The Teacher’s Guide of Running a Lesson

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Abstract

Language is not only a transparent tool, but the teachers need to know how to teach it and include it in lesson planning. That is why understanding learning and teaching process is a critical subject in education. There are developing views in both learning and teaching procedures. The contribution of this work is to evaluate process in place in developing a lesson plan. The findings of this paper will assist in developing a more productive lesson plan across different subjects.

1. Introduction

Learning language means acquiring knowledge, skills, and experience through a systematic way which leads to change in learner’s behavior. In order to gain the high standard of achieved learning goals, both teacher and the practicum teaching instruments cooperate and manage the learning methods. The center of the learning process is the student and all other implements affect the learning techniques. So, to control this teaching procedure, planning is considered as a crucial issue in teaching and learning.
Lesson planning mechanism leads to achieve objectives by covering the learners' needs, the contents language and materials applications and help the teacher well. Everyday lesson plan provides the entire details of the covered subject and student's needs. The teachers follow a procedure in writing a lesson plan as mentioned in the lesson plan analysis to accomplish the target learning aims.

The contribution of this work is to analyse the lesson planning subjects. Rest of this work has been organized as follows. In section 2, Related work is presented. The focus of section 3 is on analysis and discussion whilst conclusion and future work is covered in section 4.

2. Related Work

Understanding the subjects and outcomes and dealing with students is mainly through the language, "clearly, then, the effectiveness of learning in your classroom is determined in part by the role of language" Anthony (2007, p 36). Learning and teaching theories has developed starting from behaviorism to cognitive, socio-cultural theories Scarino & Liddicoat (2009). In order to search for the most appropriate teaching approach, several teaching methods were applied and developed. For example, "linguists in twentieth-century proposed nine methods of language teaching" Memon, Abbasi ...etc (2016, p 268).

Teachers are looking for the suitable method in teaching English skills; there is no comprehensive theory that leads to accomplish all the aims and objectives target language.

First, in this lesson the appropriate method to teach reading task is receptive skills process. This method is focusing on the way of teaching reading by dividing the lesson into three parts pre-reading, while reading
and post reading. In the first stage, the teacher runs the lesson by activating the schemata, warming up and introducing the vocabulary that mentioned in the text. The second stage represents the student activities while reading like scanning to look for discrete items of information and skimming for general understanding. Moreover, the learners read intensively for details and comprehension information on the following activities. The last stage is post reading phase, the pupils use the previous knowledge and information to practice and use it to produce a language items.

Second, the lesson follow is present practice produce (PPP) method in teaching grammar. The PPP was defined by Maftoon, and Sarem, (2012, , p31) defined the PPP as 'a three-part teaching paradigm: Presentation, Practice and Production; based on behaviorist theory which states that learning a language is just like learning any other skill'. Willis and Willis (1996, ch6) stated that the PPP has three main stages, Presentation stage, Practice stage and Production stage. In the Presentation stage, the tutor introduces a particular language feature in the sentences, dialogs or texts and provides clarifications through demonstrations, time line and concept check questions. The practice stage the student practices the language by repeating, gab filling and sentence rewording. Finally, in the presentation the learners are supported and encouraged to practice freely the target language structure.

3. Analysis and Discussion

Smith (2015, p2) stated the definition of Lesson planning by 'teacher’s instructional roadmap, a choreographing of a productive instructional plan that could
encompass a day, a week, a month, a semester, or yearlong'. Through planning the teacher knows the needed tools, techniques and aids in the lesson in advance to achieve the lessons or the curriculums aims and the objectives successfully. The planer is required to follow a procedure before starting lesson planning process like knowing the students background, the lesson time and teaching and learning process.

3.1. Students background and the lesson time

The students are the center of the teaching and learning process, so knowing the learners is significant issue in education system. Woodward (2001) mentioned that the family background, level of academic achievement, mother tongue, professions and interests as an important subjects teaching planning. Therefore the lesson plan writes the main details of the learners in the opening part of plan. All this information provides a clear idea to the teacher and constructs the lesson planning evidently.

The second issue is mentioned in this lesson plan is timing in the class. Woodward (2001) stated that time should be sharp and all the activities are based on time. So, both the students and the teacher should agreed that time is well respected in the lesson. The class atmosphere like opening windows, arranging groups, cleaning the white board and switching the projector should be arranged before working starts. Furthermore, the timing is balanced to the length of the activity. The exercise duration is suitable to the time to offer an excellent opportunity to the students and practice the target language.
3.2. The Lesson Planning Process

Listing the objectives and the aims which learners are expected to achieve and acquire are gained and developed from the topic. Building the objectives to accomplish the outcomes must be specific, accurate and describe learner’s behavior as Heinich et al. (1998) mentioned. This lesson plan considered two methods of writing and presenting the aims ABCD and WIPPEA. Heinich ABCD is an acronym of audience, behavior, condition and degree. This method starting with the audience, the learners or the students for who are the aims is constructed. Secondly, the behavior which means describing learner’s ability to do an action in the class likes explaining, describing, investigating and arguing. Thirdly is the condition of the participants or the learners to achieve the aims. For instance, at the end of the lesson, the learners will be able to describe the look of a person correctly, "at the end" represent the condition of the audience to perform the behavior. Fourthly is the degree of the objective by stating the degree of achieving the behavior like time, accuracy and quality.

Madeline Hunter (1982) WIPPEA method is also focus on lesson planning. WIPPEA stands for warming up, introduction, presentation, practice, evaluation, application. These entire concepts are connected and practiced in order in the lesson. The first step is the warming-up; the teacher can assess the prior knowledge or lead in the new topic. Then the introduction stage which offers a general overview of the new lesson by providing the concepts, content and the aim of the lesson. After that, the teacher starts presenting the new vocabulary, asking the learners and checking the understanding, follows by practicing
the taught skills and asking the learners to work individually or in pairs. Evaluating the students work and giving the feedback goes directly after the practice stage. Later, the teacher supplies the learners with new exercises that wider the student’s practicum in daily life activities, this stage is called application phase. Woodward (2001) mentioned that the teacher may close the lesson by some questions for next lesson, which provides the learners with an idea about the subsequent class information.

4. Conclusion and Future Work

The teacher’s guide of running a lesson is lesson planning, it contains how learners are learning, the teaching methods and assessing the way of achieving the aims through variety types of activities and exercises. This work discussed the position of language in the teaching and deals with the teaching language that connected to the assignment lesson plan. Lesson planning took the main part and examined in terms of student, lesson time and followed with techniques of writing aims. In future we will be conducting similar studies and will be contributing findings in future publications.

5. References


