

Lesson planning

A lesson plan

-A lesson plan is a teacher's detailed description of the course of instruction for one class.

The benefits of lesson planning: فوائد التخطيط للدرس-

- 1- Deciding what to teach,,
- 2- The lesson plan serves as a map guides us in knowing what we want to do next.
- 3- These sequences of activities remind us of the goals and objectives of our lessons for our students.
- 4- A lesson plan gives the lesson a framework and an overall shape.
- 5- A lesson plan helps to remind teachers of what they intended to do.-
- 6-- Good lesson planning has a great psychological function; it makes the teacher feel more secure

How to plan the lesson: كيف تخطط للدرس'

- 1- A teacher must consider the background of the students, the objectives of the lesson, the skills to be taught, the activities, the materials and texts, the time constraints, and the connections to previous and future lessons.
- 2- A lesson plan has stages: a beginning, a middle, and an end.
- 3- Lessons usually begin with warm-up and /or review activities. -
- 4- The middle component of a lesson plan is the lesson's content;
- 5- The final section of the lesson plan should include comments that end the lesson such as summary of the lesson
- 6- The final section also includes the lesson evaluation.

Basic Principles of Lesson Planning

The basic principles of lesson planning are:

1- coherence

A good lesson has a sense of coherence and flow. This means that the lesson hangs together and is not just a sequence of discrete activities. On a macro level, links or threads should connect the various lessons over the days and weeks of a course. On a micro level, students need to understand the rationale for each activity; also, they learn best when there are transitions from one activity to the next.

2- variety

A good lesson exhibits variety. This variety needs to be present at both the macro and micro levels. On a macro level, there should be variety in terms of topics (content), language, and skills over the length of the course. On a micro level, each daily lesson should have a certain amount of variety in terms of the space of the class, such as time spent on various activities. The percentages of teacher-fronted time and student-centered activities should vary from lesson to lesson. Each lesson should also have some variety in terms of classroom organization such as whole-class, small-group, pair, and individual activities.

3 - Flexibility

A good lesson is flexible. Lesson plans are not meant to be tools that bind teachers to some preordained plan. Good teachers think on their feet and know when it is time to change an activity, regardless of what the lesson plan says. A brilliant idea can come as the teacher is writing on the board. An interesting student question can take the class in an unanticipated direction that creates one of those wonderful “teaching moments”, not to be missed.

-The Considerations that Underline Planning:-

1-What is taught is defined by student needs.

- All activities are clearly related to something the learners will need to do with English in the real world.

2-What is taught is defined by real language use.

- a. Materials are authentic whenever possible.
- b. Discourse beyond the sentence level is used.
- c- Students learn a range of language functions.
- d. Proficiency necessary for the students’ target context is the goal.

Students “do” rather than “learn about.

3-Sound principles of learning are followed:

- a. Teaching reflects sound theory of learning, language learning, and the learning of specific language skills.

4- Lessons are structured for maximum learning:

- a. Objectives are defined.
- b. Activities or tasks to attain the objectives are set.

c-Learners are informed of the objectives and clearly instructed in how to do the activities.

D-Class time is used for learning; learners are actively engaged in tasks.

E-Student progress is monitored.

F-Feedback appropriate to the task is given.

5- The classroom atmosphere and interaction are positive.

A-Students interact well with the teacher and each other.

B-Students and teacher expect success.

C-Students gain satisfaction on a variety of levels, cognitive and personal.

6- Learning is student-centered.

A-Learners are encouraged to express their own meaning.

B-Learners take action roles in their own learning. The teacher's primary role is that of facilitator.

C-Students are encouraged to develop personal good language learning strategies.

D-Autonomy is encouraged.

7- Activities reflect actual communication that is, they have the following characteristics:

- a. Information gap: one person in the exchange knows something the other(s) do not.
- b-Choice: participants choose both what they will say and how they will say it.
- c. Feedback: participants evaluate communication according to how well the aims of the communication have been accomplished.

8. Activities balance accuracy and fluency.

9. Activities encourage interaction, both between learners and texts and among learners.

The shape of a lesson plan

In simple terms we can say that a lesson should have a beginning, a middle, and an end:

- 1) **The beginning** can consist of a warm-up or attention-getter, (may be a question or a statement)

- 2) **The middle** : what you do in the middle will depend on what you are teaching and your approach to teaching. The typical sequence of “presentation, practice, communication”
- 3) **The end** The end can be a brief summary, a comprehension check, a review, or an assignment that lets the student see how the class activity relates to their real life-anything to give a sense may fit many low-level oral skill class,

The three stages of the lesson plan (the three P's)

The three P's (PPP) stands for

Presentation, Practice and Production.

In the three P's classes or sequences, the teacher presents the context and situation for the language (e.g. describing a robot), and both explains and demonstrates the meaning and form of the new language (“can” and “can't”). The students then practise making sentences with “can” and “can't” before going

on to the production stage in which they talk more freely about themselves (I can play the violin but I can't play the drums etc.). The three P's is extremely effective for teaching simple language at lower levels.

How to write behavioral objectives.

Learning objectives are statements that describe what a learner will be able to do as a result of learning.

Many factors can interfere with the achievement of objectives: the existing knowledge of the learner, the relevance or usefulness of the material presented, the skills of the teacher.

Behavioral objectives components:-

1-Objectives refer to descriptions of observable student behavior or performance that are used to make judgments about learning - the ultimate aim of all teaching.

2-A behavioral objective is the focal point of a lesson plan. It is a description of an intended learning outcome and is the basis for the rest of the lesson

Kinds of Objectives

Objectives have been categorized into three major types:

1 – Cognitive objectives

1-For objectives that are primarily cognitive, the student may be asked to select the correct response from a set of possible responses. If the correct response is selected, the evaluator assumes that the desired objective has been achieved.

2-Emphasis is on knowing, conceptualizing, comprehending, applying, synthesizing, evaluating, often verbal behavior is what is to be changed or added to.

3-The cognitive domain deals with knowledge and understanding.

2-The Psychomotor Objectives

1-The psychomotor domain deals with relatively simple motor skills, like typing and walking, as well as the more complex skills of talking and writing.

2-Skills and dexterity are involved, success in instruction involves teaching new skills or coordination of old ones.

3-The Affective Objectives

1-The affective domain receives special treatment in terms of values and value systems, attitudes, interests, and motivation. It deals with values, attitudes, and interests.

2-Emphasis is on attitudes, values, emotions, instruction is aimed at changing behavior and approach behaviors.

3-All the objectives should be written in behavioral terms.

Lesson plan

1-Learning objectives

2-Revision and warming-up.

3-Presentation.

4-Drill and practice.

5-Evaluation.

Characteristics of effective Presentation:-

1-Attention:

2-Perception:

3-Understanding:

4-Short-term memory: The minimum level of language manipulation is repetition (class repetition, group repetition and individual repetition).

5-Explanation: explanation refers to the planned teacher talk prepared to explain and clarify the new language elements. Teachers can provide their explanation in Arabic or in English keeping their use of Arabic to the minimum.

4-Drill Practice:-

- Practice is the activity through which language skills and knowledge are consolidated and gradually mastered.
- Learners should be involved in language activities, which help them gradually automatize the verbalized knowledge.
- In practice activities, the teacher gets the learners to demonstrate a certain language element or skill.
- The teacher has a dual role in practice activities; he provides the learners with an appropriate prompt or stimulus that elicits the learners' responses.
- he also should monitor their performance.

Characteristics of Effective Language Practice

- 1-Practice activities should be valid, in the sense that the activity should activate the learners primarily in the skill or the element under consideration.
- 2-The learners should have a good preliminary understanding of the language they are required to practise.
- 3-Practice activities should provide wide opportunities for actual engagement with the language the learner is practising.
- 4-Learning is always reinforced and consolidated by doing things right. It is therefore significant to design practice activities in such a way that learners are likely to succeed in doing the task.
- 5-A good practice activity provides opportunities for useful practice to all, or most, of the different levels within a class.
- 6-The teacher should have clear instructions to help the learner do practice activities successfully. Furthermore, you should assist them to increase their chances of success.

Some Guidelines and Examples for Classroom Practice

- 1-Practice activities vary according to the linguistic level and the age of the learners.
- 2-With beginning learners choral repetition can be good fun and allow all learners to try the new word out with everybody else without having the risk of making mistakes in front of the class.
- 3-After choral repetition the teacher can use individual repetition and correct the learner's mistakes.

4-In elementary level students go beyond simple repetition and imitation, they are encouraged to use a combination of the new grammatical structure with the words they have already learned. The teacher can use substitution drills guiding the learners to make similar sentences.

5-Using different “prompts” such as words, pictures or real objects, the teacher can help the learners initiate different sentences.

6- -(Intermediate level) the teacher feels that students need to repeat a sentence or two: “Allan is taller than Mary” chorally or individually. In so doing, he provides the students a chance to try out the new language. Substitution drills are very effective here.

5 – Evaluation

Types of evaluation:

We have two kinds of evaluation :

1-Summative evaluation.

2-Formative evaluation.

In line with the conception of curriculum as a process, evaluation can come both at the end of the program or during the course of the program. The evaluation that is concerned with what happens at the end of the program is called summative evaluation; while evaluation that looks at how the curriculum is working during the lifespan of a program is called formative evaluation.