

The Role of Lesson Plan in Teaching English

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Abstract: Teaching in the simplest sense of the term is the flow of interaction between the teacher and the students that is done to achieve pre-designed goals based on a codified plan. Planning and goals of a lesson presented by the teacher at the beginning of the session is one of the most important and effective factors in the learning process of students. Summing up these items at the end of the lesson and presenting a summary of a lesson is of special importance to the students' learning. The necessity of developing lesson plans in our classrooms, schools and educational institutions is a case that is less appreciated to it, so this study has been done to investigate how to prepare and implement lesson plan and to know its importance in the teaching process of learning.

Key points: teaching, lesson planning, well-organized, forming, serving, experienced teachers, executors.

Lesson planning is a crucial element of constructive teaching–learning process supplying the teacher with a coherent framework of teaching and assisting with the smooth flow of the lesson. It can be considered as a teacher's road map of what students ought to learn and how it will be done effectively during the class time. The objectives of this study are to find out to which extent teachers apply the design elements of the lesson plan and to investigate their perceptions of the importance of these elements.

Effective lesson planning contributes to successful learning outcomes for students in several ways. A well-designed lesson plan:

1. Helps students and teachers understand the goals of an instructional module
2. Allows the teacher to translate the curriculum into learning activities
3. Aligns the instructional materials with the assessment
4. Aligns the assessment with the learning goal
5. Helps assure that the needed instructional materials are available
6. Enables the teacher to thoughtfully address individual learning needs among students.

Effective lesson planning can also contribute to the teacher's own success and well-being. Teachers teach because they want to support students, and effective lesson planning can contribute to job satisfaction when a lesson is successful or a student does well on an assessment. Having a skillfully-planned lesson can also make the act of teaching more pleasurable by increasing the teacher's confidence in themselves and letting them focus more on interaction with the students than on what is supposed to happen next. Importantly, good planning can save time by avoiding last-minute

efforts to buy supplies or create materials needed for a day in the classroom. Teachers can use that reclaimed time for themselves or other parts of their lives, increasing work-life balance

Building the lesson plan outward from your learning goals also offers much-needed flexibility in adapting instructional delivery and classroom management during uncertain times. Classes that move from onsite to online or hybrid require different delivery methods, requiring adjustments to existing plans. Such situations highlight the importance of lesson planning in keeping the class moving smoothly from task to task regardless of the learning environment. Advance lesson planning also minimizes the need for discipline and allows you to make the most of your time with students.

Student success and good behavior are more likely when your pupils are actively engaged in classwork. A thoroughly planned lesson facilitates that desirable state by considering unique student educational needs. “All successful teachers need to be pupil-focused; in other words, you have to think about how the learning activity you have set up will be experienced by each pupil, and how this experience will generate your intended learning outcomes.”

Teacher success is predicated on student success. Beyond that, the documents you create as part of the planning process are usually part of your evaluation by school administrators. Therefore, having well-prepared and documented plans is an integral part of your success as a teacher. Your lesson plans also become a repository of your growing knowledge as you continue to teach. The importance of lesson planning in furthering your professional growth is undeniable. Cultivating good habits for preparing and reviewing your lesson plans prepares the ground for your success.

Some benefits of preparing a lesson include:

Forming teacher and student goals: Teachers can more effectively teach with an understanding of a clear objective. Students can learn their overall goal at the start of the lesson so they know what to focus on and how the content applies to them.

Providing the teacher with visualization: After educators complete a lesson plan, they can usually better visualize each step of the lesson. This helps them to prepare materials and focus on activities they can incorporate to engage their students in the learning process.

Serving as substitute plans: Sometimes you unexpectedly require a substitute to take over your classes. In times like these, lesson plans become more valuable because substitutes can use them when taking over a teacher's class for the day.

Saving time in the future: Educators can save successful lesson plans and use them for future lessons. Many teachers save them on their computers and adapt them each year for their new students. With an outline already complete, it can save them time by not creating brand new plans each year.

Supporting career advancement: Teachers can bring some of their most effective lesson plan examples with them to their annual performance review. They can also provide them during job interviews so future employers see the lessons they use in the classroom.

By incorporating key educational theories into your lesson planning, you can create a more engaging and effective learning experience for your students. For example, using Blooms Taxonomy can help you structure your lesson in a way that ensures students are not just memorizing information, but truly understanding and applying it. Similarly, incorporating Gardner's Multiple Intelligence Theory can help you design activities that appeal to a diverse range of learning styles, making the lesson more accessible and engaging for all students. Ultimately, by using these theories to inform your lesson planning, you can help your students achieve deeper, more meaningful learning outcomes.

Experienced teachers know the value of incorporating key educational theories into their lesson planning. They understand that by doing so, they can create a more dynamic and effective learning experience for their students. By using a variety of theories, such as Vygotsky's Zone of Proximal

Development and Maslow's Hierarchy of needs, teachers can better understand their students' cognitive and emotional needs, and tailor their lessons accordingly.

Experienced teachers also know that by continually reflecting on their practice and seeking out new theories and strategies, they can continue to improve their lesson planning and provide the best possible learning experience for their students.

Meanwhile, the concept of teaching refers to that part of the educational activities that happens with the presence of the teacher in the classroom. Teaching is a part of education, and like education, it includes a series of regular, goal-oriented and pre-designed activities, and its purpose is to create favorable learning conditions on the part of the teacher. Based on this definition, teaching itself has a set of characteristics that are mentioned below: a. This interaction, which has the form of certain activities, is determined and designed in advance. b. Regular design is done according to the location and facilities. c. Creating opportunities and facilitating learning in teaching is considered important [Sha'bani, 2011]. Therefore, teaching (teaching) mainly refers to the activities that the teacher performs verbally in the presence of students. In this case, Dembo (1994) has defined teaching as a set of actions that are carried out by the teacher with the intention of helping to create learning. Also, Ednell, Reeve, and Smet (2007) have also defined teaching as interpersonal efforts to help learners acquire knowledge, learn skills, and understand their abilities [Seif, 2015, 36].

In a well-organized lesson plan, at least elements and structures such as lesson topic, Russian content, general goal, partial and behavioral goals, students' input behavior, diagnostic evaluation, educational activities, teaching method, required educational tools, evaluation method at the end of the lesson should be included, and supplementary activities outside the guild (factory) are examined and paid attention to. The lesson plan should be set in such a way that even a beginner teacher can implement his educational activities in the class with an overview [Sha'bani, 2011, pp. 247-248]. In order for the lesson plan to be formed, the teacher must first think about the purpose of the lesson, then he must consider the content of the lesson. Since in our country, the lesson content is presented in the form of textbooks, the teacher does not have any particular difficulty in preparing the lesson content. In fact, the content is the same as in the students' textbook. The third issue that the teacher should evaluate is the teaching method. The teaching method is determined based on the goal and volume of the content. The next thing is the time and materials and tools needed to prepare the learning conditions, which should be determined and prepared in advance. After the mentioned cases, the teacher should determine the way of acting in the class. The way of working in the class is determined based on the teaching method.

For more clarification, the above items can be presented in the form of the following questions, and upon receiving the appropriate answers, teachers can proceed to lesson design:

1. What position do I want to teach (today, this session)?
2. What purpose do I want to teach?
3. How long should I teach?
4. Who do I want to teach?
5. What method should I use to teach better?
6. Which educational tools can I use for teaching?
7. What activity should everyone (teacher-student) do?
8. How can I know that I have reached my goals?

By providing the answers to the above questions, the teaching-learning flow for teachers is determined. Once the topic of discussion is determined, they evaluate their information. If they have a special problem regarding the topic of the lesson from a scientific point of view, they can solve the problem by referring to reliable sources. Searching for the answer to the second question provides the possibility for teachers to think about the effects of the discussed topic on the class and students, that is, what is the purpose of the effort in the class? And where should they reach and

what will be realized? The third question defines the time period in which teachers should realize their desired goal and make it practical. Consideration of teaching time by a teacher should be taken seriously. Because one of the most important things in the teaching-learning process is the time limit. Time is limited in two ways. One is in terms of the duration of students' ability to listen, learn, act, etc., because; the power and potential of students is limited. The other is about the hour that each lesson is assigned in the weekly schedule and no teacher can change it.

Having a lesson plan helps the teacher to examine how to get into the material and various possibilities [Frotan, 2017, p. 200]. Of course, without a curriculum and writing a lesson plan, you can manage the classroom activities, but a well-written lesson plan enables the teacher to think regularly and systematically during the training course, and all the effective factors in the teaching-learning process checking before the process [Sha'bani, 2011].

Education planning, however, is a process that guides the flow of education activities and this process is carried out by a group of experts; But what can achieve its results is its implementation by the executors of these programs (teachers), which is achieved through the teaching process. Although the effective factors of the learner are numerous, what seemed important is how teachers can turn the classroom into a teaching-learning process. Therefore, it is necessary to foresee all the goals, activities, use of tools and equipment that can facilitate this process. In centralized educational systems that have the same curriculum content and present it in a compiled form at the country level, most of the curriculum planning measures (lesson plan) are presented in the form of textbooks. However, teachers who want to get better results from the teaching process, it is considered important to plan their lessons in advance, because; Classroom conditions, prevailing social factors, students' status, etc. are among the variables that depend on special situations and cannot be considered in the textbooks. Although teachers usually adjust their lesson plans in a mental way and this can also be beneficial, but various factors may lead to them not being able to pay attention to each and every activity considered and unintentionally or intentionally forgetting part of the Embed content and anticipated activities. Therefore, having a written and documented plan helps them to compensate for this deficiency. Lesson design is usually done in two ways, which are known as annual lesson plan and daily lesson plan. In the annual lesson plan, the teacher usually tries to design a general plan to achieve the goals of an academic course in advance, taking into account the time, facilities and conditions, and imagine it briefly for himself. However, the daily lesson plan gives the teacher the opportunity to predict the details of his work and activities using the annual lesson plan, to determine his work method and lesson activities in advance, and to pre-determine how he will study the lesson content. Finally, the lesson plan (daily or yearly) for the teacher can act as a guide and provide the context to prevent deviation and make the teaching-learning process interesting and acceptable for the learners.

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