**Lesson Planning**

Careful planning of lessons is a prerequisite of efficient teaching. When a lesson is well prepared, the teacher gets more satisfaction from his work. The teacher must know the steps he follows and what behaviour is expected from the students throughout the lesson.

**1. Definition:**

A lesson plan in the word of Laster is ‘**a plan of action**’. It therefore includes the working philosophy of the teacher, his information about and understanding of his pupils, his knowledge of the material to be taught, and his ability to use effective materials.

It is a teacher’s daily guide for what students need to learn, how it will be taught, and how learning will be measured.

A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy and our goals for our student.

The teacher should know beforehand what to teach and how to teach. He should have the clear aim of the lesson before him and should plan accordingly. He should know how he should introduce and present the lesson and the aids he will use. He should also know how to evaluate the lesson in the light of the aim set.

**2. Why do we plan lessons?**

- A plan gives the lesson a framework, an overall shape. Good teachers are flexible and respond creatively to what may happen in the classroom, but they also need to have thought ahead, have a destination they want their students to reach, and know how they are going to get there.

- Planning gives teachers the chance to think about the future lessons.

- It helps the teacher to be systematic and orderly in the treatment of the lesson. He proceeds on well-thought of and definite lines and does not follow haphazard and thoughtless teaching.

- The teacher starts with some definite aims in view and is conscious of the interest, attitudes, etc. that he is to develop in the students through certain activities or some other means.

- In the classroom, a plan helps to remind teachers what they intend to do, mainly if they get distracted or forget what they planned.

- It saves time.

- Planning gives confidence to the teacher which is of great value for successful teaching.

**3. Principles of planning:**

**a- Variety**

**Why do we vary?**

1. to meet different learning styles
2. to consider different intelligence types.
3. to keep them interested and avoid monotony.

**What to vary?**

Contents - Activities - Interaction modes - Materials Aids

**b- Coherence**

There has to be a logical connection between the different activities of the lesson. Smooth transition is one of the pillars that ensures success of the lesson plan during its implementation. An activity in a lesson builds on a previous one and prepares for the next one.

**c- Challenge**

The students are intelligent human beings and come to the class with knowledge previously acquired. The new lesson should add to that knowledge without excess. A lesson that does not challenge is a lesson that does not motivate. No learning happens if the lesson does not present new items beyond students knowledge.

**d- Flexibility**

it has two dimensions:

1. the ability to use a number of different techniques and not be a slave to one methodology - Principled eclecticism.

b- the ability to change the plan if it shows inappropriacy to the classroom real situation for one reason or the other.

**e- Balance**

The lesson is a mixture of a number of activities, contents, techniques, and the succesful teacher is the one who is able to use the right dosage of everything!

**4. What should be included in a plan?**

All lesson plans include the same elements:

**- It includes information on who the students are**. How many are there in the classroom? What ages? What sexes? What are they like? Cooperative/quiet/difficult to control.

**- What the teacher/students want to do:** study a grammar point, write a narrative, listen to a conversation, read a passage, etc.

**- How the teacher/students is/are going to do it**. Will they work in pairs? Will the teacher just put on a tape or start a discussion on a certain topic?

- For each activity, the teacher will mention how long he expects the activity to take, and what classroom materials/aids he will use. A data show, pictures, the board, etc.

- Finally, the plan will talk about what might go wrong and how to deal with that.

**5. Features of a good lesson plan**

* It has clearly stated objectives
* It is linked with the previous knowledge of students
* It makes use of illustrative aids
* It contains a well organised and suitable content
* It should not make the students passive
* It develops the teacher’s reasoning, imagination, and decision making ability.

**6.** **The steps of a lesson plan**

A lesson plan is made of the following steps:

**6.1. The warm up:**

The lesson usually begins with a warm-up where students are encouraged to talk about subjects of interest to them. Usually it occupies five to ten minutes of the lesson time. The warm up provides students with the opportunity to use some of the structures and the vocabulary they practised in the previous lessons. It also encourages students to retrieve and reuse material from previous units in a real exchange of ideas and to elicit their interest in the present lesson.

**6.2. Presentation**

The lesson can then be introduced in an interesting way. The teacher can list, with some examples, which words, functions, structures or communicative abilities, etc. are to be taught. It is also useful to list the activities, strategies or recordings which will be used. The amount of material to be taught should fit in the allotted time.

While writing the plan, the teacher has also to decide on the suitable modes or procedures of presentation of different parts of the lesson. Thus, he may employ dramatization, role-playing, problem solving, oral or written reports, discussion, lecturing, grouping, picture-drawing, showing objects, etc. In addition, he has to decide on the teaching aids to be used.

**6.3. Practice**

The next step is the practical application of the material being studied. The teacher may engage the students in an interchange of communication using what they have been learning. This work may be combined with elements from earlier lessons to make sure the students recognize the relations between what they have been learning and what they have already learned. It may take the form of written demonstration of understanding and assimilation. If the students are able to use material successfully during such an activity, the teacher has some evidence that they have assimilated it.

**6.4. Homework**

 It is an essential ingredient of the learning process. It gives the pupils additional practice in developing their language competence. The time available in the daily school schedule is not sufficient for learning and practicing the foreign language, and therefore, this should be rectified through homework assignment.