LESSON PLAN

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Abstract : A lesson plan is a 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.

Teachers may wonder, "which way they ought to go" before they enter a classroom. This usually means that teachers need to plan what they want to do in their classrooms. Most teachers engage in yearly, term, unit, weekly, and daily lesson planning (Yinger,1980). Yearly and term planning usually involve listing the objectives of particular program. A unit plan is a series of related lessons around a specific theme such as " the family". Planning daily lessons is the end result of a complex planning process that includes the yearly, term and unit plans. A daily lesson plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behavior that will result in student learning. Richards (1998) stresses the importance of lesson planning for English language teachers: "the success with which a teacher conduct a lesson is often thought to depend on the effectiveness with which the lesson was planned".

WHY PLAN?

Language teachers may ask themselves why should they bother writing plans for every lesson. Some teachers write down elaborate daily plans; others do the planning inside their heads. Preservice teachers say they write daily lesson plans only

because of supervisor, cooperating teachers, or school administrator requires them to do so. After they graduate , many teachers give up writing lesson plan. However, not many teachers enter a classroom without some kind of plan. Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson. Richard (1998) suggest that lesson plans help the teacher think about the lesson in advance to "resolve problems and difficulties, to provide a structure or a lesson, to provide a "map" or the teacher to follow and to provide a record of what has been taught.

There are also internal and external reasons for planning lessons (Mc Cutcheon,1980). Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problem before they happen. Teachers plan for external reason in order to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class need one. Lesson plan is especially important to preservice teachers because they may feel more of a need to be in control before the lesson begins. Daily lesson planning can benefit English teachers in the following ways;

- A plan can help the teacher think about content, materials, sequencing, timing, and activities.
- A plan provides security (in the form of a map) in the sometimes – unpredictable atmosphere of a classroom
- A plan is a log of what has been taught
- A plan can substitute to smoothly take over a class when the teacher cannot teach (Purgason, 1991)

Daily planning of lessons also benefits students because it takes into account the different background, interest, learning styles, and abilities of the studentsin one class.

MODELS OF LESSON PLAN

A lesson plan is a 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. While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

- *Title* of the lesson
- *Time* required to complete the lesson
- List of required *materials*
- List of *objectives*, which may be *behavioral objectives* (what the student can *do* at lesson completion) or *knowledge objectives* (what the student *know*s at lesson completion)
- The *set* (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons
- An *instructional component* that describes the sequence of events that make up the lesson, including the teacher's instructional input and guided practice the students use to try new skills or work with new ideas
- *Independent practice* that allows students to extend skills or knowledge on their own
- A *summary*, where the teacher wraps up the discussion and answers questions
- An *evaluation* component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow

- A risk assessment where the lesson's risks and the steps taken to minimize them are documented.

- *Analysis* component the teacher uses to reflect on the lesson itself —such as what worked, what needs improving

- A *continuity* component reviews and reflects on content from the previous lesson

- A well-developed lesson plan reflects the 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 the students.[3]

- Secondary English program lesson plans, for example, usually center around four topics. They are literary theme, elements of language and composition, literary history, and literary genre. A broad, thematic lesson plan is preferable, because it allows a teacher to create various research, writing, speaking, and reading assignments. It helps an instructor teach different literature genres and incorporate videotapes, films, and television programs. Also, it facilitates teaching literature and English together. Similarly, history lesson plans focus on content (historical accuracy and background information), analytic thinking, scaffolding, and the practicality of lesson structure and meeting of educational goals. School requirements and a teacher's personal tastes, in that order, determine the exact requirements for a lesson plan.

- *Unit plans* follow much the same format as a lesson plan, but cover an entire unit of work, which may span several days or weeks. Modern constructivist teaching styles may not require individual lesson plans. The unit plan may include specific objectives and timelines, but lesson

plans can be more fluid as they adapt to student needs and learning styles.

- The first thing a teacher does is create an objective, a statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson. Harry Wong states that, "Each [objective] must begin with a verb that states the action to be taken to show accomplishment. The most important word to use in an assignment is a verb, because verbs state how to demonstrate if accomplishment has taken place or not." The objective drives the whole lesson, it is the reason the lesson exists. Care is taken when creating the objective for each day's lesson, as it will determine the activities the students engage in. The teacher also ensures that lesson plan goals are compatible with the developmental level of the students. The teacher ensures as well that their student achievement expectations are reasonable.

- A lesson plan must correlate with the text book the class uses. The school usually selects the text books or provides teachers with a limited text book choice for a particular unit. The teacher must take great care and select the most appropriate book for the students.

The instructor must decide whether class assignments are whole-class, small groups, workshops, independent work, peer learning, or contractual:

- Whole-class—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. Workshop activities must be tailored to the lesson plan.

- Independent work—students complete assignments 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 a certain amount of work by a deadline.[3]

These assignment categories (e.g. peer learning, independent, small groups) can also be used to guide the instructor's choice of assessment measures that can provide information about student and class comprehension of the material. As discussed by Biggs (1999), there are additional questions an instructor can consider when choosing which type of assignment would provide the most benefit to students. These include:

- What level of learning do the students need to attain before choosing assignments with varying 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?

- What is the purpose of the assignment? (e.g. to track student learning; to provide students with time to practice concepts; to practice incidental skills such as group process or independent research)

- 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?

There are a number of approaches to lesson plan. The dominant model of lesson plan is Tyler's (1949) rational-linear framework. Tyler's model has four steps that run sequently ; (1)

Specify Objectives (2) select learning activities (3) organize learning activities and (4) specify method of evaluation. Tyler's model is still used widely in spite of evidence that suggest the teachers rarely follow the sequential. Linear process outline in the step (Borko & Niles, 1987) . For example, Tylor (1970) studied what teachers actually did when they planned tgheir lessons and found that they focus mostly on the interest and needs of the students. More important, he found that teachers were not well prepared in teacher-education programs for lesson plan. In response to these findings. Yinger (1980) developed an alternative model in which takes place in stages.

HOW TO PLAN A LESSON

An effective lesson plan starts with appropriate and clearly written objectives. An objective is a description of a learning outcome. An objective describes the destination (not the journey) we want our student. For English language lesson, Shrum and Glisan (1994) point out that effective objectives describe what students will be to do in term of observable behavior and when using the foreign language. After writing the lesson objectives, the teacher must decide the activities and procedure they will use to ensure the succesful attainment of the objectives. Shrum and Glisan's (1994) and the Hunter and Russel (1997) model. They place for greater students involvement in the lesson.

The generic lesson plan has five phases:

I. Persfective or opening.
II. Stimulation
III. Instruction
IV. Closure
V. Follow up

The following question may be useful for language teachers to answer before planning their lessons:

- What do you want the students to learn and why?
- Is all the tasks necessary – worth doing and at the right level?
- What materials, aid, and so on, will you use and why?

- What instructions will you have to give and how will you give them (written, Oral, etc)? What question will you ask?
- How will you monitor students' understanding during the different stages of the lesson?

IMPLEMENTING THE PLAN

Implementing the lesson plan is the most important (and difficult) phase of the daily lesson plan cycle. In this phase, the lesson plan itself will retreat into the background as the reality of the class take over. When the lesson is not succeding, teachers should make immediate adjustment to the original plan. And when implementing their lesson plan, teachers might try to monitor two important isues, namelyy, lesson variety and lesson pacing.

EVALUATING THE PLAN

Brown (1994) defines evaluation in lesson planning as an assesment that is 'formal or informal, that you make after students have sufficient oppurtunities for learning. The following question may also be useful or teacher to reflect on after conducting a lesson (answer can be used as a basis for future lesson planning):

- What do you think the student actually learned?
- What task were most successful? Least successful? Why?
- Did you finish the lesson on time?
- What changes (if any) will make in your teaching and why (or why not)?

Additionally for further clarification of the success of a lesson, teachers can ask their students the following four questions at the end of each class; the answer can assist teachers with future lesson plan, (avoid overly judgmental question such as "did you enjoy the lesson? . These types of questions are highly subjective:

- What do you think today's lesson was about?
- What part was easy?
- What part was difficult?

- What changes would you suggest the teacher make?

CONCLUSIONS

This paper focus on the day to day lesson plan decisions that faced by the language teachers (both pre-service and in-service). Because we all have different styles of teaching, and therefore planning, the suggestion in this paper are not meant to be prescriptive. Teachers must allow themselves flexibility to plan in their own way, always keeping in mind the yearly term and unit plans. A plan is like a road map, which describes where the teacher hopes to go in a lesson. Clearly thought out lesson plans will more likely maintain the attention of students and increase the like hood that they will be interested. A clear plan will also maximize time and confusion of what is expected of the students, thus making classroom management easier.

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