

College of Education for Humanities

Department of English Language

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Year: Fourth-year students

Topic: Lesson Planning in Language Teaching

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Introduction to Lesson Planning

1. Definition of a Lesson Plan

A lesson plan is a teacher's detailed guide for facilitating a lesson. It outlines the what (content), the how (methodology), and the result (learning outcomes). It serves as both a roadmap for the teacher and a blueprint for student success.

2. Why is Planning Essential?

- **Structure and Focus:** It keeps the lesson on track and prevents digression.
- **Time Management:** Helps allocate the right amount of time to each activity.
- **Teacher Confidence:** Provides a sense of security, especially for new educators.
- **Professionalism:** Demonstrates a commitment to the students' learning journey.

3. Pre-Planning Considerations

Before writing the plan, a teacher must analyze:

- **Learner Profiles:** What are their ages, levels, and interests?
 - **Prior Knowledge:** What do they already know about the topic?
 - **Resources:** What materials (books, tech, handouts) are available?
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Setting Objectives and Goals

1. The SMART Criteria

Effective lesson objectives must be SMART. This ensures that the lesson has a clear destination.

- **Specific:** Clearly state what students will do.
- **Measurable:** Can you test if they learned it?
- **Achievable:** Is it realistic for a 45–60 minute session?
- **Relevant:** Does it align with the overall curriculum?
- **Time-bound:** Can it be completed within the period?

2. Bloom's Taxonomy in Planning

To encourage deeper thinking, objectives should range from lower-order to higher-order thinking skills:

1. **Knowledge:** Recalling facts.
2. **Comprehension:** Explaining ideas.
3. **Application:** Using information in new situations.
4. **Analysis:** Drawing connections among ideas.
5. **Synthesis/Evaluation:** Justifying a stand or creating new work.

Example: *"By the end of this lesson, students will be able to differentiate between the Present Simple and Present Continuous with 90% accuracy."*

The Framework of a Lesson (The PPP Model)

The most widely used structure in English Language Teaching (ELT) is the PPP Model, which ensures a logical flow from theory to practice.

I. Presentation (The "I Do" Phase)

The teacher introduces the new material. This involves:

- **The Warm-up:** An icebreaker to engage students' interest.
- **Contextualization:** Placing the new language/topic in a real-world context.
- **Explanation:** Clear instructions on meaning, form, and pronunciation.

II. Practice (The "We Do" Phase)

Students practice the new information under the teacher's guidance.

- **Controlled Practice:** Exercises like drills, gap-fills, or matching activities where there is only one correct answer.
- **Objective:** To build accuracy and correct errors early.

III. Production (The "You Do" Phase)

The "heart" of the lesson is where students use the language independently.

- **Free Practice:** Roleplays, debates, or creative writing.
- **Objective:** To build fluency and confidence in using the language naturally.

Assessment, Materials, and Reflection

1. Instructional Materials

A professional plan lists every tool used to facilitate learning. This includes:

- **Visual Aids:** Flashcards, PowerPoint slides, or videos.
- **Handouts:** Worksheets and reading texts.
- **Realism (Realia):** Real-world objects (e.g., bringing a menu to teach food vocabulary).

2. Assessment and Closure

How do you know the students learned the material?

- **Formative Assessment:** Checking for understanding during the lesson (e.g., "Thumbs up/down").
- **Summative Assessment:** A short quiz or exit ticket at the end.
- **Closure:** A brief recap of the lesson's key points and an announcement of the homework.

3. Post-Lesson Reflection

The final step happens after the students leave. The teacher asks:

- **Did I achieve my SMART objectives?**
 - **Which activity was the most/least engaging?**
 - **What would I change if I taught this lesson again tomorrow?**
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