

## خطة الدرس وأهميتها للتدريسيين

# The essence of lesson planning for instructors

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## Introduction

The aim of this research is to help the teachers further their understanding of the principles of effective lesson planning . many teachers, particularly those at start of their teaching careers , find lesson planning problematic and only time consuming . Surveys of graduates of education schools indicate that the area of concern of new teachers is their feelings of inadequacy in managing Classes . Classroom management and management of student conduct are skills that teachers acquire and hone over time. These skills almost never " jell " until after a minimum of few years of teaching experience . Skills of effective classroom management are central to teaching and require common sense , consistency , a sense of fairness and courage . These skills also require that teachers understand in more then one way the psychological and developmental levels of their students. For us, as teachers of English , lesson planning is a vital elements of classroom management and it is an important responsibility of language teachers. Most of the teachers don't pay attention to this process which enables them to organize their lesson materials . No job can be done efficiently without planning .

Throughout my teaching experience, this process showed an essential factor for the success of instruction in all levels : elementary, secondary and university it is a short time which devoted to organize ourselves ( as teachers ) in classroom . it also gives a confidence to the teacher and to the students who teaches them . In these few papers, we are going to focus on the importance of lesson planning for teachers in general and for those who teach English as a foreign language in particular by giving an example of lesson planning for language teaching .

## What is meant by lesson planning?

Lesson planning is a special skill that is leaned in much the same as other skills . Simply we can say that a lesson plan is a description and outline of " objectives " a teacher has set for a lesson , the activities and procedures the teacher will use to achieve them and the order to be followed , and the materials and sources achieve will be used .

Some teachers with experience define it as an ability which allows teachers to do their job in classroom. Some teachers believe that they do not need to plan their lessons . However most teachers go on preparing lessons throughout their careers , even if plans are informal. When the teachers are able to create their

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own lesson plans, it means that they have been taken a giant step toward owning the content they teach and the methods they use, and that is a good thing. Lesson planning acquires thinking and practice to hone this skill, and it wouldn't happen overnight, but it is a skill that will help to define teachers, knowing "how to" is more important than knowing "about" this skill is an important marker along the way to become a professional teacher. There are some fundamental factors of all lesson plans that the teacher should learn to write, "revise and improve. The old adage "; Practice don't make perfect:. Perfect Practice makes perfect is at the core of this skill .

A lesson plan is a teacher detailed description of the course of instruction for an individual lesson .

Lesson plan is a plan or a frame work of how a topic is to be taught to the students in a classroom. A daily lesson plan is developed by a teacher to guide class Instruction . The details of the plan will vary depending on the preference of the teacher, subject being covered , and or curiosity of students .

## **The importance of lesson planning**

There is always more than one way to do things , the following , information and example of lesson planning illustrate the point . Lesson plans are written by teachers to help them structure the learning for themselves and for the students

Researches indicate that all students benefit from, and appreciate well-structured lessons .

All lessons are based on curriculum , that is , what is intended that the students learn. Sometimes the curriculum reflects intended learning outcomes .

Lesson plans are first of all a thinking process . this thinking process basically is completed in four parts .

First , the teacher determines the curriculum , that is , what the students will learn , what they be able to do upon completing the activities or work of lesson .

Second , the teacher determines what the students already know , before beginning the lesson , that can lead in to the new curriculum of the day .

Third , he also determine at least one way to assist the students in learning the new curriculum .

Fourth , the teacher determines at least one way to evaluate the learning outcomes of the students .

Lesson planning is usually taught in schools of education as a skill that initially involves developing for a given plan , learning objective based on curriculum , or set of explicit subject-matter goals . This skill requires sequencing a numbers of activities in which the teacher and students interact .

- There probably has never been a teacher who has a class of students whose members were of equal ability . The instructional method planned for a particular lesson must take into account student ability . There is no institute doing this . As a lesson planner , a teacher should at least have a serious awareness to this
- Teachers should consider how they will monitor the progress of their students during the lesson itself . There are ways to do this . The purpose of this monitoring is not just to collect information about student progress . Rather , it is to have ways in mind about how to use this information , to make instant changes – in lesson procedures . If the teacher consider a

lesson as a collection of activities that are sequenced in some responsible way , there each activity has a beginning and an end . The end may be thought of as events , and it is here that meaningful full information about student progress may be derived.

- The events are "milestones" on the path toward the lesson objectives information about how the students are progressing may indicate that some reconsideration and reordering of the sequence of the milestones is warranted .
- Individual activities should not be static descriptions or what the teacher and students will do. Any good teacher will tell us that he or she makes adjustments in interaction based on feedback from students.
- The idea is obviously to keep students focused and involved in learning . For students to be continually involved in learning activities will require resourcefulness on the part of the teacher , but it is an consideration important to planning any lesson .

## **Essential elements of a lesson plan:**

There are some essential elements of a lesson plan that the teacher should consider in instruction .

- 1- Objectives – it means what students will be able to do as a result of the lesson .
- 2- Standards – it means which state content and developmental standard are addressed in the lesson .
- 3- Procedure – this shows what the teacher will do to get the students there .
- 4- Assessment opportunities – what the teacher can do to see if the lesson was taught effectively ; by watching students work , assigning application activities by getting students feedback etc . ( Here a teacher can include both formal and informal assessment and both format and summative evaluations ) .
- 5- Modifications \ accommodations for any special students needs in the class .

## **Steps of lesson planning**

Teachers should consider the following steps when planning for their lessons .

- 1- They should know who their students are , their ability levels , background , interest levels , attention spans, ability to work together in groups , prior knowledge , and learning experiences, special needs or accommodations , and learning preferences . This will not happen as quickly as the teachers would like , but it is important for designing instruction that will meet the needs of their students. That is a key in successful teaching and learning .
- 2- They should know their content. It is important for them to research the subject – matter that they will be teaching They should also utilize curriculum guides published by the institute in which they teach .
- 3- They should know the materials that are available to help them teach for success . They should take and keep an inventory of the criteria and resources that are available to them as teachers , For example :

technology , software , audio visuals , teacher mentors , or any materials that can assist them in teaching .

## **Developing a lesson plan .**

A well developed lesson plan reflects interests and needs of students. It incorporates best practices for the educational field . The lesson plan correlates with the teacher's philosophy of education , which is what the teacher feels is the purpose of educating students .

While there are many format for a lesson plan , most lesson plans contain some or all of these elements typically in the following order ;

- Title of the lesson
- Time required to complete the lesson
- List of objectives , which may be behavioral objectives (what student can do at lesson completion) or knowledge objectives (what student knows at lesson completion )

The most impotent thing about an activity in the plan is that it should have the potential to amuse the students .

- Setting an objective is the first thing a teacher should do or he decides the lesson plans focus . The teachers create one idea or question they want the students to explore or answer . Next he creates classroom activities that correlate with the established idea or question . This includes individual and group activities , He should insure the lesson plan goals are compatible with the developmental level of the students , He should also ensure their student achievement expectations are reasonable .
- The second thing the instructor should do that he or she makes a good correlation between a lesson plan and the textbook the class uses . The school usually selects the textbooks or provide teacher with a limited textbooks choices for a particulate unit . The instructor should take great care and select the most appropriate book for the students .
- The instructor also decides the types of assignments for his students. He or she should decide whether class assignments are a whole class , small groups , workshops , independent work , peer learning , or contractual .

**Whole – class –** here the teacher lectures to the class as a whole and has the class collectively participate in classroom discussions  
**small groups –** students work on assignments in groups of three or four .

**Workshops –** students perform various tasks simultaneously workshops activities should be tailored to the lesson plan .

**independent work –** students complete assignment individually .

**peer-learning –** students work together , face to face so they can learn from one another .

**Contractual work –** teacher and student establish an agreement that the student must perform certain amount of work by a dead line . These assignment categories (e.g peer learning , independent , small groups ) can also be used to guide the instructors choice of assignment measures that can provide information about student and class comprehension of the material .

There are additional questions put by (Biggs . 1999) to help instructors choose type of assignments would provide the best benefit to students . These include .

- What level of learning do the students need to attain before choosing assignment with different difficulty levels ?
- What is the amount of time the instructor wants the students to use to complete the assignment ?
- How much time and effort does the instructor have to provide student grading and feedback ?
- How does the assignment fit with the rest of the lesson plan ?
- Does the assignment test content knowledge or does it require application in a new context .

By considering all these, we can develop an effective lesson plan for our students.

## Planning for interaction

There are too many plans for interaction , but we will try to give an example of one of these plans .

Planning for interaction includes :

- 1- Content – listing the important facts , key concepts , skills or key vocabulary terms that they intend to cover . They can also prepare an outline with key learning outcomes .
- 2- Goals – They have to identify the aims or outcomes that they want their students to achieve as a result of the lesson they plan to teach. Goals are end product and something broad in nature . Goals relate directly to the knowledge and skills they identify in part one : content .
- 3- Objectives : They have to identify the objectives that they hope their students will achieve in the tasks that will engage them in learning process Objectives are behavioral in nature and specific to performance . Objectives tell that what will be observing in student performance and describe criteria by which they measure their students performance against.

In many ways , objectives represent indicators of performance that will tell the teacher to what extent a student is progressing in any given task .

Instructional objectives can start with a " given " that describes a condition that enables students to perform any task . The heart of the objective , here , is the task that the student is expected to perform , which is one of the important parts of the lesson plan . Objectives can range from easy to hard tasks depending on student abilities .

- 4- Introduction – They ( teachers ) describe or list a focusing event or attention that will motivate students to want to pay attention and learn about what teachers plan to teach .
- 5- Development – They describe how their plan to model or explain what they want their students to do modeling the learning behaviors of their students is a powerful development tool and provides demonstration that students can then imitate or practice on their own ; models can include direction interactions , inquiry information processing strategies , or cooperation learning strategies .
- 6- Practice – listing and describing ways in which teachers will provide opportunities for their students to practice what they want them to learn . The more opportunities they provide , the better chance they will have to

- master the expected outcomes These opportunities are in classroom assignment or tasks that they will give to their students .
- 7- **Independent Practice** : Teachers can do this by listing and describing ways to provide opportunities for their students to complete assignments to measure progress against the goal of instruction . These assignment are meant to give teachers the chance to determine whether their students have truly mastered the expected outcome .
  - 8- **Checking for understanding** – they also can do that by listing and describing ways that will check for understanding . Assessment and ongoing feed back are necessary for monitoring progress .  
This can include questioning , Conferencing , or journal writing , reflection writing .
  - 9- **Closure** – can be done by listing and describing ways that the teacher can wrap up a lesson .  
This can include telling the students the most important concepts that were covered in the class , asking them what they thought were the keys concepts or what they learned , or preparing them for the next lesson , building upon what was presented . The key is to leave the students with an imprint of what the teacher hoped to achieve in any given lesson .
  - 10- **Evaluation** – Listing and describing ways that the teacher will assess or measure student success in achieving the outcomes that they planned to reach .  
This can include a variety of ways to evaluate student performance .
  - 11- **Teaching Reflection** – This can be done after lesson . It represents what the teachers think worked , or what did not work and why . It is meant to give them some insight / into practice and will hopefully help them to make adjustments and modification where necessary .

## **A Language Lesson Planning**

A Language lesson in lesson planning should include a variety of activities that combine different types of language input and output . Learners at all proficiency levels benefit from such a variety of activities . Many researchers have shown that it is more motivating and more likely to result in effective language learning .

A Language lesson may include the following steps :

- **Preparation** : As the class begins , the teacher give his students abroad outline of the days , goals and activities so they know what to expect . He or she helps his students focus by eliciting their existing knowledge of the days topics . He or she May use discussion or homework review to elicit knowledge related to the grammar and language uses points to be covered . He may use discussion of what students do and / or like to do to elicit their knowledge of the topic they will address in communication activities .
- **Presentation** : The teacher here , moves from preparation into presentation of linguistic and topical content of the lesson and relevant learning strategies . He may present the strategy first if it will help students absorb the lesson content .
- **Presentation** provides the language input that gives the students the information for their knowledge of the language . Input comes from instructor and from course text\_books . Language textbooks designed for

students in the form of examples ; explanations and instructions are written in English .

- To increase the amount of input that the students receive in the target language , the instructors should use it as much as possible for all classroom communication purposes .

An important part of the presentation is structured outputs , in which students practice the form that the instructor has presented . The structured output , accuracy of performance are important .

## **Evaluation :**

When all students have completed the communication practice task . The instructor may ask students to give examples of how they used the linguistic content and learning or communication strategies to carry out the communication task .

Evaluation here is useful for the following reasons :

- It reinforces the material that was presented earlier in the lesson .
- It provides an opportunity for students to raise questions of usage and style .
- It enables the instructor to monitor individual student comprehension and learning .
- It provide closure to the lesson .

## **Expansion :**

Expansion activities allow students to apply the knowledge they have gained in the classroom to situations outside it .

Expansion activities include out – of – class observation assignments , in which the instructor asks students to find examples of something or to use strategy and then report back . Structured output is designed to make learners conformable of producing specific language items .

## **Practice :**

In this part of the lesson , the focus shifts from the instructors as presenter to the students as completers of a designed task . students work in pairs or small groups on a topic – based task with a specific outcome .

The instructor observes the groups and acts as a source when students have question that can not resolve themselves .

In their work together , the students move from structured output to communicative output , in which the main purpose is to complete the communication task . language becomes a tool , rather than an end itself . Learners have to use any or all of the language they know along with varied communication strategies .

Activities for , the practice stage of the lesson plan come from a text book or be designated by the instructor .

## **Conclusion**

This research presented conceptual tool for planning a classroom activities and what should be accomplished before how to do it . As educators we can deal with change . Changes are demanded of language teaching . Changes are apparently an extremely painful experience for most educators .

**When educators decide to change or innovate , they must be prepared to meet resistance from many sources . So we want to change some ways of teaching to become more effective and creative .**

**Any type of lesson plan should answer the following basic questions ; where your student going ? How are they going to get there and How you know when they have arrived ?**

**Throughout this few papers , we reached the following conclusions :**

- **Those who work in this profession , we mean teaching process , Should not neglect this skill of managing classroom by using an effective lesson plan :**
- **A lesson plan can give the teachers an absolute control on their classes .**
- **Interaction is the basic outcome of lesson planning , A plan which enables students to interact in classroom .**
- **No job can be done effectively without planning . Planning is essential for any career .**

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