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The Perception of Preparatory Schools Teachers for the Daily Lesson Plan

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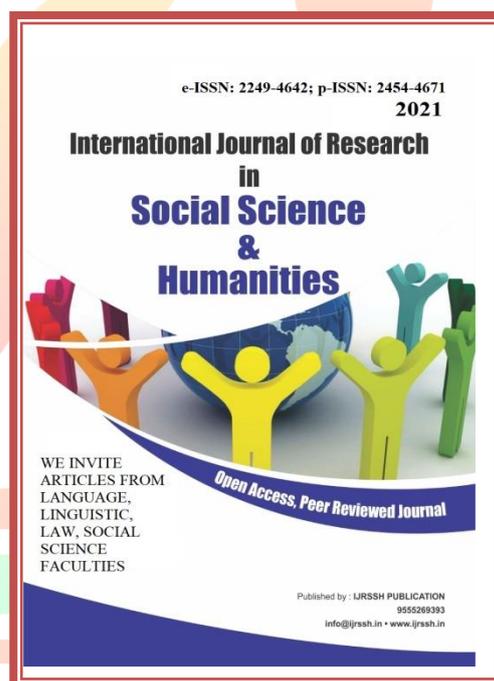
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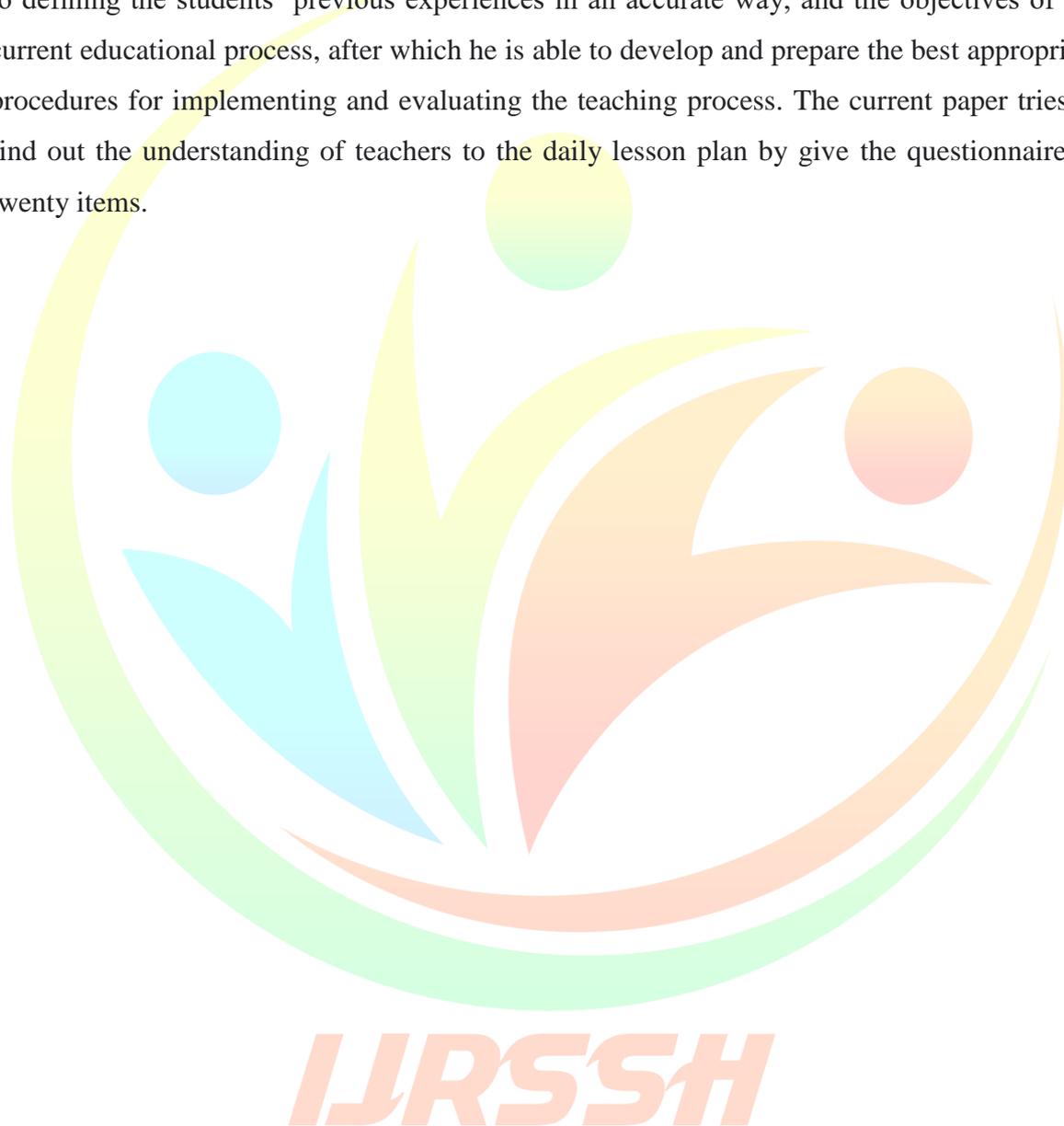
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ABSTRACT

Daily lesson plan is one of the most important thing that every teacher should consider in teaching process. It leads to a clarity of vision for the educational teacher, as this contributes to defining the students' previous experiences in an accurate way, and the objectives of the current educational process, after which he is able to develop and prepare the best appropriate procedures for implementing and evaluating the teaching process. The current paper tries to find out the understanding of teachers to the daily lesson plan by give the questionnaire of twenty items.



INTRODUCTION

Lesson planning is a way of organizing ourselves as teachers. It helps us take long term teaching objectives and order them in a step by step way which will be most beneficial for our students. As teachers we have many tasks, by planning in advance, we can guide our students in an ordered way, a way that makes sense (AlBakri& Hussein,2014: 42).

There is no one right way to plan your lessons. Each teacher must consider her/his own teaching style and also the learning styles of the students before making lesson plans. The daily plan is a process of preconception of the educational situation to achieve the goals, and the basis of this process is defining the goals, choosing the methods of achieving them, and evaluating the extent to which they are achieved in a known period of time and for a specific level of students.

The daily study plan it is that level of short-term planning that the teacher sets to improve his performance for one lesson or a group of lessons that are a unit of study between them (Faculty Training and Development, 2006: 3).

Daily plan is "an extremely useful tool, that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students.

Thus, a lesson plan can help teachers to move from one step to another one simply and keeps the students active and encourage them to concentrate on these steps of the lesson. (Jensen, 2002: 403).

O'Neill et al., (2011: 12-13) state that some teachers feel that planning is a functional duty without them being convinced of the importance of planning in their work, and therefore it is difficult for them to succeed in their work, and a number of questions are asked:

1. Is it conceivable that a qualified specialist teacher needs planning?
2. Is the teacher unable to give a lesson in his field of specialization without prior planning?
3. Is there a variety of activities in the lesson?
4. Does the teacher need a special note in which he writes down his preconceived notion of what he will do in the educational situation while he masters the material he is teaching by heart?
5. Did the teacher go through a situation in which he stood in front of his students in embarrassing situations after he finished the lesson in the first quarter of the class? And how did he act after that?
6. Did the teacher stand in front of a gloomy sentence or an ambiguous

word in one of the lessons, and his sweat poured out while the students looked at him while they were waiting for him to clarify the sentence or word?

7. Does the teacher diversify his methods and activities so as to motivate students to learn with longing and interest?

AlBakri & Al Bahadli (2014) believe that the elements included in the daily lesson plan are not the same in all subjects and grade levels, but the general form consists of:

1. The goal or objectives of the teacher: After the topic of the lesson has been determined and the teacher has absorbed the details of his subject as mentioned, he here tries to ask himself about the scientific and educational goal or goals that he can achieve for his students from the lesson (after the teacher has seen the curriculum of the topic that he will be studying

2. Educational techniques: The teacher mentions here what the lesson will need in terms of materials, devices or teaching aids such as pictures, maps and models. He also mentions the names of the general methods that he will use during the lesson. The important thing here is for the teacher to determine the lesson's need for the means and to make sure of their existence and

bear the responsibility of bringing them to the classroom after making sure of their safety and how to use them.

3. Introduction: The introduction is an introduction to the topic of the good lesson by finding a link or relationship between it and another place or previous experience in addition to arousing the students' attention and suspense to the new topic of the lesson. The teacher can record in his plan one or two sentences explaining one of the methods he will follow in the introduction

4. Presentation of the lesson material: In this part of the plan, the teacher writes briefly titles for the aspects of the scientific subject and its activities, or for the important points in the lesson. It is preferable that they be arranged according to a system that takes into account the ease, difficulty and quantity in relation to the time and the role of the students' participation in the explanations, inquiries and dealing with the teaching aids. The teacher can write the points here in the form of short fixed sentences or in the form of interrogative sentences or very brief addresses.

5. Evaluation: The purpose here is for the teacher, in the last minutes of the lesson, to use a tool by which he reveals the extent to which he has achieved the goals he drew in his plan for that lesson, or the extent to which the students have absorbed and

benefited from the lesson material that they interacted with.

6. Activities for the next lesson: To complement the education and training of the students and to invest their free time, the learning becomes vacant by the necessity of expanding the role of their participation through the given activities.

According to Harmer, J. (2007) is important to stop and think after giving a lesson whether it was a good one or not, and why. This is not in order to indulge in self-congratulation or vain regrets, but in order to have a basis for your own learning from reflection on experience

Below are some criteria that you may find them useful:

1. The students were active, attentive, enjoying themselves.
2. The class seemed to be learning the material well.
3. The lesson went according to plan.
4. The language was used communicatively throughout.
5. The students were engaging with the foreign language throughout.

METHODOLOGY

Participants

The population of the present study consists of teachers from different high schools in the capital of Iraq, Baghdad. The sample of study includes fifty teachers

that specialized in English language teaching. They asked to reply to the items of the questionnaire based on their experience in teaching. The data obtained was collected and calculated by the researcher.

The Instrument

The main instrument of this study is the questionnaire that is constructed by the researcher in order to answer the questions of the study. It consists of twenty items to teachers to know their degree of agreement towards the important of the daily lesson plan. It consists of ten items each of which supposed to measure teachers' believe towards the important of following the lesson plan in their daily lesson. The instrument was exposed to jury of experts specialized in language teaching and learning to ensure its face validity. All of them were agree on its suitability to be used in this study. As it is highly recommended to run a pilot administration before applying the questionnaire on the participants, the researcher apply it on ten participants before some time to check the clarity of the items and the suitability of the time allotted.

RESULTS

The results of the questionnaire are as follows:

Table 1 : The items of the Questionnaire

N.	Questions	Strongly agree	Agree	Neutrally	Disagree	Strongly Disagree
1	It is important to estimate how long each part of the lesson will take.	43	2	4	1	0
2	Lesson plan should include a balance of interaction during the class.	35	11	3	1	0
3	Not always I need to prepare my lesson plan.	0	0	4	9	37
4	I need to leave time at the end of the lesson to gather feedback.	12	19	15	4	0
5	I don't see any importance to the daily lesson plan in my teaching.	0	0	1	5	44
6	Lesson plan is time consuming.	0	0	2	6	42
7	Lesson plan helps me to think through what learners will achieve in the lesson.	42	3	2	2	1
8	Lesson plan provides a framework for organizing ideas, methodology, materials etc.	44	3	3	0	0
9	Lesson plan helps me to know where they are going and how they are going to get there.	42	2	5	0	1
10	It helps me to make the lesson coherent.	39	6	3	1	1
11	it Avoids over-domination of course books.	35	8	6	0	1
12	It demonstrates to learners that teacher knows what s/he is doing.	10	25	11	3	1
13	it prepares boosts teacher confidence.	38	4	7	1	0
14	It helps to identify any problems or difficulties which may arise during the lesson.	32	11	5	1	1
15	It helps teachers to adapt to different classes.	41	5	3	1	0

16	It helps teachers to reflect on after the lesson.	11	22	14	3	0
17	It helps to identify the kinds of activities and materials to include to achieve aims.	36	5	6	2	1
18	A plan can link the lesson explicitly to syllabus objectives.	33	11	5	1	0
19	It saves time and helps teachers feel more prepared.	43	4	2	1	0
20	Only the objective of the daily lesson plan is important.	9	23	13	4	1

DISCUSSION

As seen in table (2) the results of this study demonstrate, 96.4% college teachers strongly agree that (Lesson plan provides a framework for organizing ideas, methodology, materials etc.), and 95.6% agree that lesson plan (saves time and helps teachers feel more prepared) . while

in the third level come item 1 (It is important to estimate how long each part of the lesson will take) with 94.8% .

The above results of the questionnaire clarified that Iraqi college teachers know very well the important of the lesson plan and its effect on the quality of their lesson plans

Table 2 : The mean score , standard Deviation ,and the percentage of the Questioner

N.	Strongly agree	Agree	Neutrally	Disagree	Strongly Disagree	M.S	S.D	Percentages	Rank
1	43	2	4	1	0	4.74	0.69	94.8	Strongly Agree
2	35	11	3	1	0	4.6	0.69	92	Strongly Agree
3	0	0	4	9	37	1.34	0.62	26.8	Strongly Disagree
4	12	19	15	4	0	3.78	0.9	75.6	Agree
5	0	0	1	5	44	1.14	0.4	22.8	Strongly Disagree
6	0	0	2	6	42	1.2	0.49	24	Strongly Disagree
7	42	3	2	2	1	4.66	0.89	93.2	Strongly Agree
8	44	3	3	0	0	4.82	0.52	96.4	Strongly Agree
9	42	2	5	0	1	4.68	0.81	93.6	Strongly Agree
10	39	6	3	1	1	4.62	0.85	92.4	Strongly Agree
11	35	8	6	0	1	4.52	0.85	90.4	Strongly Agree
12	10	25	11	3	1	3.8	0.89	76	Agree

13	38	4	7	1	0	4.58	0.8	91.6	Strongly Agree
14	32	11	5	1	1	4.44	0.9	88.8	Strongly Agree
15	41	5	3	1	0	4.72	0.66	94.4	Strongly Agree
16	11	22	14	3	0	3.82	0.84	76.4	Agree
17	36	5	6	2	1	4.46	0.98	89.2	Strongly Agree
18	33	11	5	1	0	4.52	0.75	90.4	Strongly Agree
19	43	4	2	1	0	4.78	0.61	95.6	Strongly Agree
20	9	23	13	4	1	3.7	0.92	74	Agree

Weiheed mean	M.S	S.D	Percentages	Rank
	3.95	1.42	78	Agree

**CONCLUSIONS
AND
IMPLICATIONS**

As conclusion we can say that time management is one of the important things in planning the lesson, whether on the daily or quarterly level, as it helps the teacher to clarify the lesson step by step, distribute its sections in a sequential manner, and give each lesson its right in the specified and sufficient time for it, as well as forming a meta-analysis of what the material contains, and the time it needs. predetermined; Therefore, the teacher's sense of orientation increases

towards achieving the desired goals of the material in a timely manner, and controlling the lesson's data. Finally, education needs to programmed work that is free of errors that may occur and that it is a civilized organization and highlights the importance of the plan for the teacher in the first five years of teaching and it cannot be dispensed with even after a long period of teaching, as preparing the plan in advance urges the teacher to follow up and research . It is essential that it be detailed and contain all the possibilities that may arise in the course of teaching the subject from the beginning of the academic year to the end of it.



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