



## Lesson Study:

# Developing speaking skills when teaching a foreign language using the Lesson Study approach

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# Aim

- Improve students' speaking skills, proficiency in academic Russian and English;
- improve and improve the process of planning, teaching, observing and analyzing the delivery of lessons.

# Topicality

- Mastering the Russian and English languages along with the native language will contribute to a faster adaptation to new technological and globalization processes of the rapidly changing world, to regulate situational speech behavior both in educational and future professional activities; will teach you to use various sources of information and modern information technologies to express and substantiate your own opinion.

# Hypothesis

- using different methods of interactive teaching, teachers will be able to identify the most effective methods of teaching a foreign language, contributing to the development of reading literacy of students, which will help students express the text at a high level

# Originality

- as far as we know, suchlike studies on text compression techniques with age-specific features have not been conducted



# Research information

- I have created a focus - a group of creative teachers of Russian and English languages. Planned to conduct a research lesson in grade 9A. We chose a topic for research, identified a key problem in teaching a certain class, analyzing the collection of data: interviews, polling, observation of the actions of the students under study; worked out general goals, learning objectives and expected results of the Lesson Study for the section of the Russian and English lesson. We started work on the drawn up plan of the Lesson Study approach. The rationality of the approach lies in the fact that the student must develop an easy attitude towards mistakes that he can make when communicating in a foreign language.

# Research information



- For purposefulness in communication, a good psychological climate is needed. It is very important to free the trainee from the state of anxiety associated with the fear of making a mistake. Freeing the student from unnecessary fears begins from the very beginning of the educational process. This can be achieved by a different approach to the fact of making a mistake, an approach based on the fact that error is a normal phenomenon of the learning process.
- But in order for the state of anxiety not to stand in the way of the development of speech activity in natural speech situations, a reasonable approach to mistakes must be brought up in students.

# Research information

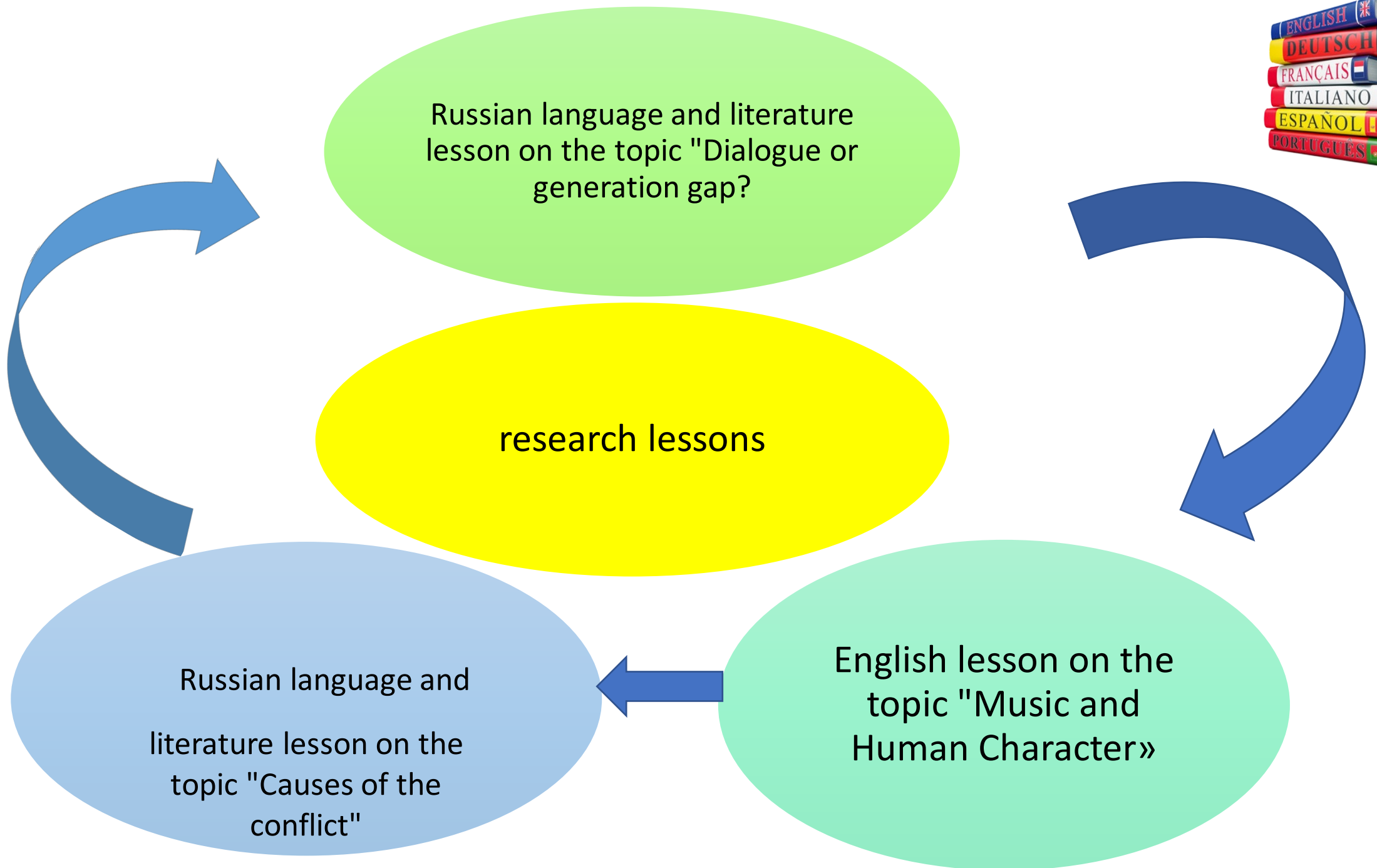
- This is a constructive approach to error, that is, finding, with the help of a teacher, the most effective measures to eliminate it. The student must understand that it is better to start speaking with mistakes in order to correct them later than not to speak at all. It is also necessary for the student to teach the following: if he is able to correct a mistake he noticed in the process of speaking, he must do it, if not, then he must not stop his speech. This can be justified by the fact that, on the one hand, the limit of understanding erroneous speech is very large - which means that it will be understood as it is. On the other hand, it is better to bring a thought to the end, at least with a language error, than to be silent at all.

# Research outcomes



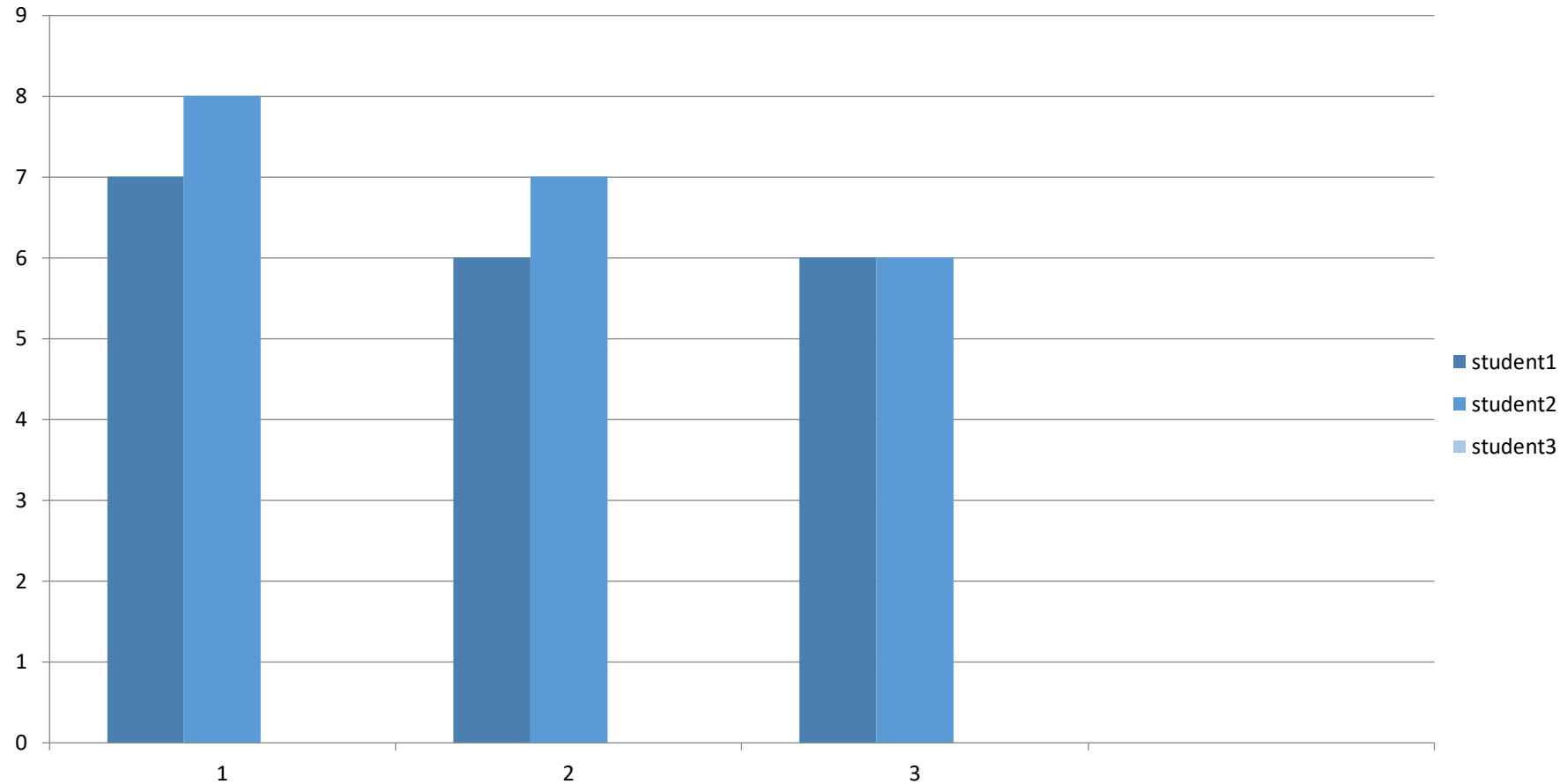
## **Student A**

- takes an active part in the lesson; is creative in completing assignments; openly expresses his opinion on the topic; acts as a coordinator in the group; evaluates their work and groups
- **Student B**
- takes part in the work of the group; discusses and offers his point of view on the topic of the lesson; independently performs tasks; will be able to take the initiative; evaluates his work
- **Student C**
- performs tasks together with the group; takes part in the discussion; be able to evaluate their work; collaborative work motivates the student

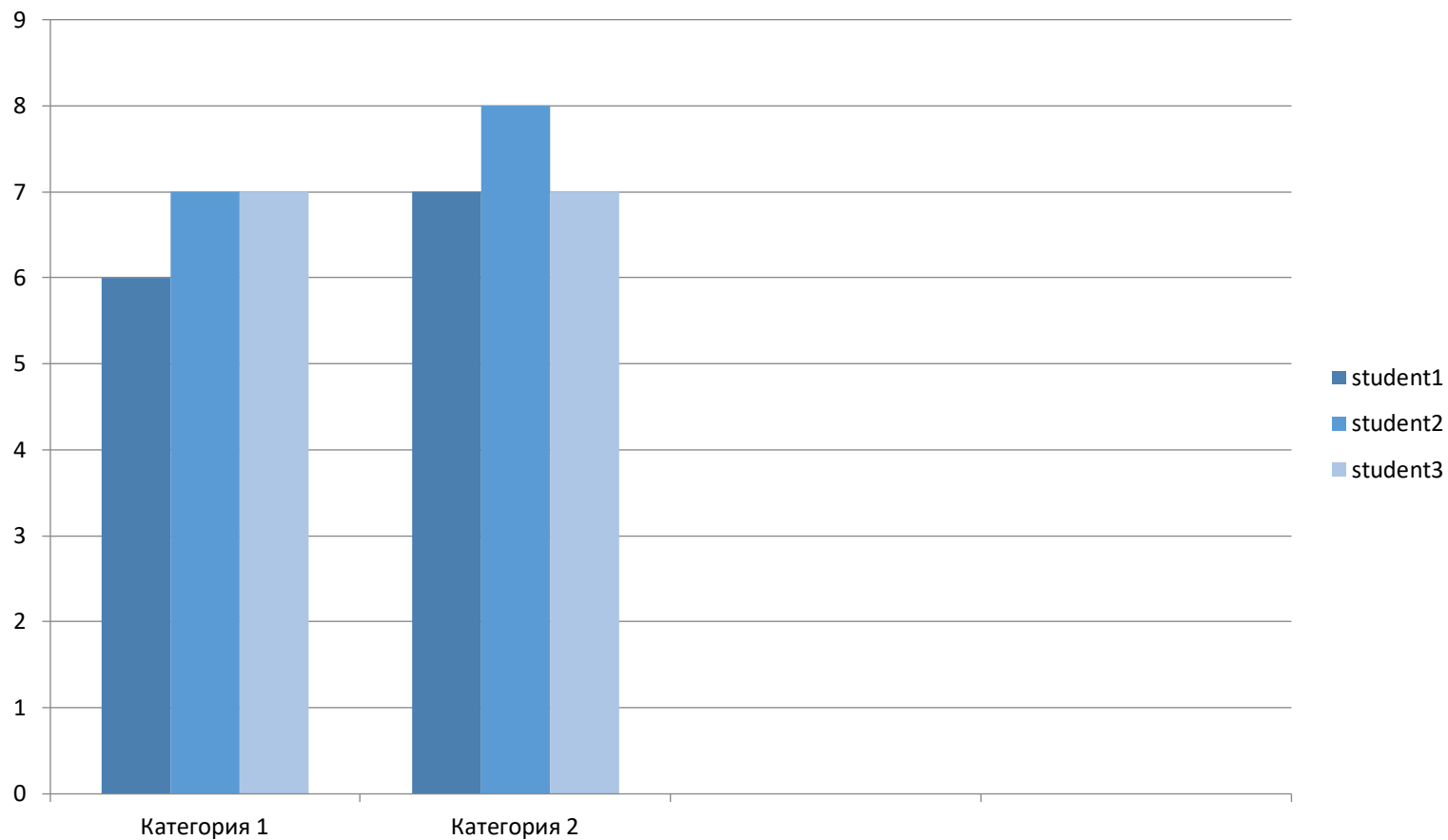




# Russian language and literature results



# English lesson results





# Literature and web resources

- 1. Dudley Peet. Lesson study: manual [www.lessonstudy.co.uk](http://www.lessonstudy.co.uk)
- 2. [www.prodlenka.org/...shkola/sovremennye-innovatcionnye-formy-povy](http://www.prodlenka.org/...shkola/sovremennye-innovatcionnye-formy-povy)
- 3. [tm.revyakina@mail.ru](mailto:tm.revyakina@mail.ru)
- 4. (from work experience ([[http: // collegiy. Ucoz.ru/publ/21-1-0-2438](http://collegiy.Ucoz.ru/publ/21-1-0-2438)]).
- 5. [[http://ecsocman.hse.ru/direktor/msg/ 16951873.html](http://ecsocman.hse.ru/direktor/msg/16951873.html)].
- 6. [orley-kost.kz/index.php/ru/razvitie/issledo/1125-lesson-study](http://orley-kost.kz/index.php/ru/razvitie/issledo/1125-lesson-study)
- 7. [sc0002.akkol.akmoedu.kz/documents/view/C623F133A13D32FF/?s](http://sc0002.akkol.akmoedu.kz/documents/view/C623F133A13D32FF/?s)
- 8. Teacher's Guide. First (advanced) level. Second edition. 2016.