

ANALYZING THE STRUCTURE AND EFFECTIVENESS OF LESSON PLANS FOR PRE-SERVICE ENGLISH LANGUAGE TEACHERS

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Abstract

Planning is required for a successful teaching-learning process. It is like a series of related activities that scaffold the learner because each step depends on the one before it. Therefore, it is believed that raising effective teachers requires developing their planning skills. The goal of this study is to assess the effectiveness of lesson plans developed by English language student-teachers at Salahaddin University's College of Education. The written lesson plans that the preservice teachers submitted were assessed using a checklist made up of the essential elements of good lesson planning. The sample included 40 lesson plans that were created by preservice teachers. The chosen lesson plans were examined using quantitative content analysis, mainly descriptive statistics, to find out the mean, median, and standard deviation. The findings imply that better guidance and instruction may be needed for preservice teachers to effectively plan lessons. To write better lesson plans, pre-service teachers need teacher training programs. The research's conclusions showed that pre-service teachers are aware of the significance of lesson planning, but they encountered some challenges while doing so. As a result, creating a lesson plan became difficult. Further research will also enable us to learn more about how we can support the effective lesson-planning abilities of our future teachers.

Keywords: Analysis, Effectiveness, English Language, Lesson Plan, Pre-service Teachers, Structure

INTRODUCTION

Lesson planning is a crucial step that the teacher must complete before starting instruction. Careful planning will result in a more organized learning process. However, preliminary research suggests that teachers still have difficulty developing lesson plans. The learning process goes above and beyond the learning plan despite having one (Emiliasari & Jubaedah, 2019). A lesson plan serves as the instructor's roadmap for the topics the class will cover and the efficient delivery of those topics (Milkova, 2016). A lesson's preparation is a difficult process. Researchers and educators alike generally agree that a lesson plan's quality and an efficient teaching-learning process go hand in hand. As a result, Taskin (2017) argues that teacher education is essential to prepare teachers for their future careers. Making and analyzing lesson plans is a crucial component of this education. The purpose of this study is to add to the body of knowledge on effective lesson planning by using a checklist approach to analyze the written lesson plans of preservice teachers. To identify common traits and assess how well these criteria are met by the preservice teachers, the checklist approach will concentrate on key criteria for efficient lesson planning. The data will be summarized, and problem areas will be identified using descriptive statistical analysis. By doing so, this study hopes to contribute to the creation of efficient preservice teacher preparation programs and offer additional insights into the difficulties preservice teachers encounter when lesson planning. The

study's main research question is: What are the common traits of preservice teachers' written lesson plans, and how well do they meet the essential requirements for successful lesson planning? Understanding this will help identify the areas that education programs need to concentrate on and contribute to the improvement of teacher preparation programs, which will help to adequately prepare future teachers.

The foundation of classroom instruction is established by lesson plans. They offer a thorough breakdown of what will be covered in a lesson, why each topic is significant, and how the teacher will present it. One of the key teacher competencies for encouraging students' engagement and achievement is effective lesson planning (Echevarria, Vogt, & Short, 2018). A fundamental pedagogical skill that all teachers must possess is lesson planning (Mills, 2011) which is also regarded as a critical component of effective instruction (Day, 2012). A distinct and measurable learning objective is one of the most important aspects of effective lesson planning (Jacobs, 2010). Preservice teachers can better understand objectives by looking at what students are expected to know, do, and show as evidence of their learning (Mager, 1997). The objectives of a lesson need appropriate assessment strategies that are seen as a key component of effective lesson planning (Black & Wiliam, 1998). Teachers-in-training must comprehend how assessments can be used to gauge the success of their instruction and modify their methods as necessary. The goals of assessment should be to encourage students to learn independently and to provide feedback on their learning progress (Laurillard, 2012). Effective lesson planning must also include the use of appropriate teaching methods (Joyce, Weil, & Calhoun, 2014). Active and cooperative learning are two pedagogical strategies that can increase student engagement and result in better learning outcomes (Bonwell & Eison, 1991).

Despite how crucial lesson planning is to the success of student learning; preservice teachers can run into a lot of difficulties when creating successful lesson plans. According to the literature, pre-service teachers have trouble organizing their lessons. Furthermore, it was emphasized in the literature that inexperienced teachers take more time and find planning difficult (Richards, 1998; Senior, 2006; Tashevskaja, 2008; Lai & Pratt, 2017). Lack of pedagogical understanding, a lack of experience in the classroom, and a lack of content knowledge can make it challenging to create lesson plans of high caliber (Hammond, 2006). It has been discovered that pre-made templates or rubrics are useful for overcoming these difficulties and raising the caliber of lesson plans for preservice teachers (Reiman, Thompson, & Dickerson, 2017). According to Hasan (2019), being a part of a program for pre-service teachers had a positive effect on how well-written their lesson plans were. However, other researchers discovered that more rigorous and concentrated instruction could boost preservice teachers' competency in lesson planning (Merck & Schoorman, 2014). According to the Mutton et al. (2011) study, lesson planning allows teachers to both learn about teaching through planning and gain an understanding of planning through teaching. The study by Putri (2017) investigates how lesson planning is perceived by English as a Foreign Language (EFL) teachers. They had difficulties with the incorporation of scientific methodology and assessment. Black and William's (1998) literature review demonstrates the significant learning achievements brought about by innovations designed to improve formative assessment procedures.

Quality lesson planning won't necessarily translate automatically into successful implementation, according to Dorovolomo et al. (2010), so teacher education must

support student-teachers in making an informed transition from a lesson plan to its delivery. In 2006, Hammond described the wide range of knowledge and abilities needed by teachers. These include a thorough knowledge of students' learning processes, successful pedagogical strategies, sensitivity to the unique needs of each student, and the capacity to design and oversee effective classroom activities. According to Amalia et al. (2020), reflective practice is essential for teacher educators to develop their instructional strategies and raise student achievement. Rubiano and Granada (2020) mention that guidance helps a group of future teachers tailor their lesson plans to the cultures, learning preferences, educational policies, and appropriate and realistic situations of their students. Dunn et al. (2010), argue that educators stress the value of multiple intelligences, yet many teachers continue to teach conventionally. Additionally, according to teachers, lesson plans enable them to schedule the necessary curriculum material. However, the specifics of a lesson plan, according to Miller (2009), depend on local and individual circumstances. For instance, the way pre-service teachers write their plans depends on whether they concentrate on learning from a textbook in a conventional setting or create the materials themselves.

Literature Review

Effectiveness of Lesson Plans

Planning ahead to choose a strategy that will enable people to accomplish their goals and objectives is a crucial first step in any process, and education is no different. The lesson plan, which is a thorough description of an instructor's plan of instruction for a specific lesson intended to help students achieve a specific learning objective, is the planning tool used in education. Lesson plans assist teachers in planning content, resources, time, instructional strategies, and assistance in the classroom. They also let students know what they will learn and how it will be assessed (TEAL Center, 2010). According to many researchers, lesson plans are crucial in creating a productive learning environment (Clark & Dunn 1991; Johnson 2000). Every teacher's ideas for a lesson are typically recorded in a lesson plan, which includes the material to be taught, the method, the time, the location, the students' evaluations, and the learning process in detail (Neisari & Heidari, 2014). The significance of lesson planning was emphasized by Jones et al. (2011) and Ko (2012), who made it a prominent part of teachers' daily routines. To ensure the best results, new ESL teachers must combine their teaching input based on the needs of the lesson and the common strategies of a successful class in a written plan (Ab Aziz et al., 2019; Widiati et al., 2018). The quality of instruction may be impacted if a lesson plan is not created (Heidari et al., 2015). Despite its complexity, an organized lesson-planning process can serve as a model for novice teachers to follow when developing their lesson-planning style and skills (Clark & Peterson, 1986). The importance of lesson plans is confirmed by all the researchers who write about teaching. It builds teachers and students because it is used to ensure a successful teaching and learning process.

Regardless of their level of teaching experience, teachers must create lesson plans before classes (Syed Ali, 2018; Wandberg & Rohwer, 2003). This can be done in a variety of ways; a computer-assisted lesson-planning tool is ideal for meeting the needs of inexperienced ESL teachers by supporting teachers' lesson-planning processes (Ong et al., 2017). Although the daily lesson plan was first introduced decades ago, writing lesson plans on paper is still a traditional method that is widely used by teachers. Any format, as

long as it is presentable if required by the authorities, is acceptable for daily lesson plans. However, using this approach, some limitations have been found. Therefore, in the information age, technology use can enhance the lesson planning process. As found in numerous studies, the electronic support system is an alternative to support the lesson planning process (Fathil et al., 2021). Lesson plans are necessary when teaching English, but ESL teachers frequently mix them up. They might have to come up with their strategies for international organizations. Beginners can begin creating their lesson plans by using a straightforward template for ESL lesson plans (Nodirovna & Temirovna, 2022). According to Brittin (2005), teachers must plan materials, strategies, and timing to create a learning environment in which students can learn effectively. According to Kagan and Tippins (1992), creating a lesson plan aids pre-service teachers in organizing their activities, setting goals, and receiving feedback from their supervisors. When creating a lesson plan, teachers draw on a range of professional knowledge. According to Tagle et al. (2020), these include content knowledge, general pedagogical knowledge, pedagogical content knowledge, curricular knowledge, learner knowledge, and an understanding of educational contexts. It is not an easy process, but some templates help a lot in preparing good lesson plans for new teachers.

The teaching-learning process can be effective and worthwhile when it is well-planned and specific. On the other hand, sporadic and haphazard planning leads to learning experiences that are unfocused and ineffective (Lederman & Niess, 2000). Lesson planning links curriculum and textbook requirements with what is taught in the classroom (Li, Chen, & Khum, 2009). A lesson plan doesn't need to be so long, but a teacher has to spend a lot of time creating one to help guarantee a more effective teaching session (MacDonald & Phillips, 2005). Clement (2000) and Ogden (2001) talk about Process-oriented and student-centered lessons as tending to be more effective than rigid, procedurally vague, and teacher-oriented lessons, which tend to be less effective. Lesson planning is essential for the benefit of the students. Therefore, educators must shift their focus from "What am I going to cover tomorrow?" to "What are my students going to learn, achieve, and accomplish tomorrow?" (Cited in Dorovolomo, Phan, & Maebuta). It can be said that planning is a necessary part of the job of a teacher (Gallego, 2007). EFL teachers occasionally struggle to create effective lesson plans, according to research conducted in this area (Permana, 2010). McCutcheon (1980) made a distinction between factors that affect lesson planning internally and externally. Internal motivators for teachers include a sense of self-assurance, a deeper comprehension of the subject, the capacity to make lessons go more smoothly, and the capacity to anticipate problems before they occur. The external justifications include adhering to the principal's requirements and supervising a substitute teacher, should one be required, for the class. Another study discovered that the lack of contextual training, the difficulty of creating assessments, and the lack of available time are the reasons why creating lesson plans is difficult (Jasmi, 2014). Because of the challenges that teachers face in implementing their lesson plans, some teachers write plans only because it is a requirement and don't implement what they have written in their plans inside the classes.

Structure of Lesson Plans

Although novices are frequently taught how to write thorough lesson plans in teacher preparation programs, the procedure can be difficult because of the predominance of the linear model and the dearth of empirical data. Since the 1950s, curriculum and

lesson planning have generally followed a linear structure that begins with objectives and ends with evaluation. However, during curriculum and pedagogical reforms in the 1960s and 1970s, the linear model rose to prominence. This logical method of planning owes a great deal to instrumental interpretations of Tyler's *Basic Principles of Curriculum and Instruction* (1949), which is now, astonishingly, in its 41st edition, as well as to other theorists who created variations using both extended taxonomies of learning outcomes (Bloom, 1956) and more complex constructs around instruction (Gagné, 1970; John, 2006). In 1988, Robert Gagné described three stages of learning. There are three phases to learning: need or desire, guidance, and practice. We must have a specific need or desire to learn something in the initial stage. Because we have a finite amount of attention, we only remember what we focus on. Information is temporarily stored in our short-term memory during the guidance stage. We choose whether to use it right away or put it away for later. We link new information to previously learned material and repeat it to commit it to long-term memory. Finally, we put what we've learned into practice by using it on our own. To retain information in long-term memory, practice is essential. According to Bonwell and Eison (1991), modifying traditional lectures can incorporate active learning in the classroom. Research shows that allowing students to consolidate their notes, insert brief demonstrations, and engage in ungraded writing exercises can significantly improve learning.

In contrast to what the learner will be exposed to during instruction, a learning objective describes what the learner will know or be able to do after the learning experience. It is usually written in a style that students can understand and is directly related to the program's learning objectives (Nodirovna & Temirovna, 2022). Learning objectives in the context of teaching a foreign or second language are connected to the growth of communicative competence (Savignon, 2001). According to Phillips and Phillips (2008), learning objectives are goals that specify the outcomes that students are expected to achieve after an academic activity. Principal activities are particular tasks carried out by students that aid in learning. Finally, closing exercises assist students in recognizing and considering what they have learned throughout the lesson. It is possible to distinguish between pre-, during-, and post-activities in relation to the main activities in EFL classrooms (Harmer, 2012; Nunan, 2015). The order of the activities and the steps of planning are extremely important for the effective scaffolding of students. Many teachers write plans without following a cycle in which each step reinforces the next. There are various lesson plans if one searches on the internet, and all of them follow the same linear model, starting from learning objectives and ending in assessment or evaluation. The coming paragraphs show the phases of lesson planning by different researchers.

Warm-up, Introduction, Presentation, Practice, Evaluation, and Application (WIPPEA) is an acronym for a lesson plan model that represents a continuous teaching cycle in which each learning concept builds on the previous one and serves as an instructional road map for teachers (Mastery Teaching, 1982). The study plan has four phases, according to Lewis et al. (2019); the first phase is the study, followed by planning, teaching, and reflecting. Six steps are suggested by Milkova (2016) for writing lesson plans: Outline the learning objectives, then create an introduction, a plan for specific activities, a check for comprehension, a conclusion and a preview, and finally, a realistic timeline. Focus on important concepts, ideas, or skills to make sure that students comprehend and can apply the content. This technique helps in the creation of interesting

lesson plans that accommodate different student learning preferences. Richards and Farrell (2011) discuss the same criteria for a well-structured lesson plan. It ought to have distinct learning goals, a range of exercises, and evaluation techniques. Redfern's (2015) and Snow's (2006) teaching objectives categorize learning activities into introduction, main, and closure activities.

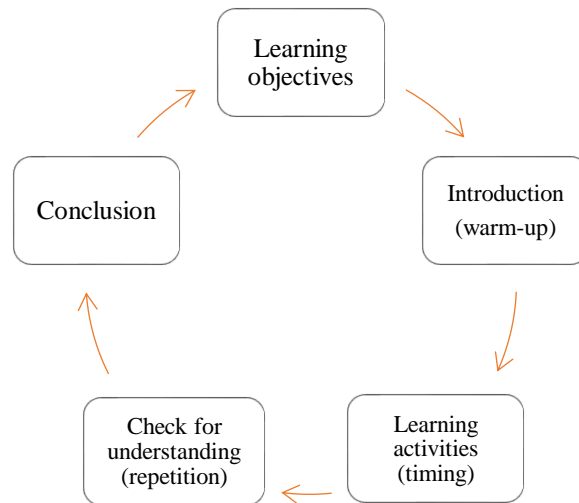


Figure 1 The Cycle of Lesson Planning

The process diagram in Figure No. 1 shows the steps in lesson planning that are recommended by the majority of the researchers. It begins with having clear learning goals and ends with achieving the goals. Warm-up exercises should come first in the introduction, then activities with time limits. Knowing whether students understood the material after the activities is a crucial step in lesson planning; it also serves as a repetition for the students. Finally, a conclusion can be an evaluation or a summary of the entire lesson. To make the lesson plan better, the teacher must carefully plan each step and evaluate it after completion.

METHOD

The purpose of the study was to examine the common traits of lesson plans made by preservice teachers and assess how well they met the essential requirements for effective lesson planning. The researcher painstakingly created a thorough plan and put it into action to achieve these research goals. The research methods used, the steps taken, and the study's restrictions and boundaries will all be further discussed in the paragraphs that follow.

Research Instruments

The study utilizes a quantitative approach as it employs a systematic checklist to assess the components of an efficient lesson plan in the plans devised by pre-service teachers. By relying on the checklist, the data collected is subsequently coded and subjected to descriptive analysis, employing descriptive statistics in JASP statistics software. This approach enables the researchers to quantitatively examine and summarize the various features and characteristics of the lesson plans under investigation. By utilizing a quantitative methodology, the study aims to provide objective insights and

generate empirical evidence regarding the effectiveness of the lesson plans developed by pre-service teachers.

Research Procedures

The plans were collected for the evaluation of the student teachers in the practicum and used as the sample for this study. 40 plans were randomly selected and analyzed by the researcher to find out the effectiveness of the plans. The use of random sampling was preferred to ensure the availability of accurate and comprehensive data, which is the first research validity condition and its generalization. The researcher read the plans many times to find out if they met the criteria in the checklist. The criteria available in each plan and the frequency of each criterion in all the plans were examined statistically, and the results are presented in tables and graphs.

Limitations and Delimitations

One limitation of the study is the restricted sample size of 40 lesson plans. While the selection of this limited number was understandable due to the labor-intensive nature of the analysis process, it may limit the generalizability of the findings. The small sample size may not adequately represent the overall population of lesson plans created by pre-service teachers. This study may have limited generalizability to a larger population due to the small sample size of preservice teachers' plans involved in the study. The study may not capture the diversity of preservice teachers in terms of their geographic location, socio-economic status, and teaching experiences. The sample was taken from the lesson plans of preservice teachers at the English Department in Salahaddin University's College of Education in Erbil in the academic year 2022-2023.

FINDINGS AND DISCUSSION

Table No.1 shows descriptive statistics for the number of each criterion in the checklist in each lesson plan. The valid number is 40, and there are no missing values. The mode is 6, and the median is 7. The mean is 7.875 and the standard deviation is 3.244. The minimum number is 2, and the maximum number is 15. Number 6 was repeated in 25% of the lesson plans. 7 was repeated in 50% of the lesson plans, and 10 was repeated in 75% of the lesson plans. The total number of items in all the lesson plans was 315.

Table 1 Descriptive Statistics

Statistics	Number
Valid	40
Missing	0
Mode	6.000
Median	7.000
Mean	7.875
Std. Deviation	3.244
Minimum	2.000
Maximum	15.000
25th percentile	6.000
50th percentile	7.000

Statistics	Number
75th percentile	10.000
Sum	315.000

Figure No.2 is a bar plot of the frequency of the availability of variables in each lesson plan. The first, second, nineteenth, and thirtieth lesson plans have ten of the variables. The third, seventh, ninth, tenth, eleventh, sixteenth, twenty-second, and twenty-eighth lesson plans have nine variables. The fourth, twelfth, fifteenth, and thirty-third have three variables. The fifth, fourteenth, twenty-seventh, thirty-second, and thirty-sixth have seven variables. The sixth and thirty-fifth lesson plans have twelve variables. The eighth, thirteenth, eighteenth, twenty-first, twenty-second, twenty-fifth, thirty-seventh, and thirty-ninth lesson plans have six variables. The seventeenth and thirty-eighth lesson plans have fourteen variables. The twenty-third lesson plan has eleven variables. The twenty-fourth, twenty-sixth, and thirty-fourth have five variables. The twenty-ninth lesson plan has two variables. The thirty-first lesson plan has thirteen variables. The forty-first lesson plan has fifteen variables.

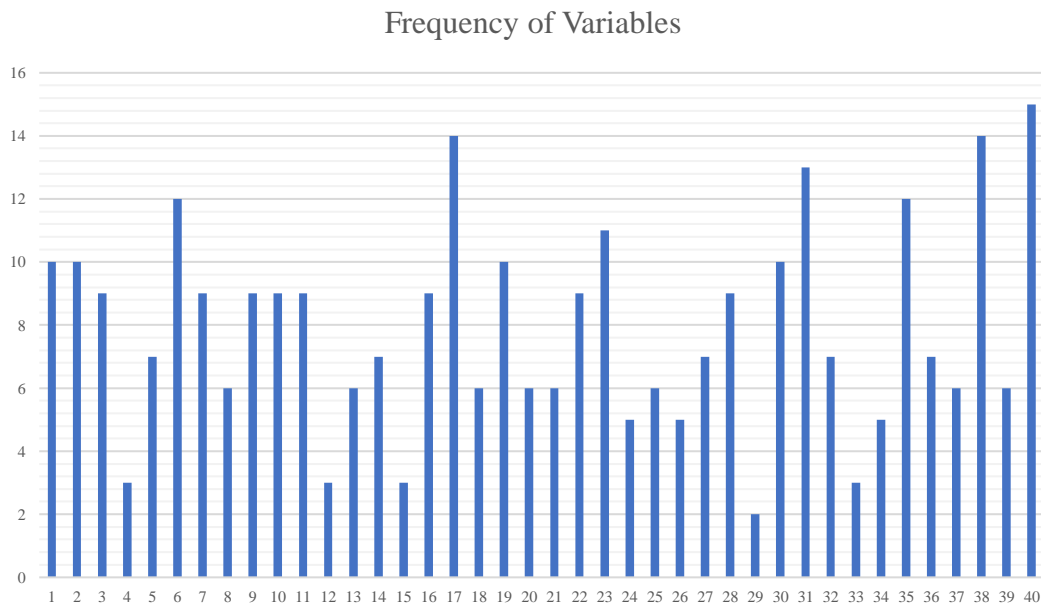


Figure 2 Clustered Chart of the Variables in Each Lesson Plan

Figure No.3 is the spider map of the number of each variable in all 40 lesson plans. The first variable was available in 20 lesson plans. The second variable was available in 20 lesson plans. The third variable was available in 33 lesson plans. The fourth variable was available in three lesson plans. The fifth variable was available in 17 lesson plans. The sixth variable was available in 23 lesson plans. The seventh variable was available in 12 lesson plans. The eighth variable was available in five lesson plans. The ninth variable was available in 15 lesson plans. The tenth variable was available in the lesson plans. The eleventh variable was available in 13 lesson plans. The twelfth variable was available in 35 lesson plans. The thirteenth variable was available in five lesson plans. The fourteenth variable was available in 40 lesson plans. The fifteenth variable was available in 28 lesson plans. The sixteenth variable was available in 37 lesson plans. The seventeenth variable

was available in zero lesson plans. And the eighteenth variable was available in eight lesson plans.

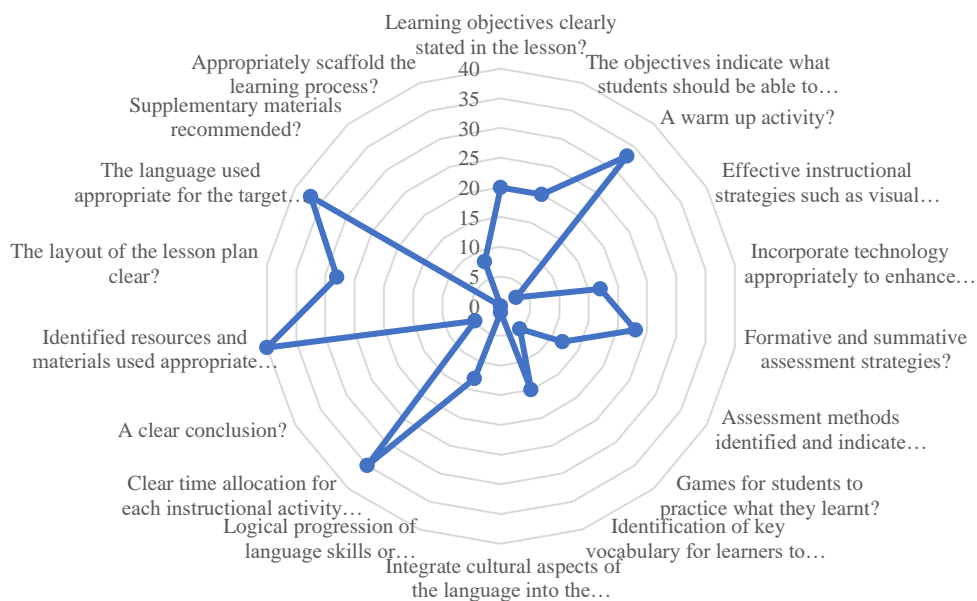


Figure 3 Spider Map of the Frequency of Each Variable in All the Lesson Plans

The Thorough Examination of the Previous Results

To know the characteristics of preservice teachers' lesson plans, the data were analyzed using descriptive analysis of the criteria found in the checklist. The mean was 7.875, which means that most of the plans contained less than half of the criteria in the checklist. The checklist consisted of 18 criteria for evaluating effective lesson plans. Overall, the lesson plans of students and teachers in the English Department of the College of Education at Salahaddin University were not so effective because they lacked many characteristics that are necessary to create effective lesson plans. The preservice teachers lacked understanding, experience, and content knowledge which made planning challenging for them (Hammond, 2006). Despite how crucial lesson planning is to the success of student learning; preservice teachers can run into a lot of difficulties when creating successful lesson plans. According to the literature, pre-service teachers have trouble organizing their lessons (Richards, 1998; Senior, 2006; Tashevskva, 2008; Lai & Pratt, 2017). The following paragraphs show the availability of each criterion in the checklist and connect it with previous literature.

Are Learning Objectives Identified and Clearly Stated in The Lesson?

The first criterion was available in 20 lesson plans. It means that the lesson objectives were available in half of the selected pre-service teacher plans. The first part of the plans that contained learning objectives was dedicated to the objectives. Some plans also had objectives that were not clearly stated but mixed with the activity part. Having a distinct and measurable learning objective is one of the most important aspects of effective lesson planning (Jacobs, 2010). Preservice teachers can better understand objectives by looking at what students are expected to know, do, and show as evidence of their learning (Mager, 1997). Most of the studies suggest clear and measurable learning

objectives at the beginning of a lesson plan. It is easy for novice teachers to achieve their aims if they develop a plan starting with concise learning objectives.

Do the Objectives Indicate What Students Should Be Able To Do at the End of the Lesson?

The second variable was available in 20 lesson plans. All the plans that contained learning objectives clearly stated what the students would be able to achieve at the end of the learning process. In contrast to what the learner will be exposed to during instruction, a learning objective describes what the learner will know or be able to do after the learning experience. It is usually written in a style that students can understand and is directly related to the program's learning objectives (Nodirovna & Temirovna, 2022). Learning objectives in the context of teaching a foreign or second language are connected to the growth of communicative competence (Savignon, 2001). Although the objectives of half of the plans were clearly stated, the steps that came after the objectives were not designed to achieve the specified objectives.

Does the Plan Have a Warm Up Activity?

The third criterion was available in 33 lesson plans. Warming up was one of the criteria that was available in most of the plans. At the same time, most of the warm-ups were a review of the previous lesson, which was used as either formative or summative assessment. Some of them used chit-chats to decrease the level of anxiety in their students. Warm-up is the first step in the WIPPEA model of lesson planning that represents a continuous teaching cycle (Mastery Teaching, 1982). Warm-ups are an important part of a lesson plan as they bring the learner into the mode of language learning. Using warm-up activities in the classroom is extremely helpful for students. They help students relax, learn more effectively, and increase motivation (Velandia, 2008; Diril, 2015; Akther, 2014). A good number of the plans contained these activities, and it is a good step for student-teachers, especially language teachers, to care about the engagement of their students.

Does the Plan Use Effective Instructional Strategies Such as Visual Aids, Anecdotes or Stories, Modeling, or Hands-on Activities?

There were three lesson plans that addressed the fourth criterion. One of the least applicable criteria in the lesson plans that were chosen was this one. The items available in the book served as the only visual aid. The majority of the plans lacked any activities that would motivate students or get them interested in the subject. Process-oriented and student-centered lessons, according to Clement (2000) and Ogden (2001), tend to be more effective than rigid, procedurally vague, and teacher-oriented lessons, which tend to be less effective. Because they were more concerned with "What am I going to cover tomorrow?" than "What are my students going to learn, achieve, and accomplish tomorrow?" the majority of the plans were teacher-centered (Cited in Dorovolomo, Phan, & Maebuta). Secondary school teachers can actually employ additional teaching strategies like cards, posters, and other visual aids. But besides the book, future teachers didn't use anything else.

Does the Lesson Plan Incorporate Technology Appropriately to Enhance Instructional Delivery or Student Engagement?

Only seventeen lesson plans, or less than half of all lesson plans, met this criterion. The only technology utilized in the lesson plans was a 'speaker'. This is not the fault of preservice teachers because government schools lack technology resources due to financial constraints. The preservice teachers themselves even provided the speakers. English language teaching methods are being revolutionized by the use of electronic programs that promote motivation and positive student engagement (Mofareh, 2019). Considering the effectiveness and benefits of using audio-visual resources, Maniruzzaman and Rahman (2008) suggest using them as a technology-based strategy to enhance speaking and listening skills.

Does the Lesson Plan Include Formative and Summative Assessment Strategies?

The sixth criterion was available in twenty-three lesson plans, which is more than half, and it is something good. Although the plans didn't have a section that stated the assessment scheme, it was mentioned throughout the plans. It seems that the students and teachers were aware of the importance of formative and summative assessments. Appropriate assessment strategies are a key component of effective lesson planning (Black & Wiliam, 1998). Teachers-in-training must comprehend how assessments can be used to gauge the success of their instruction and modify their methods as necessary. The goals of assessment should be to encourage students to learn independently and to provide feedback on their learning progress (Laurillard, 2012). The study by Putri (2017) investigates how lesson planning is perceived by English as a Foreign Language (EFL) teachers. Concerning the intricate system of learning assessment and the incorporation of scientific methodology, difficulties were found. Black and William's (1998) literature review demonstrates the significant learning gains brought about by innovations designed to improve formative assessment procedures.

Are Assessment Methods Identified that Will Indicate Whether the Learning Objectives Have Been Met?

Assessment is described as students' advancement in relation to the learning objectives of lessons by Brown & Abeywickrama (2010). The seventh criterion emphasizes the significance of explicitly utilizing assessment techniques to meet the lesson's learning objectives. Despite the fact that most lesson plans included some form of assessment, only 12 of the total lesson plans examined explicitly used assessment methods. In order to monitor students' progress and make sure that learning objectives are being met, assessment is essential. Teachers can track student understanding, pinpoint areas for improvement, and make strategic instructional decisions by incorporating assessment into lesson plans. There are three different kinds of assessments, according to Katz (2014): diagnostic, formative, and summative. Summative assessment gauges overall learning outcomes, formative assessment informs ongoing instruction and offers feedback for improvement, and diagnostic assessment identifies students' prior knowledge and misconceptions. Although it is encouraging that the lesson plans under review had assessments, it is important to note that they primarily concentrated on formative and summative assessments. Quizzes at the end of the lesson were specifically used as a summative assessment technique. This shows that more thorough assessment

procedures are required, including diagnostic tests, to comprehend students' starting points and adjust instructional planning accordingly.

Are There Activities/ Games for Students to Practice What They Learnt?

There were five lesson plans that addressed the eighth criterion. Only five of the lesson plans included hints about games and enjoyable activities; the majority of them were written for secondary classes. Although games and activities are popular with students of this age, they were rarely mentioned in the lesson plans. Games aid language acquisition without being explicitly taught because they are incorporated into enjoyable activities, according to Cozcu and Caganaga (2016). The traditional chalk-and-talk teaching method is being replaced by task-based learning, and language games are becoming the preferred method of instruction. According to research, playing language games with learners enhances their motivation, grammar proficiency, and language skills (Yacob & Yunus, 2019).

Is There the Identification of Key Vocabulary for Learners to Learn?

Only 15 out of the total lesson plans offered had key vocabulary lists that were clearly written, according to an analysis of the ninth criterion. This standard is essential for ensuring that the lesson plans successfully accomplish the learning goals. Key vocabulary should be written clearly because this facilitates learning. Students learn and retain key concepts related to the lesson more easily when key vocabulary is clearly defined and presented. However, it is noteworthy that only 15 of the total lesson plans examined met this requirement. This raises questions about the remaining lesson plans' ability to produce the desired learning results. In order to address this problem, it is crucial for teachers and curriculum designers to give clear key vocabulary definitions a high priority in their lesson plans. This can be accomplished by carefully planning each lesson and taking into account the key vocabulary that pertains to it.

Does the Lesson Plan Integrate Cultural Aspects of the Language Into the Content?

There was one lesson plan that addressed the tenth criterion. The plans did not incorporate culture into language learning, despite the fact that understanding the culture of the language one wants to learn is essential for successful language learning. Culture and language are intertwined. They are naturally entangled and inseparable from one another. As a result, in addition to teaching the language itself, language teachers also need to emphasize the value of incorporating culture into their lesson plans and educating their students about the culture to which the target language belongs (Akyüz et al., 2018). The incorporation of cultural elements in language classrooms has received significant attention in contemporary language learning theories (Touati, 2016).

Is There a Logical Progression of Language Skills or Concepts Throughout the Lesson?

Only 13 out of the total lesson plans examined satisfied the eleventh criterion, as discovered after analysis. Even when teachers were following a prescribed book with suggested activities in order, this criterion stressed the importance of logical organization and the inclusion of activities that cater to the four skills (listening, speaking, reading, and writing). It's essential to arrange lesson plans logically in order to ensure a seamless

learning process and prevent confusion among students. An effective lesson plan enables teachers to deliver content in a structured way, enabling students to comprehend and make connections between ideas. The fact that the majority of the lesson plans did not adhere to these standards, however, is worrying. This suggests a problem with teachers' comprehension or application of the suggested structuring and inclusion of activities. Furthermore, the prescribed book should be used as a guide rather than the lone factor in determining how lessons are structured. To fit the needs and objectives of their students, teachers should have the freedom to modify and personalize the lesson plans.

Is There a Clear Time Allocation for Each Instructional Activity in the Lesson Plan?

35 of the available lesson plans met the twelfth criterion, which was concerned with the amount of time and presentation in lesson plans. The majority of these lesson plans, it was noted, effectively allotted time for each activity and presented the amount of time required for each task. Brittin (2005) asserts that teachers are essential in fostering an environment that allows students to learn effectively. Planning materials, strategies, and timing carefully are necessary for this. To maximize student engagement and productivity, lesson planning must allocate time effectively. The necessary material is more effectively covered when teachers allot the right amount of time for each activity. Additionally, a clear presentation of the amount of time needed for each task aids in keeping teachers and students on task throughout the lesson. Teachers can facilitate smooth transitions between tasks and prevent unnecessarily long breaks by strategically planning the timing of their activities. Students gain from having a structured and time-conscious learning environment, and teachers also benefit from being better able to manage their class time.

Does the Lesson Have a Clear Conclusion that Reinforces Key Learning?

Out of the lesson plans reviewed, only five plans were found to address the thirteenth criterion. It was observed that the majority of the lesson plans lacked a proper conclusion, and even those that included one did not aim to effectively wrap up the lesson. This discrepancy raises concerns, given that numerous researchers emphasize the importance of including a conclusion in lesson planning. It serves as a vital opportunity for teachers to summarize the main points covered during the lesson and reinforce key concepts. Repetition of key vocabulary and linking new information to previously learned material are essential strategies for enhancing retention and recall. Gagne (1988) explains that repetition and reinforcement help to strengthen neural connections and solidify the learning process. A well-designed conclusion encourages active engagement and ensures that students leave the lesson with a clear understanding of the intended learning outcomes. In light of the limited number of lesson plans that address the importance of a conclusion, it is crucial for educators to emphasize this aspect during lesson planning. By incorporating a thoughtful conclusion, teachers can provide students with a sense of closure, reinforce key concepts, and enhance the retention of information in long-term memory.

Are the Identified Resources and Materials Used Appropriate and Accessible?

In 40 lesson plans, the fourteenth criterion was documented as being present. This criterion pertains to the use of sources in teaching, and it was found that all these lesson plans relied solely on the course book. The course book that was used in these lessons

was provided to all the students, indicating that each student had easy access to the same resource. It is noteworthy that the course book used was the government-approved book known as "Sunrise." This suggests that all the students had equal opportunities to utilize the prescribed learning material, thereby promoting a standardized approach to teaching and learning.

Is the Layout of the Lesson Plan Clear, Easy to Follow, and Well-Organized?

The fifteenth criterion was available in 28 lesson plans. More than half of the plans had a clear and organized layout. Some of them used lesson plan templates that made planning easier, and others used the old handwritten method. None of the plans used typing. It has been discovered that pre-made templates or rubrics are useful for overcoming these difficulties and raising the caliber of lesson plans for preservice teachers (Reiman, Thompson, & Dickerson, 2017). Although a computer-assisted lesson planning tool is ideal for meeting the needs of inexperienced ESL and EFL teachers, students didn't use it (Ong et al., 2017). Writing lesson plans on paper is a traditional method that is widely used by teachers, and it was used in most of the selected lesson plans. Any format, as long as it is presentable if required by the authorities, is acceptable for daily lesson plans. Therefore, in the information age, technology use can enhance the lesson planning process (Fathil et al., 2021).

Is the Language Used Appropriate for the Target Audience?

The language used in these lesson plans was appropriate for the target audience, as evidenced by the fact that 37 lesson plans met the sixteenth criterion. The majority of preservice teachers completed their practicum in secondary schools, where students are frequently beginner English learners in public schools, which is noteworthy. Because of this, the English used in these lesson plans was suitable for the intended audience, promoting clear communication and comprehension.

Are there Any Supplementary Materials or Resources Recommended or Provided?

The seventeenth criterion was available in zero lesson plans. Using extra resources and materials is necessary for creative and colorful classrooms. All the lesson plans didn't mention any extracurricular activities and strictly followed the curriculum. Despite the availability of the materials that are used in modern classrooms, no students used anything outside the curriculum. This means that they followed traditional teaching styles. The specifics of a lesson plan, according to Miller (2009), depend on local and individual circumstances. For instance, the way pre-service teachers write their plans depends on whether they concentrate on learning from a textbook in a conventional setting or create the materials themselves. Even when the teachers are obliged to follow a specific curriculum, they can modify and polish it with their own teaching style and materials. Extracurricular activities can enhance students' multiple intelligences. According to Dunn et al. (2010), even though educators stress the value of multiple intelligences, many of them continue to teach conventionally.

Do the Activities Appropriately Scaffold the Learning Process?

The eighteenth criterion was available in eight lesson plans. From the forty lesson plans, only eight contained the parts that are used for scaffolding students. The preservice

teachers' plans were not organized or consistent enough to support the students' transition from easy to difficult activities. In his 2006 book, Hammond describes the wide range of knowledge and abilities needed by teachers. These include a thorough knowledge of students' learning processes, successful pedagogical strategies, sensitivity to the unique needs of each student, and the capacity to design and oversee effective classroom activities. The importance of reflective practice in fostering the long-term development of teaching skills is emphasized. According to Amalia et al. (2020), reflective practice is essential for teacher educators to develop their instructional strategies and raise student achievement. To help a group of future teachers tailor their lesson plans to the cultures, learning preferences, educational policies, and appropriate and realistic situations of their students, Rubiano and Granada (2020) set out to provide guidance.

CONCLUSION

The study's main research question was: What qualities do written lesson plans for preservice teachers share, and how closely do they follow the basic rules for effective lesson planning? The analysis of the lesson plans revealed that the majority of the preservice teachers' lesson plans lacked effectiveness. Numerous requirements for creating effective lesson plans were absent, which suggests that preservice teachers lacked comprehension, experience, and subject matter expertise. Preservice teachers, especially those who will be teaching languages, must develop their planning skills and prioritize these essential elements to improve student learning outcomes. The examination of preservice teachers' lesson plans reveals several areas that need work to produce more efficient and memorable lessons. Most of the plans lacked crucial elements like distinct learning goals and alignment with student outcomes. Additionally, there were issues with the application of formative and summative assessments, the proper use of technology, and the incorporation of efficient instructional strategies. In addition, the plans showed a need for improvement in several areas, including the inclusion of interesting activities, the identification of key vocabulary, the integration of cultural elements, the logical progression of language abilities, and the provision of clear time allocation. Although the language used in the plans was appropriate for the intended audience, there were insufficient supporting materials and inadequate learning scaffolds. The development of instructional strategies and improving student achievement depend heavily on reflective practice and direction from teacher educators. To ensure effective communication, engagement, and improved learning outcomes, preservice teachers should give priority to these areas in their lesson planning. Preservice teachers can improve their planning abilities and ultimately design lessons that support and promote student success by addressing these issues and incorporating best practices.

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