

Lesson Planning

Importance of Lesson Planning

Lesson planning generally involves a description or outline of (a) the goals or objectives a teacher has set for a lesson (b) the activities and procedures the teacher will use to achieve them, the time to be allocated to each activity, and the order to be followed, and (c) the materials and resources which will be used during the lesson (333).

Lesson planning skills are required for any teacher to ensure quality in teaching/learning achievement. “The processes of planning a lesson comprise of teacher’s thinking before and after teaching, interactive thoughts and decisions while teaching and theories and beliefs. Furthermore, teachers’ actions are influenced by students’ classroom behavior, student achievement and outcomes, teachers’ classroom behavior and outcomes and nature of teachers’ lesson plans” (Jantarach & Soontornwipast, 2018, p. 313)

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Duncan and Met (2010) accentuate the importance of lesson planning in ensuring that classroom instruction serves the goals/objectives of a course. For Harmer (2001), a lesson plan guides teachers through their instruction and helps them avoid distractions and focus on what they intend to do.

Lesson planning is often considered as a thinking skill allowing teachers to imagine how their lesson would be. It is true that a teacher can never predict everything in the lesson or how students' will respond; however, planning allows them to cope with whatever happens in the lesson. A lesson plan should not be considered a rigid route map or a sacred document, it is rather a guide adapted to students' needs directing the teacher towards achieving the aims of a lesson (Premiere TEFL, n.d.)

What comes next is a synthesis of research emphasizing the positive effects of lesson planning on EFL classes by Habibi (2020, p. 1001):

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Researchers	The effectiveness of lesson planning in teaching EFL classes
Harmer (2005)	Lesson Planning helps teachers in decision making about goals, activities, resources, timing, grouping and other aspects of the Lesson.
Pang (2016)	Lesson Planning helps teacher to develop the ability to communicate in a foreign language, or to facilitate the acquisition of a foreign language communicative competence which can be done during planning phase.
Lika (2017)	Lesson Planning helps teachers to consider many elements such as, students' learning styles, previous knowledge, types of intelligences, interests and other related issues.
Gutierrez(2015)	Lesson Planning helps instructors to choose specific learning strategies, which not only aim at helping them understand the linguistic structure of the language, but also need to enable students to remember and comprehend many different words and grammar in the "foreign" language to communicate efficiently.
Richards(2005)	Lesson Planning helps pre-service teachers because they need to be more in control before they begin the lesson. It gives a sense of confident for new teachers.
Gutierrez(2015)	Lesson Planning helps teachers in problem formation of foreign language competence in teaching process which can be considered in two aspects "technological and optimization" that both has an important role in planning lesson.
Khoshsima, & Khosravani(2014)	"Teaching and learning are interrelated". Lesson Planning helps teachers to choose effective materials, good teaching techniques and effective learning on the part of students' participation.
Wu, Yen, & Marek (2011)	Lesson Planning helps teachers in many ways. They mentioned that lesson plan serves variety of purposes. 1. develop your abilities to select, structure, and organize lesson content into effective support of learning. 2. Helps teachers control, how class time is used and it provides a framework for your lesson. 3. Helps teachers to think and reconsider the teaching process. 4. It provides sense of security and reminds you the record of what has been taught. 5. Determines the sequence and timing of activities.
Shrum L.&Glisan (2005)	Lesson Planning helps teachers to make further planning to adapt the textbook to the teaching context and to supplement it based on learner's background, interest, learning style, and abilities. Even if you are teaching from a textbook (which contains lessons that have already been planned).
Azkiyah, & Mukminin (2017)	Lesson planning (LP) paves the way for stated elements below in learning process. Teaching quality is conceptualized based on eight classroom factors such as, (orientation, structuring, modeling, application, questioning, building classroom as a learning environment, assessment, and time management of the dynamic model which affects student learning outcomes in learning process.
McCutcheon (1980)	Lesson Planning helps teachers to feel more confident and learn the subject matter better. It enables lessons to run more smoothly and to anticipate problems before they happen.

Format of a Lesson Plan (Brown, 2001, pp. 149-51)

Goal(s)

- The overall purpose or goal that is sought to accomplish by the end of a class

Objectives

- The explicit statement of what students are to gain from a lesson (objectives are more specific and detailed than goals)

Materials & Equipment

- Good planning involves knowing what a teacher needs to take with them or arrange to have in the classroom

Procedure

- The steps and interventions to take place in the classroom (warm-up, activities and techniques –whole class work, pair work, etc.–, and closure.

Evaluation

- Evaluation is important for assessing the success of students and making adjustments in lesson planning if something is not working

Extra Class Work

- Especially in an EFL or ESL context, applications and extensions of classroom activity will help students learn beyond the class hour.

Elements of Lesson Planning (TEAL, 2010 pp. 1-3)

Warm-up – Assesses prior knowledge by reviewing previous materials relevant to the current lesson. *Introduce an activity that reviews previously learned content (e.g., for a vocabulary lesson, the warm-up may be a quick matching exercise with words previously learned and their definitions), and also include an activity that focuses on the topic to be taught.*

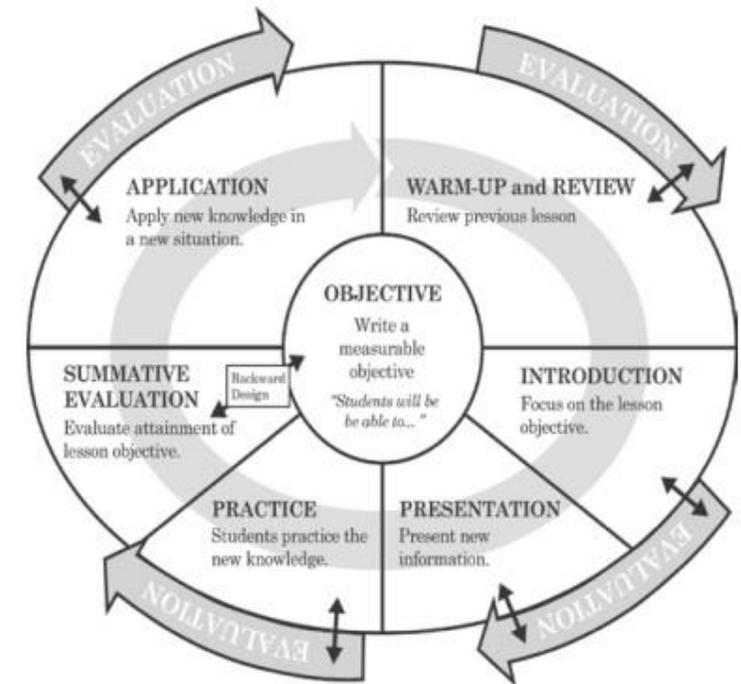
Introduction – Provides a broad overview of the content and concepts to be taught and focuses the learners' attention on the new lesson. *Introduce the purpose of the lesson by stating and writing the objectives for learners and discussing the lesson content and benefits by relating the objective to learners' own lives. Assess learners' prior knowledge of the new material by asking questions and writing learners' responses on a chalkboard or flip chart.*

Presentation – Teaches the lesson content and concepts. *Create an activity to introduce the concept or skill (e.g., introduce new vocabulary by asking learners to work in groups to identify words related to taking medications) and then introduce information through a variety of modalities using visuals, realia, description, explanation, and written text. Check for learner understanding of the new material and make changes in lesson procedures if necessary.*

Practice – Models the skills and provides opportunities for guided practice. *Introduce a variety of activities that allow learners to work in groups, in pairs, or independently to practice the skills, concepts, and information presented. Integrate technology into activities as available.*

Evaluation – Assesses each learner's attainment of the objective. *Include oral, aural, written, or applied performance assessments. For example, ask students to fill in the blanks on a cloze activity using the four medicine warning labels that were discussed in class. For lower level learners, provide a word bank at the bottom of the worksheet. Omit the word bank for more advanced students.*

Application – Provides activities that help learners apply their learning to new situations or contexts beyond the lesson and connect it to their own lives. *Choose activities that learners can relate to or have expressed concern about. For example, have learners read the label of a medication they or a family mem-*



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