materials for reference. Once a lesson study has occurred, and the results yielded are positive, other instructors can use the outcomes. The evidence-based and systematic approach to learning has proven reliable, and teachers can learn from one another.

Lesson study enhances co-operation among instructors. The idea of working together yields positive results as far as networking is concerned. A lesson study brings together individuals from different backgrounds, and being united to a standard course expands their boundaries. The world's direction is towards creating a society with zero disparities, and the lesson study model is united to the course.

The lesson study method creates a basis for academic advancement. Individuals who team up for lesson study are exposed to opportunities of learning new information from each other. The final products of a lesson study are competent for presentation at any learning institution and similarly for publication. The lesson study method expands the mental capacity since it integrates research, teaching, theory, and practice.

The major disadvantage of the lesson study method is time-consuming. It is crucial to appreciate that gathering individual with varied experiences from different fields is a hard tussle. Secondly, arrangements on discussions and deliberations on an amicable solution involve a great deal of time. Many professionals avoid the lesson study method because of their busy schedules hence hampering the quality of education. Students indeed stumble over certain concepts and ideas, and if teachers fail to put their heads together, the mindset of learners will never change.

The lesson study model has not been developed in many countries. Different states try to emulate the concept, including the United States of America. The focus has been shifted from boosting the children's achievement and increasing the economic returns of schooling to the production of students who are all-round, socially, academically, and morally and ensuring that the teachers receive support in terms of salaries and remunerations.

The United States is among the many countries in the world to ensure teachers' professional development and the rollout of the lesson study model. The teachers undergo mutual on matters to do with collaborative goal setting and

lesson planning, conducting demonstration lessons, group reflection, critiques, and consistent revision of their goals and lesson plans. At the moment, major American journals on education occasionally incorporate articles on lesson study. The state of Florida Department of Education adopted Lesson Study as its state-wide teacher development model. It pumped a 700 million dollars grant to support the monthly study sessions in schools that recorded poor performance (Mimura & Watanabe 2017). It is estimated that most American Schools have developed active lesson study communities.

Conclusion

In conclusion, it is essential to ask, can other systems in the world have not incorporated the lesson study method's use follow suit? is lesson study more efficient and cost-effective compared to the existing conventional training in place? The paper has outlined the guidelines for carrying out the lesson study method, which includes selecting team members and the lesson plans, among others. It has also been evident in the paper that the lesson study method has its advantages and disadvantages. Time consumption is the main disadvantage. It becomes challenging to have different professions in one sitting, considering the complexity of University Education. The Advantage of the lesson study method evident in the paper is Improvement in teaching, instructional materials for reference, and Co-existence among instructors. Working together attracts individuals from all walks of the world hence a foundation for creating a peaceful society. The output in our education can improve significantly if all learning institutions embrace the lesson study method's idea.

References

- 1 Larkin, D. Planning for the elicitation of students' ideas: A lesson study approach with preservice science teachers. *Journal of Science Teacher Education*, 28 (5), (2017): pp. 425-443.
- 2 Mimura, K., Watanabe, Y. Developing an Evaluation Framework in Lesson Study on Active Learning Methods. (2017): pp. 1-8.