

Article 18

Using Lesson Planning as a Motivational Tool in Ouémé Beginners' EFL Classes

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L'objectif de ReSciLaC est d'encourager des discussions scientifiques et théoriques les plus larges possibles portant aussi bien sur les sciences humaines que sur les sciences sociales.

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LETTRES, LANGUES, ARTS ET COMMUNICATION

USING LESSON PLANNING AS A MOTIVATIONAL TOOL IN OUÉMÉ BEGINNERS' EFL CLASSES

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Abstract

This article aims at exploring the challenges that teachers face in planning their lessons and the impact of a good lesson planning on both teachers and students. For a successful classroom management, teachers must know the main stages of a lesson plan and its contents. The research instruments used to carry out this study include questionnaire, interviews and classroom observation. The findings reveal that very few teachers are aware of lesson plan strategies. From the results of the investigation, it has been suggested that teachers receive both pre-service and in-service training in order to be able to carry out their teaching work successfully.

Key Words: lesson, planning, motivational, tool, EFL, Classes

Résumé

L'objectif de cette étude est d'explorer les difficultés rencontrées par les enseignants lors de la préparation des cours et leur impact sur leur rendement aussi bien que celui de leurs apprenants. En outre, la gestion d'une situation de classe nécessite de la part des enseignants une bonne connaissance et la maîtrise de différentes étapes de la préparation des cours et de son contenu. Pour réaliser cette étude, nous avons utilisé des instruments de recherche tels que les questionnaires, les interviews et la visite de classe. Les résultats de l'étude ont montré que très peu d'enseignants ont une bonne connaissance des stratégies de préparation des cours. Il a été suggéré que les enseignants reçoivent des formations initiales et continues en vue d'une bonne formation pour un enseignement de qualité.

Mots clés : leçon, préparation, motivation, instruments, anglais langue étrangère, classes

Introduction

Organisation is the key to success. Every person spends time setting goals or making plans in order not to spend time doing irrelevant things. For example, without planning before laying the foundation of a house, people would be unable to complete the building at the appropriate time or they would never complete it at all and this would be in waste of time and money. Likewise, in teaching English as a foreign language, unplanned lesson can lead to feelings of frustration and confusion and invite unwelcome surprises that pull teachers and learners completely off track. This bad attitude can then have negative

consequences on teaching in general because teaching is a process of trying to promote good change in learners. So, in order to achieve the goal of teaching, teachers have to do toplan their lessons properly because it is an important part of teaching and learning. Accordingly, Mensah, A. (1989:74) stated that the way you plan what you teach and teach what you plan can determine whether you can manage your classroom effectively or not. But, unfortunately most English teachers, mainly the newcomers do not show much interest in lesson planning. And most of those who find it necessary to plan their lessons fail to do it efficiently. Even experienced trained English teachers are more and more neglectful about it because they think that they have enough experience for a successful classroom management and should not waste their time preparing each lesson. So, everything leads to believe that most teachers know little thing about the importance of lesson planning.

Planning is a process of settling down what one intends to do or to achieve. In contextual clues of teaching English as a Foreign Language, planning lessons is an important tool that helps teachers to have a good control over what goes on in the classroom. It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequencing of those activities, the materials needed, how long each activity might take and how students should be grouped. The teacher has a clear idea of what needs to be done, how, and when. The lesson will flow more smoothly because all the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning. In addition, just as teachers expect their learners to come to class prepared to learn, learners come to class expecting their teachers to be prepared to teach and a lesson plan is a part of that preparation. Then, planning lessons is a fundamental skill all teachers must develop and improve over a period of time. I choose the topic which is **Using Lesson planning as a motivational tool in Ouémé beginners' EFL classes** in order to draw teachers' attention to the benefits of lesson planning. By so doing, lesson planning can be considered as a means to become effective

teachers who can successfully help their learners overcome the numerous difficult challenges to use a foreign language.

1.1. Purpose of the Study

My purposes in undertaking this research work are to put emphasis on the challenges faced by EFL teachers in planning lessons, to show lesson planning as a motivational tool both for teachers and learners. Through this article, I would let teachers know the main stages of a lesson plan and its contents and make them be aware of some recommendations which can help them to improve learners' level in English through a well conducted lesson planning.

1.2. Research Questions

Taking into account the objectives assigned to this paper, the following questions guide it:

- 1- What are the challenges faced by EFL teachers in lesson planning?
- 2- What are the impacts of lesson planning on both teachers and learners?
- 3- What are the solutions that can help teachers plan lessons well?

1.3 Significance of the Study

This article is firstly significant because it contributes to changing teachers who teach at random to a confident teacher. They will be successful teachers in managing classroom activities and be aware of the need to plan their lessons. Secondly it shows the inspectors and teacher' advisers the necessity to verify the teachers' lesson plan during classroom observations and to take some actions so as to make it compulsory for all teachers to plan their lessons. Finally, learners greatly benefit from my research work unless the teacher goes in class unprepared because they will gain a lot from the classroom activities. They will be motivated and will be totally present whenever they have the course of English because teachers would gain their trust and commitment by planning their lessons adequately.

1.4 Scope of the Study

It seems important to emphasize the aspects I intend to take into account in my research work. My investigation is limited to the Benin

secondary schools where English is taught as a foreign language. My topic is interested in lesson planning in Ouémé beginners' EFL classes. Obviously I cannot cover all Benin's secondary schools, so my paper is based on some secondary schools in Ouémé region mainly in beginners' classes, I mean first form and second form because if they are motivated since the beginning of secondary school in English, it will be beneficial for them forever.

2. Method

2.1. Target Population

Both teachers and learners are taken into account for my research work because there is no teaching without learners. In total, forty (40) EFL teachers and one-hundred and twenty (120) EFL learners have answered my questionnaires. I have distributed questionnaires to EFL teachers and learners in six randomly selected schools. These schools and their locations are indicated in the table below:

Names of the Selected Schools	Locations	Sampled teachers	Sampled students
School 1	Ouémé	09	20
School 2	Ouémé	03	11
School 3	Ouémé	06	15
Schools 4	Ouémé	08	22
School 5	Ouémé	09	27
School 6	Ouémé	05	25
Total	/	40	120

2.2. Description of the Research Instruments

Books, handouts, other colleagues' dissertations which I have consulted and the internet research that I have carried out in the course of my work fall within this section. Two questionnaires have been elaborated: questionnaire to EFL teachers composed of eleven items have been administered to 40 teachers and questionnaire to EFL learners composed of six items for 120 students.

2.3. Research Procedure

To perform my research, I have found it necessary to read books which deal with my topic. Frequent visits to educational sites on the net have also turned out to be helpful. In addition, I have addressed questionnaires to the different categories of people included in the target population because they are the most implicated in teaching/learning. Procedures and information from them are certainly true and reliable. So, I have conceived two different types of questionnaire: one for EFL teachers and one for EFL learners. It is worth mentioning that the questionnaires have been distributed in five state secondary schools and one private school in the Ouémé region because I wish to collect the data in different schools, which would enable me to see if the problems related to lesson planning are the same everywhere. I have also observed classes because it is necessary to see how teachers implement the content of their plan and how those who do not plan anything at all conduct their classes at the practical stage of the teaching process. Interviews to teachers and learners have been used too. The following lines provide the description of these instruments.

2.4 Classroom Observation and Interviews

In order to succeed in this research work, I have negotiated with some English teachers who willingly accepted to be visited in their teaching process. The objectives of these classroom observations are to know whether teachers manage their class successfully or not. First of all, the atmosphere of the class was the first thing which drew my attention during the observations. When I entered into the class, I sat at the back in order to see how well the teacher was performing the lesson. Learners were looking at me amazed and were reluctant to take floor in my presence. They were astonished and confused. Then, to make them feel at ease, the teacher explained to them the aim of my visit. I have also ensured them that I am there to get acquainted with the strategies teacher uses to make them involved in classroom activities. To cross check the results of the questionnaires, I have interviewed 22 teachers. Interviews are known to be instruments which consist in having direct contact with the interviewees and asking questions related to the topic. I have elaborated a few set of questions related to my topic. Then, I went to visit and interviewed some teachers. However, I have to mention that

the task was not easy. Some teachers agree with the interviews but others refused. Some even argued that they do not have time for me. Those who accepted to receive me easily answered my questions. Their various answers enable me to know what they think about lesson planning in EFL beginners' classes.

3. Summary of Results

The results of my investigations are displayed as follows:

3.1 Summary of the Teachers

Only seven point five percent (7.5%) of teachers do the job with CAPES and fifteen percent (15%) of them with BAPES although these two qualifications are the ones that are required for teachers of the first and second cycles at the secondary level of Beninese educational system. The percentage of the teachers who only have academic degree is seventy-seven point five percent (77.5%). That means that most teachers are not qualified to teach English as a Foreign Language.

Fifty-two point five percent (52.5 %) of teachers do not exceed five years in teaching, thirty-two point five percent (32.5 %) of them have an experience of five to ten years, and fifteen percent (15%) of them have an experience of ten to fifteen years. None of them has been teaching for more than 15 years. This shows that the majority of EFL teachers do not have many years of experience in teaching process.

Twenty-two point five percent (22.5%) of teachers are trained, seventeen point five percent (17.5%) of them are being trained and sixty percent (60%) are untrained. Through this figure it means that most of teachers do not know the appropriate techniques or methods to teach English as a foreign language.

Five percent (5%) of teachers rarely plan lessons, seventeen point five percent (17.5%) of them sometimes plan, fifty-five percent (55%) of teachers often plan lessons and twenty-two point five percent (22.5%) of them usually plan lesson. This means that most of teachers involved in my research work know that lesson planning is important in Teaching English as a Foreign Language.

Eighty percent (80%) of teachers confirm that they cannot arouse their learners' interest and motivation with unplanned lesson and twenty percent (20%) of them affirm that they can. The highest percentage is eighty-percent; this means that generally a teacher cannot

arouse his or her learners' interest and motivation without planning lessons beforehand.

Fifty-five percent (55%) of teachers remark that their learners follow them attentively whenever they are conducting effective lessons planning; forty percent (40%) of them recognise that their learners take part in classroom activities concerning such lessons and five percent (5%) of them say that learners show indiscipline. Through the results of this table I can deduce that an effective lesson planning conducted by a teacher draw learners' attention in class and they get involved in learning activities.

Of the forty (40) teachers, eighty-two point five percent (82.5%) find that it is compulsory to plan lessons before going in the class; and only seventeen point five percent (17.5%) of them find it optional. None of them has found it useless. The results in this table shows that most of the teachers involved in the research work find it necessary to plan lessons.

Twenty-seven point five percent (27.5%) of EFL teachers faced difficulties of lack of training, twenty-two point five percent (22.5%) complain about the lack of adequate teaching materials, seventeen point five percent (17.5%) complain about the overcrowded classes. Twelve point five percent (12.5%) of them complain about the failure of learners to buy workbooks, fifteen percent (15%) about the lack of time and five percent (5%) of them affirm they are too lazy to do it. I can deduce from this table that the majority of EFL teachers encountered the difficulties of lack of training and of teaching materials without which they cannot feel at ease to do their job correctly.

Forty percent (40%) of English teachers have suggested that teachers should be trained. This percentage is the highest one, which means that most teachers are aware that training comes first on the first list of the solutions to the problems related to lesson planning. Besides, thirty-two point five percent (32.5%) of them have suggested the improvement of teachers' living condition and twenty-seven point five percent (27.5%) suggested the availability of appropriate teaching materials.

3.2 Summary of the Students Results

Eighty-six point sixty-six percent (86.66%) of learners like English and thirteen point thirty-three percent (13.33%) of them do not like it. That means that the majority of learners like English in beginners' classes and it is up to the teacher to arouse more their interest, but this cannot be done without a well lesson planning.

Sixty point eighty-three percent (60.83%) of learners confirm that their teachers do the course well and thirty-nine point sixteen percent (39.16%) of them affirm that their teachers do not do the course well. I can deduct from this result that learners have their look at teachers and know those who are performing well and those who do not.

Twenty-nine point seventy-eight percent (29.78%) of learners justify that their teachers do not explain the course well, fourteen point eighty-nine percent (14.89%) of them affirm that teachers do not give clear instructions. Ten point sixty-three percent (10.63%) of them affirm that their teachers easily get angry and the class is boring, eight point fifty-one percent (8.51%) of them say that their teachers fail to answer learners' questions properly. And, twenty-five point fifty-three percent (25.53%) of them affirm that their teachers do not plan lessons. I can drop from this table that learners have their eyes on each teacher and know those who do not perform well through each teacher's way of doing the course. So, teachers have to plan their lessons in order to match learners' interest.

Thirty-five point eighty-three percent (35.83%) of learners are boring for unplanned lesson, fifty-three point thirty-three percent (53.33%) of them are demotivated and frustrated, and ten point eighty-three percent (10.83%) of them affirmed that they are happy. This result shows that teachers cannot have attentive learners when they conduct unplanned lessons.

Thirty-five percent (35%) of learners affirm that they are motivated, forty-two point five percent (42.5%) of them are happy and twenty-two point five percent (22.5%) of them say that the class is lively when their teachers teach a well-prepared lesson. This shows learners gain more from a well-prepared lesson.

Thirty-six point sixty-six percent (36.66%) of learners affirm that they are inattentive whenever teachers conduct unplanned lesson, sixteen point sixty-six percent (16.66%) of them confirm that they ask for

permission and go out, twenty- five percent (25%) of them affirm that they chat with their classmates in class in their mother tongues. Then, twenty-one point sixty-six percent (21.66%) of learners affirm that they misbehave. It is then obvious that unplanned lessons lead to inattentive learners, and increase learners' failure throughout the academic year. So, in order to improve learners' performances and increase their rate of success, teachers must plan the lessons and conduct it well.

3.3 Classroom Observation

During the visit, I have had an overall view on what an English class is like in secondary schools: A situation whereby fifty (50) to seventy (70) learners worked in small group of six (6) to twelve (12) with the teacher in front of them. Thus, they must sit for two hours with their attention and behaviour under the guidance and control of that teacher. When they are working in the group the teacher sits on his chair and waits for learners to finish instead of going through each group to check whether learners were performing the task and also explains the task to the groups that have not understood well his/her instructions. Some of them do not even set time for learners for individual or group work, they just tell learners to work in group. Teachers have to set time and let them know how much time it remains for them to complete the activities. Then, the teacher tells one group to write their findings on the board and they move to collective correction. Learners then take note in their copy books. Indeed, I have noticed that teachers focus more their lessons on language elements than language skills. During lessons or class periods, three lesson stages have been noticed. The first step "presentation" consists in presenting a new vocabulary or grammar structure. The teacher writes the new structure or word on the board for the learners, explains it for them in an easy English language that they can comprehend. Afterwards, he gets the class to repeat the word / structure in chorus and individually. The second step "practice" involves drills. For instance, learners are invited to play roles with short dialogues containing new words or structures. This is followed up by the last step "production" with substitution pattern, oral and written drills in which the grammatical structures previously introduced are used again to reinforce the acquisition.

At the end of each observation, I spend a few minutes with teachers on discussion and I exchange ideas on issues which are relevant to my research work with them. All the teachers who accepted to cooperate were very kind and very welcoming.

3.4 Interview

Twenty-two teachers are interviewed. Taking into account the data collected, only five teachers plan their lesson before going to class. All of them got their professional qualification and they confess that lesson planning is the cornerstone for a good classroom management. As regards the other teachers, they are untrained and part time teachers. They got only academic qualification. Some of them heard about lesson planning but they do not have time for it. Others confess that they are not trained for but they are used to attending the weekly pedagogical session to cope with lesson planning problems. Since the majority of the teachers sampled lack professional training, I personally think that the students will negatively be affected. So, they will have poor performance in the English language learning.

4. Discussion of the Results

I can say without any doubt that lesson planning plays an important role in language teaching/learning. I can affirm from the various analyses that lesson planning helps teachers to get appropriate information related to the lesson, to have necessary materials for their teaching and to overcome discipline problems when they occur during the lesson. Moreover, lesson planning arouse learners' motivations and interest, success in classroom management.

Both teachers and learners really gain from effective lesson planning. Learners, when they are motivated by the ways teachers conduct a lesson, follow the teacher carefully, take part in classroom activities and respect the teacher.

Briefly speaking, from my various classroom observations, interviews and questionnaires, I have noticed that seventy-seven point five percent (77.5%) of teachers start teaching English with academic qualifications; this means that they do not have the required background to teach English as a foreign language. Another aspect that I have noticed is that eighty-two point five percent (82.5%) of them find lesson

planning compulsory but only twenty-two point five percent (22.5%) of them usually plan their lessons. This shows that despite the fact that teachers know that lesson planning is useful, most of them do not give much interest to it because according to them teaching is just a business, a source of money. They perform the job bearing in mind to be paid at the end of the month instead of improving learners' level in English through their lessons. How can learners master English in these conditions? Most learners are very happy to learn a new language in the first form but unfortunately most teachers kill this feeling in them and learners' love for the language turns into hate. Teachers have to arouse learners' motivations instead of decreasing or killing it in them for failure to plan and conduct well their lessons. So, to solve this problem and make learners aware of the importance of English language teaching and learning, teachers have to prepare well their lesson by selecting interested materials and by taking into account learners' needs and interests while preparing a lesson.

Talking about difficulties faced by teachers, twenty-seven point five percent (27.5%) of them complain about the lack of training, twenty-two point five percent (22.5%) of them about the lack of adequate teaching materials. Seventeen point five percent (17.5%) of them complain about the large size classes, my classroom observations show that sometimes teachers have to cope with fifty (50) to seventy (70) learners in classes.

4.1 Personal Comments

Through my research work I can understand clearly that planning a lesson in EFL country is necessary and how to make all teachers aware of it is my preoccupation. The majority of teachers involved in the research work do not have professional teaching qualification because they start teaching English due to the lack of other job opportunities. So, they do not show much interest in lesson planning. It means that most of the teachers are not qualified to teach English as a foreign language. Through my research I have noticed that the majority of teachers do not give much more importance to lesson planning thereby they fail to arouse learners' motivation. When the activities are interesting and easy to deal with, most EFL learners get involved. On the contrary, when teacher fails to select easy and interesting activities and gives

instructions which are not clear to learners, the latter are reluctant and look dull. Some learners feel confused ask permission to go to the toilet and take too much time to come back into the class; others keep gossiping and laughing instead of doing the learning activities. A teacher can avoid all these annoyances by planning his lesson because with good lesson planning, a teacher will have control over the learners and will have interesting activities that match learners' needs and keep them on task. Another thing that I noticed is that ten point eighty-three percent (10.83%) of learners affirmed that they are happy about unprepared lessons. After interviewing those learners, they said that they are happy because for them when the lesson is not interesting they ask for permission and go to the canteen to eat or play with their classmates or chat with them for a long moment when the teacher is in the class conducting the lesson. Beginners are young and they do not know that misbehaving is not beneficial for them, that is why they affirmed that they are happy because they gain the opportunity to do another thing which they think is good. Really, It is not their fault but the teacher's because he fails to get them involved in the activities, and the reason is that he does not spend his time planning lesson including activities which will take into account learners' backgrounds and interest. It is very important to plan lessons so as not to have inattentive learners. Furthermore, the majority of them state that they like English, and it is normal because they are young and see interest in speaking another language which is the first language used in Nigeria. Nigeria is a country just next to Benin where their parents usually go for their businesses, so they are happy to learn English in order to be able to speak it well and also understand what are being said by someone else. In order not to deceive learners, teachers have to plan lessons so as to conduct a successful classroom management which will surely be productive on learners.

4.2 Solutions that can help teachers plan well lessons

Good classroom management depends on good lesson planning. This means that if teachers do not plan their lessons well, they will not succeed in managing their classes adequately. Teachers should keep in mind that they have to plan lessons before entering in their classrooms. They should take into account their learners' level in English

and state clearly the objectives of their lessons. They have to choose a series of interacting activities and select relevant and interesting materials which will arouse their learners' interests and motivations. They have to mention on their lesson plan how much time it will take to complete each activity and the strategies such as individual, pair groups, collective work to perform the activities. The following questions constitute the guideline for an effective lesson planning.

- What is the topic of the lesson?
- What do I want learners to learn?
- What do I want them to understand and be able to do at the end of the class?
- What do I want them to take away from this particular lesson?
- What are the most important concepts, ideas, or skill I want learners to be able to grasp and apply?
- What are my learners' backgrounds and which materials am I going to use in order to get their involvement?
- What kind of activities and what different methods can I set down to arouse my learners' interest?
- How much time it will take to do each activity with my learners?

The answer to all these questions would help teachers plan well their lessons. Moreover, I wish to suggest to teachers to feel free to ask for their colleagues and teaching coordinators' help. Even if they have been trained before taking up their duties, they may still have some preoccupations. They should also be humble enough to accept reproaches from advisers and inspectors. Their main goal should be to achieve effective teaching and be successful and those people's contributions may help them considerably. By going through all these points, a teacher will not find it difficult to plan thereby he will become effective teacher.

4.3 To Educational Authorities

In the secondary schools of Benin, school authorities are not involved in the preparation of lessons. Their role is to make sure the different materials the teachers and the learners need are available in sufficient quantity. So, since they cannot check all the teachers' work,

they are helped by teaching coordinators who should be qualified and experienced teachers, elected by those who teach the same subject, to guide them and coordinate their activities throughout the school year. Unfortunately, it often happens that the elected teaching coordinators are not good enough to perform their duties. That is why I wish to suggest to school administrators that they should see to it that teachers elect those who are really experienced and qualified, and wise enough to manage their colleagues. Once the coordinators are elected, the school administrators must regularly consult them in order to be informed of how the teachers under their control are performing. I also suggest that school authorities to organise unexpected visits to teachers, in collaboration with the teaching coordinators. When teachers know that the principal or/and the deputy principal can visit them at any time, they will surely plan their lessons regularly not to give the impression of being bad teachers. They need to know that they are not free to do whatever comes to their mind in the classroom and that their administrators keep an eye on them.

In addition, before the beginning of the school year, the government should send to the different schools the subsidies allotted to them for the payment of the school materials. Then, school authorities should be aware of the availability of the materials such as pen, pencils, sheets for lesson planning, reading books, chalk in sufficient quantity and distribute them to teachers if possible or let teachers get them whenever they want to use them. Teachers also need English Teaching Forum whose issues contain very useful articles about experiences of EFL teachers all over the world. It is also necessary to supply secondary schools with audio-visual materials such as tapes, tape recorders, video tape. I would also suggest them to decrease the rate of learners in classes because classes are overcrowded and very narrow. While planning the lessons, teachers cannot match all their learners' interests and the problem of discipline will take place. But, if the number of learners is reduced, teachers will have a good control of all their learners and they will manage their classes successfully. Moreover, language laboratories should be built in secondary schools to enable teachers to train their learners in adequate conditions for good pronunciation and accent. Finally, classrooms should have electricity to facilitate the use of tape recorder, video tapes for teaching purposes.

Conclusion

My basic aim in carrying out this research work on using lesson planning as a motivational tool in Ouémé beginners' EFL classes is to make teachers be aware of the fact that they can improve learners' level in English through well planned lessons. To achieve this goal, I have tried to expand my knowledge about the topic under consideration by reading the works of some scholars and senior students interested in the importance of lesson planning, the difficulties teachers encountered related to the implementation of lesson planning and their suggestions to find solutions to those difficulties.

So, in order to collect relevant information about my research work, I have administered questionnaires to EFL teachers and EFL learners. I have also visited teachers performing lessons in classes and I have interviewed some of them and some headmasters. Unfortunately, through my research, I notice that most teachers do not make a big commitment to prepare their lessons. They just do the course as it pleases them and consequently they fail in classroom management and teach at random. As a result, learners are demotivated and give interest to other subjects. Most teachers do not show interest in lesson planning because they are not trained. If for example a tailor does not follow any training somewhere how can he succeed in sewing people' clothes correctly? That is what also happening with untrained teachers; they do not know what to do exactly while planning lessons because nobody had ever shown them the way. So, the government should reduce the untrained teachers' rate by recruiting more of them and by training them also on how they will plan lesson in order to succeed in managing their classes. In addition, when a human being knows that someone has his/her eye on what he/she is doing, he/she tries his/her best to do the job appropriately. So, the school administrators in collaboration with their English coordinator should pay regular visits to teachers and check whether they plan their lessons or not, this will enable teachers do the work correctly because they know that authorities have a look at him/her. Briefly speaking, teachers have to consider while planning their lessons to write clear and specific lesson objectives that align with course objectives. They must use activities and assessments to promote learning and to meet lesson objectives and regularly give learners

feedback on their progress. Time must be set for any activities. A well lesson planning always reduce the teacher talking time.

My article has not taught how to plan lessons, but has given an account of what a certain number of authors have suggested as the content of a lesson plan and the factors that influence the preparation of a lesson. So, my investigations may serve as a source of inspiration for teachers to design their own lesson plans, provided they make sure their plans comply with the syllabus, the available materials and the learners' interests and needs.

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