**University of M’sila Department of English**

**Master One Classes**  **TEFL Courses / Lecturer: Berkani**

**LESSON NINE: LESSON PLAN DESIGN ( LESSON PLANNING)**

 Adult English language learners generally have limited time to devote to participating in
language classes. A *good lesson plan* is an important *tool* that focuses *both* the instructor
and the learners on the purpose of the lesson and, if carefully constructed and followed,
enables learners to efficiently meet their goals.

**1.Definition of Lesson Plan**

 Lesson plan is a[teacher '](http://en.wikipedia.org/wiki/Teacher)s *detailed description* of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students. There may be requirements mandated by the school system regarding the plan.  A lesson plan is a teacher's plan for teaching a lesson.

 A lesson plan is a detailed guide for teaching a lesson. It's *a step-by step guide* that *outlines* the teacher's objectives for what the students will accomplish that day

**2.Importance of Lesson Plan**

 Lesson planning is at *the heart of being an effective teacher*. It is a *creative process* that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context. It is a time when we envision the learning we want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality. There are a number of *benefits to writing a lesson plan*. First, lesson planning produces more *unified lessons* (Jensen, 2001). It gives teachers the opportunity to think deliberately about their *choice of lesson objectives*, *the types of activities* that will meet these objectives, *the sequence* of those activities, *the materials* needed, *the length* of each activity, and students' *groupings*. Teachers can reflect on *the links* between one activity and the next, *the relationship* between the current lesson and any past or future lessons, and *the correlation* between learning activities and assessment practices. Because the teacher has considered these connections and can now make the connections explicit to learners, the lesson will be more meaningful to them. The lesson planning process allows teachers *to evaluate* their own knowledge with regards to the content to be taught (Reed & Michaud, 2010). If a teacher has to teach, for example, a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. Similarly, if a teacher is not sure how to pronounce a vocabulary word, this can be remedied during the lesson planning process. The opportunity that lesson planning presents to evaluate one’s own knowledge is particularly advantageous for teachers of English for specific purposes, because these teachers have to be not only language experts, but also familiar with different disciplines like business, engineering, or law—fields that use language in specialized ways. A teacher with a plan, then, is a more confident teacher (Jensen, 2001). The teacher is clear on what needs to be done, how, and when. The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher’s confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning. Some teachers feel that lesson planning takes too much time. Yet lesson plans can be used again, in whole or in part, in other lessons months or years in the future (ibid.). Many teachers keep files of previous lessons they have taught, which they then draw on to facilitate planning for their current classes. In other words, lesson planning now can save time later. Lesson plans can be useful for other people as well (ibid.). Substitute teachers face the challenge of teaching another teacher’s class and appreciate receiving a detailed lesson plan to follow. Knowing that the substitute is following the plan also gives the regular classroom teacher confidence that the class time is being used productively in his or her absence. In addition, lesson plans can also document for administrators the instruction that is occurring. If a supervisor wants to know what was done in class two weeks ago, the teacher only has to refer to that day’s lesson plan. Finally, lesson plans can serve as evidence of a teacher’s professional performance. Teachers are sometimes asked to include lesson plans, along with other materials, as part of *a portfolio* to support their annual performance evaluation. Teachers applying for new jobs might be asked to submit lesson plans as part of *their job application* so that employers can get a sense of their organizational skills and teaching style.

**3.Essential Components of Lesson Plan**

 A lesson plan identifies the enabling objectives necessary to meet the lesson objective, the materials and equipment needed, and the activities appropriate to accomplish the objective.

 • *Enabling objectives* are the basic skills (language skills such as vocabulary, grammar, and pronunciation) and the life skills (including cultural information) that are necessary to accomplish the objective.

• *Materials and equipment* should be identified and secured well before class time to ensure that activities can be carried out as planned. These may include *realia* (real life materials like bus schedules and children’s report cards), visual aids, teacher made handouts, textbooks, flip chart and markers, overhead projector, tape recorder, etc.

 • *Activities* generally move from more controlled (e.g., repetition) to a less structured or free format (e.g., interviewing each other). They should be varied in type (e.g., whole group, paired, individual) and modality (e.g., speaking, listening, writing).

**4. Stages of a Lesson**

 Good lesson design begins with a review of *previously learned material*. New material is then introduced, followed by opportunities for learners to practice and be evaluated on what they are learning. In general, a lesson is composed of the following stages:

• *Warm-up/Review*: It encourages learners to use what they have been taught in previous lessons.

• Introduction to a new lesson: This focuses the learners’ attention on the objective of the new lesson and relates the objective to their lives

• *Presentation*: This phase (stage) introduces new information, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage

 • *Practice*: It provides opportunities to practice and apply the new language or information

• *Evaluation*: It enables the instructor and learners to assess how well they have grasped the lesson

**5.Some Practical Considerations in Planning Lessons**

 A good lesson plan involves consideration of *more than* just what is going to be taught (the objective) and how it will be taught (materials, equipment, and activities). The following elements also need to be thought about and planned for:

• *Sequencing: Do* the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth?

• *Pacing*: Are activities the right length and varied so that learners remain engaged and enthused?

• *Gauging difficulty*: Do the learners have enough skill and knowledge to do the planned activities? Are the instructions clear?

• *Accounting for individual differences*: Do the activities allow for learners of varying proficiency levels to receive extra attention they might need, whether below or above the norm? Are all students actively involved?

 • *Monitoring learner versus teacher talk*: What is the balance between learner talk and teacher talk? Does the lesson allow a time for learners to interact, producing and initiating language?

• *Timing*: Was the amount of time allotted for each part of the lesson sufficient? If the planned lesson finishes early, is there a backup activity ready? If the lesson wasn’t completed as planned, how can the next class be adjusted to finish the material?

Most of these aspects of lesson planning are learned by experience, so it is important for the instructor to evaluate how the lesson went at the end of each class period. Ask the following questions:

• What went well? Why?

 • What did not go as planned? Why?

• If I had it to do over again, what would I change?

• What have I learned about my students that I can account for in future lesson planning?

 A lesson plan acts as *a road map* for a class session. It identifies *the destination* (objective of the lesson) and marks out the route (activities for each stage of the lesson). It is *an aid* for both new and seasoned teachers. New teachers should write down *the details* of each activity—perhaps even script them. Experience will guide how detailed a lesson plan needs to be. Sharing the plan with learners (e.g., writing the objective and a brief description of activities on the board) keeps both the teacher and the learner focused on where they are going, how they are going to get there, and when they arrive.

 A lesson plan is vital in teaching; it gives you the guide you need to pull through. Remember, that teaching is difficult since you are dealing with children or teenagers with raw skills, knowledge, and wisdom. With lesson plans you will be able to impart the things they need to learn.

*“The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organise the teaching and learning.”* Jeremy Harmer : The Practice of English Language Teaching (1991)