

HOW TO DEVELOP A GOOD LESSON PLAN?

Annotation: In this article highlights learning English language in the lesson and problem of teaching.

Key words: English language, teaching, learning.

Teaching is the profession which requires hard work, that’s why teacher is the most respectable job among other ones. But it is desirable to mention that not all teachers gain good teaching skills within their experience. Any teacher or instructor, who is always in search of successful ways of teaching methods and techniques, gradually can master his/her unique teaching style. A professional teacher will be able to have fruitful lessons, active and motivated students, and certainly a respectable reputation among his/her colleagues. The root of an effective lesson is its plan.

A lesson plan is the instructor’s road map of what students need to learn and how it will be done effectively during the class time. [2] Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components: objectives for student learning, teaching/learning activities, strategies to check students’ understanding. Specifying concrete objectives for students’ learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished. Below are six steps to guide you when you

create your lesson plans. The first step is to determine what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning, answer the following questions: What is the topic of the lesson? What do I want students to learn? What do I want them to understand and be able to do at the end of class? What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time.

Secondly, as you have your learning objectives in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it.

When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on. Develop a creative introduction to the topic to stimulate interest and encourage thinking. [3] You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.).

The third step is expected to be the main body of the lesson and here you prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or

discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use: What will I do to explain the topic? What will I do to illustrate the topic in a different way? How can I engage students in the topic? What are some relevant real-life examples, analogies, or situations that can help students understand the topic?

What will students need to do to help them understand the topic better?

The fourth stage is connected with planning to check students' understanding. Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing. An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and ensuring that students understand. This is the fourth step in developing the lesson plan.

In the fifth step go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself, you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by summarizing the main points,

but also by previewing the next lesson. This preview will spur students' interest and help them connect the different ideas within a larger context.

The sixth step deals with creating a realistic timeline. Teachers know how easy it is to run out of time and not cover all of the many points they had planned to cover. A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn. Teachers agree that they often need to adjust their lesson plan during class depending on what the students need. [4] Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment.

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently.

To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

Reference:

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