

Effectiveness of Lesson Planning in Teaching EFL (English Foreign Language)

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Abstract: ***Introduction:** A lesson plan is a set of notes that helps us to think through what we are going to teach and how we are going to teach and taking into consideration many elements such as, students' learning styles, previous knowledge, types of intelligences, interests and other related issues (Lika, 2017). It guides us during and after the lesson that which things should be added or removed for the next session. This paper shows how planning affects teaching and the quality of learning in EFL classes. Planning is often considered as a key aspect of teaching. During the planning phase, the teacher makes decisions about goals, activities, resources, timing, grouping and other aspects of the lesson (Harmer, 2005as cited in Taylor, 1991). **Objective:** The purpose of this research is to identify the effectiveness of lesson planning in teaching EFL classes. **Method & Material:** The research design is qualitative (systematic review). In this research, I searched for the key words which related to my research topic through online scientific sources (ERIC, HinariADRI-Access to Research for Development and Innovation). After refining the articles by (peer review and specified date) among 85 articles, I reviewed twenty articles that mostly related to my research topic (effectiveness of lesson planning in learning process for EFL (English as a foreign language). The articles are between (2005- 2018) years. **Results:** Twenty articles from 2005 till 2018 year are included in the study which mostly explained the effect of lesson planning in learning process for (EFL). According to Liyanage, & Bartlett, (2010), Language teaching has often been reduced to the mastery of language structures, disregarding the vast number of possibilities that language teaching provides to involve students in the discussion and analysis of issues that affect students' everyday life. Shifting language teaching toward this goal, however, has to start in language teacher preparation programs which are all should be considered during planning phase. **Conclusion:** Many researchers stated their viewpoints on lesson planning for better teaching EFL classes. They discussed that second language teachers are the main core of language teaching; they are the one who creates situation for better learning and paves the way for learners to acquire second language effectively and continuously (Clasquin-Johnson, 2016).*

Keywords: Lesson Plan principles, Develop a Plan, Lesson Planning Role in EFL, Designing Lesson plan

1. Introduction

A lesson plan is a set of notes that helps us to think through what we are going to teach and how we are going to teach and taking into consideration many elements such as, students' styles of learning, previous knowledge, types of intelligences, interests and other related issues (Lika, 2017). Lesson planning always has been an essential competence for teacher to master in education for teaching around the world especially for second language learners. It guides us during and after the lesson that which things should be added or removed for the next session. This paper shows how planning affects teaching and the quality of learning in EFL classes.

Planning is often considered as a key aspect of teaching, during the planning phase; the teacher makes decisions about goals, activities, resources, timing, grouping and other aspects of the Lesson(Harmer 2005as cited in Taylor, 1991).

Planning and implementation of these plans are a bit complex and intellectually demanding for English language teacher trainees preparing for the profession of teaching. Many instructors find it difficult to develop a lesson holistically and to maintain alignment across aims, practical steps, and evaluation when planning and implementing a lesson. Pang attempted to address these problems by establishing a model of trainees' action that included their deliberate metacognitive structuring of a lesson both in planning and review phases (Pang, 2016).

The increasing number of second language learners in classrooms around the world has required teachers to adapt

their teaching methods and materials to the various learners' needs. Second language learners in particular need specific learning strategies, which not only aim at helping them understand the linguistic structure of the language of instruction, but also enable them to remember and comprehend many different words and grammar structures in the "foreign" language. For second language learners, developing language skills and improving other language abilities need to go hand in hand independent of the language (Shrum & Glisan, 2005).

Foreign language teaching and learning is an issue of high relevance nowadays in the world. According to Liyanage, & Bartlett (2010), language teaching has been reduced to the mastery of language structures, disregarding the vast number of possibilities that language teaching provides to involve students in the discussion and analysis of issues that affect students' everyday life. Shifting language teaching toward this goal, however, has to start in language teacher preparation programs especially planning for EFL students. The articles mostly discussed that second language teachers are the main core of language teaching, they are the one who creates situation for better learning and paves the way for learners to acquire second language effectively. In some articles, the effectiveness of lesson planning was measured through practicum classes' result and experimental studies which showed that preparation and planning lesson affects learning second language and students' performance during learning process.

Objective

The purpose of this research is to identify the effectiveness of lesson planning in teaching EFL classes.

Research questions

- 1) Dose lesson planning help both students and teachers in learning second language effectively.
- 2) Dose lesson planning help instructors to identify the weaknesses and positive aspects of their teaching in EFL classes.

2. Method and Material

The research design is qualitative (systematic review). In this research, I searched for the key words (Lesson Plan principles, Lesson Plan Role in EFL, Developing & Designing Lesson plan for EFL) words which related to my research topic through online scientific sources (ERIC, Hinari ADRI- Access to Research for Development and Innovation). Then I refined my search through the date of the articles and peer reviewed articles. Among 75 articles (10 articles from ERIC) (65 articles from Hinari ARDI) were reviewed. The articles were between (2005- 2018) years. After reviewing the articles' abstracts, I chose those which was done in EFL context and showed the impact of planning in learning and teaching process. I summarized them and used the information in my research paper. Finally, I selected twenty of them that mostly explained the impact of lesson planning in learning process for EFL students (English as a foreign language). (Figure 1)

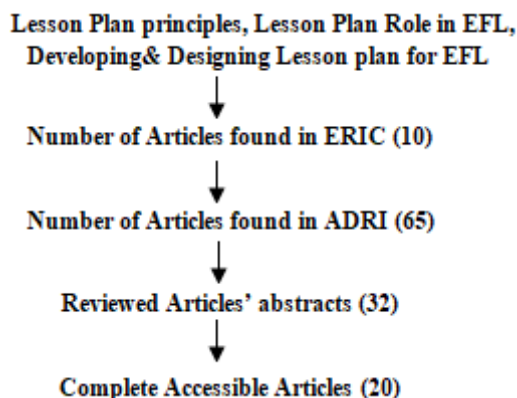


Figure 1: Shows the way of searching and selecting articles for the study

3. Result

Most researchers stated their viewpoints on impact of lesson planning in learning process for EFL in different ways. They mostly pointed out the important elements of a good lesson plan which are (goals, different type of activities, learning style, intelligence level, assessment and time management). According to many methodologists and psychologists, it is necessary to develop the ability to communicate in a foreign language, or to facilitate the acquisition of a foreign language communicative competence which should be considered during planning phase before the lesson (Gutierrez, 2015).

Many researchers as Heidari, Azizifar, Gowhary, & Abbasi, (2015) found through statistical analysis that the female teachers were more interested in use of lesson planning (LP) than the male teachers. It is something new for me that I found through these articles that gender affects remarkably in teaching and learning process.

According to Lika, (2017), in lesson planning teachers should take into consideration many elements such as, students' learning styles, previous knowledge, types of intelligences, interests and other learning related issues. Meanwhile, she emphasized that these issues directly have influence in learning process therefore; planning a lesson will decrease the level of stated problems and teachers may recognize their weaknesses and strengthens points of their teaching.

Many instructors find it difficult to develop a lesson holistically and to maintain alignment across aims, practical steps, and evaluation when planning and implementing a lesson. But practicing, sharing plans and planning regularly will help instructors to overcome these challenges (Pang, 2016).

Shrum & Glisan, (2005) mentioned that Second language(L2) learners need specific learning strategies that help them understand the linguistic structure of the language of instruction and help the instructors to enable students to remember, to communicate and comprehend many different words in the second language which depends on instructor's decision during planning phase. For Second language learners(L2), developing language skills and improving language abilities need teachers' hard working independent of the language phase.

Gutierrez (2015) stated that the problem of formation of foreign language competence in the process of teaching students can be considered in to two aspects "technological and optimization." The technological aspect is aimed at identifying the tools of teaching that is, the planning, the methods and technologies need to achieve the best results in the acquisition of knowledge, skills and abilities by the students. The optimization aspect is aimed at more efficient and consistent application of existing technologies that depends on the specific features of the educational process and planning phase.

According to Khoshshima, & Khosravani, (2014), "Teaching and learning are interrelated" They stated that a successful examination outcome requires good materials, good teaching techniques and effective learning on the part of students; however people learn in a variety of ways and have different learning preferences.

Khoshshima, & Khosravani, (2014) mentioned that lesson plan serves variety of purposes. They specified five purposes that should be considered in lesson planning phase. The most important purpose is to help teachers develop their abilities to select, structure, and organize lesson content into effective support of learning. The process of planning each lesson forces teachers to reflect on what they want to accomplish in each class and how best to do so. 1. Planning helps you control how class time is used and it provides a framework for your lesson. 2. It helps you to think through and reconsider the teaching process. 3. It provides a sense of security for instructors. 4. It determines the sequence and timing of activities. 5. It provides you with the record of what has been taught.

Even if teachers are teaching from a textbook (which contains lessons that have already been planned) further planning is usually necessary to adapt the textbook to the teaching context and to supplement it based on learner’s background, interest, learning style, and abilities. Teachers would like to choose usually the tasks and activities that address the language skills that the lesson addresses. Their plans may also include ideas on how they will monitor their students’ learning and understanding.

According to Richards (2005) “ Lesson plans are systematic records of a teacher’s thoughts about what will be covered

during a lesson and help teachers to think about the lesson in advance to resolve problems, and to provide structure for a lesson” (p.103).

McCutcheon, (2006) stated that 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 problems before they happen. The “external reason” for planning a lesson is to satisfy the expectation of the principle or supervisor. Lesson plan is more important for pre-service teachers because they need to be more in control before they begin the lesson.

Table 1: Shows the research result of most studies that the findings were emphasized on positive effect of lesson planning in EFL classes

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.

4. Discussion

As I studied the researchers’ ideas about lesson planning (LP), there were similarities among them. They mostly pointed out the important elements of a good lesson plan which are (goals, different type of activities, learning style, intelligence level, assessment and time management). Most of them emphasized on goal, different type of activities and intelligence type, while least of the researcher highlighted other issues such as orientation, structuring, modeling, application, questioning, building classroom as a learning environment, assessment, and time management which affects students’ learning outcomes.

According to Pang “A foreign language as the means of communication and knowledge of the world has a special place in the system of modern education because of its social, cognitive and developmental functions.”(p.4) Gutierrez also emphasized on language competence which is

communication that must be considered during planning and choosing appropriate activities. They mostly emphasize on communicative competence in second language which both stated that Communicative competence is the main practical purpose of teaching a foreign language. It deals with the methods of improving students’ learning skills and abilities. The articles mention teaching approaches for matching and interaction of learning styles in different cultures which should be considered during planning a lesson (Pang, 2016).

Most researchers as Harmer (2005), Lika, (2017), Azkiyah, & Mukminin, (2017) stated their view points on learning style, type of intelligence that will be done in planning phase before teaching process. They emphasized on grouping which mixes different learning styles the same as different activities that both aim is to cover different type of intelligence in a lesson.

Language teaching has been reduced to the mastery of language structures, ignoring the vast number of possibilities that language teaching provides to involve students in the discussion and analysis of issues that affects students' everyday life. Moving language teaching toward this goal needs language teachers' preparation before start teaching (Liyana, & Bartlett, 2010).

Richards, (2005) declared something different about Lesson Planning. He stated that L.P helps pre-service teachers to be full prepared before teaching and be more experienced in applying it in the real context of teaching, because they need to be more in control before they begin the lesson. Moreover, it gives a sense of confident for new teachers.

McCutcheon, (1980) mentioned that L.P helps teachers to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Therefore, lesson planning paves the way for instructors as well as students to be successful in learning process.

5. Conclusion

To sum up, many researchers stated their view points on lesson planning and its positive effect on teaching EFL classes. Most researchers revealed that second language teacher are the main core of language teaching, they are the one who create situation for better learning and pave the way for learners to acquire second language effectively and continuously. (Clasquin-Johnson, 2016) It should be noted that regardless of how students are grouped, teachers should deliberately incorporate different learning styles into the daily lesson plan. Do not forget that teacher is the main element responsible for the organization, effectiveness, efficiency and quality of the educational process.

6. Suggestion

Some of challenges that always teachers experience during teaching EFL classes is directly relates to the pedagogical skills that they should be better prepared in the future. This paper recommends that more seminars workshops and in-service courses will be organized for most teachers to help, train and boost their attitudes on the significance of lesson planning in teaching and learning of L2 in order to enhance their ability to be full prepared before entering the class.

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