

The Influence of Lesson Planning on Students' English Learning



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**The Influence of Lesson Planning on Students' English Learning: The
case of ninth graders at Rigoberto Lopez Pérez High School**

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**Dr. Alber Francisco Sánchez Alvarado, Professor and Director of the English
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HEREBY STATES:

That the work of Graduation Seminar, of research in nature, entitled:

"The Influence of Lesson Planning on Students' English Learning: The case of ninth graders at Rigoberto Lopez Pérez High School I semester 2020", whose author is Hellen Massiel Aragón

Mojica has been carried out under the tutelage and direction of the undersigned, within the framework of the Graduation Modality of the Degree in Education with concentration in English.

That this work of Graduation Seminar, taking into account its scientific quality and its adequacy to the academic standards that regulate this program, meets all the necessary requirements to be presented and defended before the court designated for that purpose.

In Managua Nicaragua, 8 August, 2020.

Signed. Alber Francisco Sánchez Alvarado

Dedicatory

Firstly, this research is dedicated to God who provides the wisdom and health to conduct this research.

Secondly, to my parents, who always supported all my studies and encourage me to continue with this major.

Also, to Dr. Alber Francisco Sánchez Alvarado, for his patience and support in guiding me through the process of developing and correcting this research.

Finally, to the teacher and students from the Rigoberto Lopez Perez High School, which played the roles of contributors to the development this research.

Abstract

This project is based on the Relevant Aspect from Lesson Planning that may influence in the process of Teaching – Learning of the English Subject in the Students from the 9th Grade at Rigoberto López Pérez High school.

The purpose of this research is to explain, to describe and finally to prove that the Relevant Aspects from Lesson Planning, as they are: Indicators of achievement and objectives of the content, the pace, and assessments of the subject for students, may influence the process of Teaching – Learning in the Student from the 9th Grade at Rigoberto López Pérez High School

To obtain the information, five observations were made during the English class, with the intention of understanding how the teacher applied her Lesson Plans and how students reacted while she was explaining the lessons objectives and achievement indicators.

Furthermore, in order to obtain information, about the difficulties in the class an interview was applied to the teacher. The purpose was to be able to describe the relevant aspects from Lesson Planning that may influences in the Teaching-Learning process, as well as known the difficulties that the teacher faces.

Finally, a survey was applied to seven students, of 52 students, from 9th grade, in order to show up in which way they were affected by the Indicators of achievement and objectives of the content, the pace, and assessments of the class.

Keywords: Lesson Planning, affect, influence, explain, describe

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1. Introduction

The presents research is related to Lesson Planning; it refers to the Relevant Aspects from Lesson Planning that may influence in the process of Teaching – Learning of the English Subject in the Student from the 9th Grade at Rigoberto Lopez Pérez High School.

The reason to choose this topic was to describe how the Relevant aspects from Lesson Planning, from the English subject can influence the process of teaching – learning in the students from the 9th Grade at Rigoberto López Pérez high school.

The Relevant aspects from Lesson Planning that were highlighted in the observations that were made at the High School Rigoberto López Pérez, are the following:

The achievement indicators and content objectives, firstly, several of the students did not understand what the lesson was about, nor the purpose, objectives or goals of the lesson. In addition, not understanding what the lesson was about meant that the students were not concentrating enough on the class and were engaged in other activities.

The Pace of the class, some activities inevitably affect the pace of a class. If the pace is either too slow or too fast this could have a negative impact on the learners and their performance or learning.

And finally, *the Assessments of the subject* for students. If the Assessment provided by the teacher is insufficient, due to the number of students in that group, the student will not effectively understand the class.

The investigation of this educational problem was carried out in the interest of knowing, why do the students of the Rigoberto Lopez Perez High School present difficulties, in assimilating the lessons of the English Class. This will allow us to identify what percentage of the population observed, presents such difficulty. In

addition, the professional field, as a teacher, the interest was to know how to improve this problem.

The research was carried out with a series of observations, surveys and an interview with, Rigoberto Lopez Perez high school English teacher, Karina Espinoza.

The research carried out is descriptive and qualitative. In addition, based on the observations and the interview with the teacher, it was obtained the necessary information. This information describes the effects that the Relevant Aspects of Lesson Planning has on the ninth-grade students of Rigoberto Lopez Perez High School.

Some of the topics address in the Theoretical Framework are the following: Lesson Plan, where it is explained what it is, what it consists of. All this, from the point of view of several experts and also, which are the components of a Lesson Plan, according to the proposals of the experts.

Importance of the Lesson Plan, where the benefits of this are explained for the Teacher and Students, the importance of the Daily Lesson Plan and the importance for the teacher.

The structure of the Lesson Plan, as well as the types of Plans proposed by some Experts on the subject. Also, the contrast with the structure of the Secondary School Lesson Plan in Nicaragua.

English and the Lesson Plan, which addresses the Application of the Lesson Plan in the classroom, and assessment of students. Finally, addresses the Influence of the Lesson Plan for the teacher and students during the Teaching-Learning Process.

2. Background Information

In this paper, I will address the Relevant Aspects of Lesson Planning. Also, will discuss about what the lesson plan is, what the lesson plan consists of and how learning can be affected by the planning.

One of the first points addressed is the meaning of the Lesson Plan. One of the most accepted and discussed definitions is the one proposed by Douglas Brown, who defines the term "lesson" as "a unified set of activities covering a period of time in the classroom, usually ranging from 40 to 90 minutes. However, his concept is not the only one proposed and analyzed in the pedagogical field.

Also, the Ministry of Education, (MINED), proposed a series of characteristics that a lesson plan must possess, to enable the teaching-learning process to develop effectively and students to understand and achieve the objectives and indicators of achievement of the lesson.

On the other hand, there are several theories that explain not only the importance of the lesson plan. Also, explain why it should be daily and what benefits the Daily Lesson Planning provides to the teacher and student. One of these proposals is that of Alam Khan, who in his article "An effective teaching strategy in EFL classrooms" explains, from his point of view, the importance of Lesson Planning.

Finally, one of the most important points to be addressed is that proposed by Jack C. Richards and Willy A. Renandya, who explain in their book "Methodology in Language Teaching, An Anthology of Current Practice," the

following about the application of the Lesson Plan "The application of the Lesson Plan is the most important (and difficult) phase of the daily lesson planning cycle. In this phase, the lesson plan itself will take a back seat as the reality of the class takes over." This refers to the common contrast between what is planned in the Lesson Plan and the reality of the classroom due to the different personalities of the students.

3. Rationale

This topic was chosen in order to describe how the Relevant Aspects from Lesson Planning, (*as indicators of achievement and objectives of the content, pace, and assessments of the subject for students*), from the English Subject may influence the process of Teaching – Learning in the Student from the 9th Grade at Rigoberto Lopez Pérez High School.

Based on the observation to the classes, this research will prove that Lesson Planning may influence the Teaching-Learning process in 9th grade at Rigoberto Lopez Perez High School, pointing out in which way, the above mentioned, will affect the students in their Learning.

Furthermore, it will be explaining why the methodological process that the teacher uses on the lesson planning and the practice, allow to have positive or negative results in the teaching quality. In addition, is believed that teacher that applies a Lesson Planning adjusted to a Methodological Process, dynamic and well - organized, will obtain an excellent result.

In English subject, like any other subject, the preparation of the teacher with a well-organized Lesson Planning guarantees the Teachings succeed. However, there are moments where incidents occur, that affect the teaching process and the teacher is forced to modify the lesson or interrupt it. In these situations, the experience of the teacher and the ability, will allow to solve and catch the students attention in the class again.

4. Problem Situation

English subject, as any other subject to be taught to a specific group, should follow a Lesson Plan that will explain the process of the class. For example, the specific time for each activity, the strategies that are going to be used in the class. Also, the objectives of the lesson and performance indicators that students must achieve.

Lesson Planning can be considered a process that has steps that must be followed, in order to succeed in the lesson that will be taught. So, it can be expressed as a plan that teachers should follow step-by-step. All this to work in order and perform activities with his or her students in a specific time. Also, at the same time that the students reach the objectives and achievement indicators of the lesson.

However, what would happen if the teacher does not follow, properly the Lesson planning process? Could the lesson planning have an influence in how the students perceive the class? Nevertheless, if the teacher applies the lesson planning, properly, could be the objectives of the lesson be too difficult to the students?

In the one hand, is true that lesson Planning is not set in the stone. However, if the idea is well thinking this action instead of helping the teacher, can be prejudiced him or her, as well as the students. In addition, the Teacher will not succeed on teaching and students will not succeed in learning properly.

This research aims to explain why Relevant Aspects from Lesson Planning can have an influence in the process of Teaching – Learning of the English Subject. furthermore, provide some recommendations to address these difficulties.

5. Problem Statement

The relevant aspects of Lesson Planning, in the subject of English, affect the Teaching-Learning process in 9th grade students at Rigoberto López Pérez High School.

6. General Objective

To explain why Relevant Aspects from Lesson Planning can influence the process of Teaching – Learning of the English Subject in the Student from the 9th Grade at Rigoberto Lopez Pérez High School.

7. Specific objectives

To describe how the Relevant Aspects from Lesson Planning can influence the process of Teaching – Learning of the English Subject in the Student from the 9th Grade at Rigoberto Lopez Pérez High School.

To prove that Lesson Planning has influence the process of Teaching – Learning of the English Subject in the Student from the 9th Grade at Rigoberto Lopez Pérez High School.

8. Question

The teaching-learning process of Rigoberto Lopez Perez High School' 9th grade students are affected by the lack of understanding of the Objectives and Indicators of Achievement. In addition, by the Pace of the Class, and the Assessment that the teacher provides to the student.

If students do not understand the Objectives and Indicators of Achievement, they will not be able to understand what the lesson is about and what they are supposed to learn. In addition, the pace of the class also affects the student. If the teacher moves from one activity to another quickly, not all students will be able to finish on time; however, if too much time is given, students lose concentration and interest in the class's activity. In addition, the Assessment provided by the teacher is insufficient. This happened due to the number 52 of students in that group. So, the student will not effectively understand what he or she missed.

The purpose of this research is to provide alternatives to improve the development of the Teaching-Learning Process of Rigoberto Lopez Perez High School' 9th grade students, by offering suggestions and recommendations to the teacher in order to respond to the educational needs of the students.

9. Theoretical Framework

This section will discuss the various theories and concepts on Lesson Planning proposed by various professionals and experts in the field. It will discuss and analyze how these theories coincide or contrast with the Pedagogical reality of our country. Also, how their proposals will help improve the influence that the relevant aspects of Lesson Planning may have in the Teaching-Learning process.

9.1 Lesson plan

9.1.1 What is a lesson plan?

According to the Ministry of Education, (MINED), Lesson Planning is defined as: *"A Document that is prepared by each teacher, and refers to the design of units, monthly plans and class plans of a certain area or discipline in a certain time and space. It is a process that allows the selection and organization of the various situations of learning and evaluation experiences that students will carry out individually or in groups with the mediation or guidance of the teacher in order to obtain optimal results in the development of the proposed competencies and achievement indicators"*.

"Didactic planning is necessary because it avoids routine, and allows for prior reflection on the different alternatives for developing the teaching task. It avoids improvisation and doubts caused by disorderly and inefficient work, and allows for safe action on the planned basis" (MINED, 2009)

In other words, the lesson plan is indispensable and very helpful to the teacher. It must be carefully thought out and applied in the most efficient way

possible. Also, taking into account the pace and the objectives of the content. However, it is impossible to avoid that in the long run events or situations will occur where the lesson plans will be affected. *For example, a low comprehension of the topic, poor attendance, meetings or activities at school, etc.*, Therefore, the teacher will be forced to improvise based on his own lesson plan. Therefore, after all this, it can be said that *the lesson plan is not set in stone*.

Also, according to Brown (Brown, 2007) "The term "lesson" is popularly considered a unified set of activities that cover a period classroom time, usually ranging from 40 to 90 minutes. The classroom time units are administratively significant for teachers because they represent "steps" along the curriculum before which and after which you have a hiatus (of a day or more) in which to evaluate or prepare for the next lesson. Sometimes your whole life seems to be caught in a never-ending series of lesson plans. But, those lessons from the point of view of your own and students time management, are practical, tangible units of efforts that serve to provide a rhythm to a course of study".

Analyzing in more detail the idea raised by Brown, about how the routine and exhaustive of the creation and daily writing of the lesson plan can be, it can be expressed that being a teacher is hard. However, at the same time this benefits the teacher with the proper administration of class time. Also, it can be expressed that this effort helps in equal parts the teacher and the student with a better understanding of the subject. So, it can be concluded that the Lesson Plan is essential to the Teaching-Learning process.

Another definition of Lesson Planning, is the one proposed by Melissa Kelly, 2010, who defines a lesson plan as a framework and a road map, which each

teacher will create using an individual style. "A good lesson plan is one that sees the "big picture" but includes details, information for each activity". Looking at the previous quotation, the comparison of the Lesson Plan with a map is very accurate. Also, both maps and the Lesson Plan consists of detailed and relevant information for their user. In this case, for the teacher who will use the information in his or her plan, to develop the lesson.

She also says, "It's a good idea to organize your lesson plan as a unity plan. Each unit will cover a particular topic, and can be divided into daily plans. In other words, the Lesson Plan can also be used as a Unit Plan. In this way the topics covered by that unit are broken down and organized from least to most difficult. In this way, the Day Plans could be organized more quickly and efficiently".

Also MINED, propose a series of characteristics that must be taken into account when developing a Lesson Plan. Taking into account this, the characteristics that a Lesson Plan must have are the following:

1. **Flexible:** It constitutes a working guide, which should allow for adjustments to improve the teaching and learning processes.
2. **Permanent:** It must be a continuous and dynamic process. There must be continuity between one plan and another.
3. **Precise:** it refers to the curricular work carried out by students and teachers in the context in which they interact, with defined purposes of teaching and learning. The elements of the plan must be stated precisely, within the necessary flexibility.

4. **Relevant:** it is necessary as a working tool for teachers. Every teacher must do it in the best possible way, using it and consulting it as often as necessary.

Specifically, the lesson plan is a tool for teachers. Each educator must prepare in the best possible way. Also, use and consult it as often as necessary. It must be open to modifications, especially with objectives and Achievement Indicators, in function and benefit of student learning. In addition, this should be a continuous process between one plan and another. This continuity is imperative. On the other hand, the purposes of the Lesson Plan must be defined to facilitate the Teaching-Learning process.

5. **Coherent:** There must be adequate coherence between classroom planning and curricular documents, as well as congruence between the processes and elements of the plan.

6. **Prospective:** As a process of anticipation, it allows for a global vision of the educational task in advance.

7. **Participatory:** Although it is the responsibility of teachers, Educational Planning requires the interaction of other members of the educational community. Members, who can provide valuable input on needs and interests to be met through learning situations that planning provides.

8. **Functional:** It should be a process that guides the work of the teacher in an agile way that helps him/her to make decisions, to give feedback to the process, and to offer him/her security in his/her function.

In addition, the Lesson Plan must be coherent and must also take into account the documentation provided by the curriculum. The teacher must also

have an overview of the educational task in advance and be open to suggestions and ideas that will provide feedback and help him/her to improve his/her work in an agile way.

In conclusion, the lesson plan is an irreplaceable and indispensable tool for the teacher. In addition, the lesson plan helps the teacher to logically organize the topics of the unit. In this way, the teacher is able to teach the student effectively.

9.2 Importance of lesson plan

9.2.1 Benefits of Lesson Planning

According to the Nicaraguan Ministry of Education, (MINED), *"Teachers must conceive Lesson Planning as a fundamental methodological process. It should be the product that summarizes the actions and decisions planned for the fulfillment of competencies, achievement indicators, and content"*. In other words, the lesson plan has to be thinking carefully and its main objective, are the students learning.

A teacher with a plan, then, is a more confident teacher. The teacher is clear on what needs to be done, how, and when. The lesson will tend to 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 relax and open to learning". (teflcourse, 2019)

Lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for each 3-hours lesson allows you to enter the classroom with more confidence and maximizes your chance of having a meaningful learning experience with your students. (Excellence, s.f.) The lesson planning process allows teachers to evaluate their own knowledge about the content to be taught. For example, if a teacher has to teach, grammatical structure and is not sure of the rules, the teacher would become aware of this during the lesson planning. Also, he or she can take step to acquire the necessary information. Similarly, if a teacher is not sure how to pronounce a word, this can be remedied during the lesson planning process.

In addition, there are several benefits to writing a lesson plan. First, lesson planning produces more unified lessons. It allows teachers to think deliberately about their choice of lesson objectives. Also, the types of activities that will meet these objectives and, the sequence of those activities. Furthermore, the materials needed, how long each activity might take, and how students should be grouped. Teachers, also should links one activity with the next one. In addition, the relationship between the current lesson and any past or future lessons. All this, to establish the relationship between learning activities and assessment for students. Hence, the teacher has to consider those connections and explain to them to learners, making the lesson more meaningful to them.

Lesson planning is a significant element of the teaching-learning system, it is of utmost importance that the teacher knows and masters how to write it and

applicate it. The lesson plan is more than a step-by-step guide because it provides a structure for quality learning. Before planning a lesson, it is important to take into account the possible learning outcomes of the class and the possible difficulties the students may have during the application of the lesson. So, the teacher can maintain a standard teaching pattern and on the other hand, does not allow the class to deviate from the subject or the proposed lesson objectives.

In addition, if planning is prior and continuous, it will help the teacher to foresee simple and easily assimilated examples and strategies to respond to the questions or difficulties of the students during the class, while providing them with feedback. Effective lesson planning has three basic components as: *indicators of achievement and objectives of the content, pace, and assessments of the subject for students.*

9.2.2 Importance of daily lesson plans

Daily lesson planning is just as essential as planning the general course. The teacher should think of planning for the day's lesson as one phase of the larger problem of instructional planning which requires complete coordination and integration with the course planning. When the course is carefully planned, many important aspects of lesson planning will be anticipated. (ZEIGER, 2018)

The relevant aspects, such as the objective of the content, the pace and the evaluation must be worked on continuously. On the other hand, the general procedure for dealing with learning units is to foresee future difficulties when developing the Teaching-Learning process. Furthermore, the teacher's instructions

in the concrete situation of the lesson can help or hamper the Teaching-Learning process.

Planning the daily lessons, specifically, is one of the keys to effective teaching. At almost all stages of lesson plan formation, it is necessary for the teacher to have a clear view of the total learning outcomes. Also, to be visualized and expected if the best possible results are to be achieved.

Khan, in his article Lesson about lesson planning, says "*planning is essentially an experience. So, the teacher must also know about the classroom issues, learning theories, teaching related factors. Also, about the most approved teaching methods, approaches and strategies to fulfill the general and the specific learning needs. An in-depth and clear knowledge is needed to justify the job of a teacher. Two kinds of lesson planning are made: the memorized, and the written. Memorized one comes after the written form. However, sometimes memorized one is used without any written form. However, both have its relevance, but the written form is the formal type, and memorized is the practical one*". (Khan, 2011)

9.2.3 Importance of the Lesson Plan for the teacher

Jack C. Richards and Willy A. Renandya, explain in their book "*Language teachers may ask themselves why should they bother writing plans for every lesson. Some teachers write down elaborate daily plans; others do the planning inside their heads*". Making a reference about how tedious can be write a lesson plan

They continue explaining *“Preservice teachers say they write daily lesson plans only because a supervisor, cooperating teacher, or school administrator requires them to do so. After they graduate, many teachers give up writing lesson plans. However, not many teachers enter a classroom without a kind of plan. Lesson plans are systematic records of a teacher’s thoughts about what will be covered during a lesson”*. Emphasizing that Lesson planning is seen as an obligation, but that not all teachers entered a class without a kind of plan as guide.

Richards (1998) suggests that lesson plans help the teacher think about the lesson in advance to “resolve problems and difficulties, to provide a structure for a lesson, to provide a ‘map’ for the teacher to follow, and to provide a record of what has been taught” (Renandya, 2002)

Renandya said: *“There are also internal and external reasons for planning lessons. Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better. Also, to enable lessons to run more smoothly, and to anticipate problems before they happen”*. Explaining the most meaningful reasons that teachers have to make a lesson plan.

It continues explaining, also that *“Teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class needs one. Lesson planning is especially important for preservice teachers because they may feel more of a need to be in control before the lesson begins”*. (Renandya, 2002)

The lesson plan, helps teacher to keep in control of the class, but also provide a feeling of security.

In addition, Daily lesson planning can benefit English teachers in the following ways:

- A plan can help the teacher think about content, materials, sequencing, timing, and activities.
- A plan provides security (in the form of a map) in the sometimes-unpredictable atmosphere of a classroom.
- A plan is a log of what has been taught.
- A plan can help a substitute to smoothly take over a class when the teacher cannot teach. (Purgason, 1991)

Daily planning of lessons also benefits the students because it takes into account the different backgrounds, interests, learning styles, and abilities of the students in one class.

Ministry of Education, (MINED, 2009) explains that *“Teachers must have knowledge and master some teaching and assessment techniques that allow them to plan, conduct, and assess the situations in which the teaching-learning process will take place”*.

In other words, the lesson plan is of great importance and necessity for the teacher. Mainly, because it allows the time of the activities to be carried out or evaluated to be measured. It also helps control the total time of the class in order to complete the achievement indicators set for each lesson. In addition, it avoids improvisation and lack of control of the subjects to be taught.

Furthermore, Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second

language acquisition and language teaching pedagogy with our knowledge of our learners. Also, with the curriculum, and the teaching context. It is a time when we envision the learning we want to occur. Also, to analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality.

The British poet, Michael Morpurgo said that “It's the teacher that makes the difference, not the classroom”. (Morpurgo, 1974) A teacher must create a warm and protective environment, but at the same time professional. If students feel secure in the classroom the result will be shown in the academic progress. A good start could be a mutual trust with each student. Teachers have the responsibility to know his/her students in the classroom. Each day, the teachers show one of their attitudes that the students are unaware. Also, the students do the same in order for the teacher to get to know them, too. This is a good exercise to do because it benefits the whole class to break the ice. The first day's most of the students are afraid of the teacher because they do not know how the teacher's personality is. It will change until the point that the teacher and students discover to have common hobbies with each other.

9.3 Structures and types of lesson plan

9.3.1 Parts of Lesson Plan

According to Brown, a lesson plan should be composed by the following elements: Goal, Objectives, Materials and Equipment, Procedures, and Evaluation. (Brown, 2007)

- Goal: You should be able to identify an overall purpose or goal that you will attempt to accomplish by the end of the class period. This goal maybe quite generalized, but it serves as a unifying theme for you.
- Objectives: Is very important to state explicitly what you want students to gain from the lesson. Explicit statements here help you to:
 - a) Be sure that you indeed know what it is you want to be accomplished.
 - b) Preserve the unity of your lesson.
 - c) Predetermine whether or not you are trying to accomplish too much.
 - d) Evaluate Student's success at the end, or after, the lesson.

In other words, the Lesson Plan is developed based on the objective to be achieved in, during and at the end of the day's lesson according to the student's level. It is important to communicate the objectives of the lesson. If students understand what the lesson is about, what they are to learn and the activities they are to do during the lesson, their concentration in class will improve and following the teacher's directions will be easier. This is because they will know in advance what to do and how to do it. Hence, without a specific purpose or objective, the Lesson Plan will lose order and will not be developed effectively.

Objectives are most clearly captured in terms of stating what students will do. However, many language objectives are not overtly observable, and therefore you may need to depart from strictly behavioral terms for some objectives. Try to avoid vague, unverifiable statements like these:

- a) Students will learn about the Passive the Voice.
- b) Students will Practice some listening exercises.
- c) Students will do the Reading selection.

d) Students will discuss the homework assignment.

- Procedures: Lessons clearly have tremendous variant, but as very general set of guidelines for planning, you make thinks in terms of making sure your plan includes:

a) An opening

b) A set of techniques in which you have considers appropriate, proportions of time for: whole-class work, small-group work and pair work, teacher talk, student talk

c) Closure

- Evaluation: How can you determine whether your objectives have been accomplished? If your lesson has no evaluative component, you can easily find yourself simply making assumptions that are not informed by careful observations or measurement. Now, you must understand that every lesson does not need to end with a little a quiz, nor does evaluation need to be a separate element of your lesson. Evaluation can take place in the course of "regular" classroom activity. Some forms of Evaluation may have to wait a day or two until certain abilities have had a chance to build. However, evaluation is an assessment, formal or informal that make after students have sufficient opportunities for learning, and without this component you have no means for (a) assessing the success of your students or (b) making adjustment in your lesson plan for the next day.

However, the lesson plan that is used, in Nicaragua contains the following components: *Achievement Indicator, Objectives, Initial Activities* (Presentation), *Development Activities* (Practice), *Completion Activities* (Production).

- Achievement Indicator: These are statements that describe signs, behaviors and signals that are observable and possible to evaluate, about the student's performance, allowing to check their progress and learning.
- Objectives: can be described as an assessment parameter, as these are the goals of the lesson, with which students are expected to achieve significant learning at the end of the lesson. On the other hand, the objectives are a very essential part during the process of elaboration of the lesson plan since they are the starting point to organize.

In addition, it also contains other aspects that can change according to the style of Lesson Plan that is currently being used. The extra elements that are implemented in the "Outline" style used in the current year, are as follows:

Discipline, Grade, Unit, Content and Date.

select and lead the contents to be used, introducing achievable modifications for the students, during the development of the teaching-learning process. In conclusion, they are the guide to determine what to teach the student and how to teach it, in this way it is possible to determine what the students' progress has been and what aspects the teacher should reinforce the students on.

9.3.2 How many types of lesson plan exist?

“Lesson plans are an essential component of a successful teaching experience. These plans help ensure that all standards and materials are covered, providing a teacher and students with structure for each class day.

Many schools require that teachers submit lesson plans in a specific format on a daily, weekly or monthly basis". (ZEIGER, 2018)

Zeiger in her article, *Types of Lesson Plan*, proposes the following list of Lesson Plans: Five-Step Lesson Plan, Five-E Lesson Plan, Weekly Lesson Plan, Unit Plan, Inquiry-Based Lesson Plan.

1. **Five-Step Lesson:** is a form of daily lesson planning that includes the following components: anticipatory set, instruction, guided practice, closure or assessment and independent practice.

In the anticipatory set, a teacher should write the objective of the lesson, explain how it connects to past learning and describe the purpose of the lesson. These items should be written in a student-friendly form so the teacher can easily convey them to the students during the lesson.

For the instruction section, a teacher must list how she will use direct teaching. For example, through modes such as lecturing, providing notes or showing a video, and modeling by demonstrating how to complete a process or activity. This section should also include questions or brief activities the teacher will use to check to see if students are understanding the material.

The third step is guided practice, which asks the teacher to list any activity students will complete in the classroom with a teacher or peer assistance. This is followed by the fourth step, closure or assessment, which requires an activity to help the teacher get a snapshot of what students learned that day. This section can include an exit slip, a short reflection or something more in-depth such as a quiz or a test.

Independent practice is the fifth section of this format. In many cases, independent practice can be completed in class; however, in the five-steps plan, independent practice is the place the teacher lists any homework assignment's students will be expected to complete related to that day's lesson.

2. **Five-E Lesson Plan:** The format asks teachers to list components that deal with engaging, explaining, exploring, elaborating and evaluating.

Lesson plan begins with a question or brief activity that hooks or engages students at the beginning of the lesson. In the second phase, the teacher provides a video, reading passage or demonstration to explain the material and its key terms.

After explaining the concept, a teacher must show what activity students will complete to help them explore the material. These activities can include stations, cooperative learning groups, games, worksheets or other instructional methods.

The fourth component, elaborating, can be compared to independent practice. Activities should help students apply the concept to a variety of situations. This work can be completed in class or as a homework assignment.

Each five - E lesson plan: ends with an evaluation component to determine whether students have learned the material. This can come in the form of a formal, graded assessment, or students can be informally assessed with a question and answer session, exit slip or short writing prompt

- 3) **Weekly Lesson Plan:** A weekly lesson plan is an ideal format for teachers who are covering a similar topic throughout the week. At the top of the

lesson plan, teachers should list the standards, objectives and essential questions being covered that week. Under that section, each day of the week is listed with a short description of the activities for that day. At the end of the plan, a section should be included to list any assessments that will cover the week's instruction, such as a unit or chapter exam or special project.

- 4) Unit Plan:** For teachers who do not work well with elaborate plans, a unit plan is a simple way to guide instruction. At the top of the unit plan, teachers list all of the standards and objectives covered in the unit along with the projected time-frame for the unit. Below that is a list of all activities expected to be part of the unit, followed by a list of all assessments related to the unit. Each day, a teacher presents lessons to students with that unit in mind. However, since there is no specific plan laid out, there is some flexibility in what is covered each day.

Another example of Unit Plan, is the one proposed by Kelly, (Kelly, 2010), an effective unit plan will include the following:

- **Objective(s):** While easy to ignore, identifying objectives from the beginning will vastly simplify instruction and assessment.
- **Activities:** The meat of your lesson plan will be the various activities you used to teach students what you want them to learn.
- **Time estimates:** Including a time estimate for each activity allows you to divide your unit plan into days and periods of time.

- **Required materials:** Spend some time writing down exactly what materials you need for each activity so that you will be better prepared for your lesson.
- **Alternatives:** It is always wise to plan ahead for absent students. Especially if a large part of your plan is a simulation that can be hard to make up for those who miss it.
- **Assessments:** Decide in the beginning how you are going to assess your students to help focus your instruction on what the students actually need to learn. Unit plans are a good way of organizing your teaching. The beauty of putting together a unit plan is that you can go back and adjust activities as you get a better picture of the time needed for each day's lesson.

5) Inquiry-Based Lesson Plan: Inquiry-based lesson plans are especially useful for the science classroom because they involve experimentation and hands-on activities that allow the teacher to be a facilitator of learning rather than an instructor. Lesson plan that is inquiry-based include very little lecture or notes. Teachers begin this type of lesson plan by listing the standards and objectives to be covered. After that should be a detailed description of any activity's students are to complete during the day's lesson. Activities should not include worksheets or exams, but instead hands-on problem-solving experiences through experiments, cooperative learning groups or stations. After the activity, teachers should list a variety of inquiry-based questions to ask students to promote discussion of the concepts and material covered in the activity and help further facilitate student learning.

On the other hand, in Nicaragua, the style of Lesson Plan that is implemented for Primary and Secondary is Daily Planning, using the Outline model for this process. The Nicaraguan Lesson Planning style, has certain aspects in common with the Five-Step Lesson. For example, the teacher should write down the objective of the lesson, explain how it connects to the previous lesson and describe the purpose of what is being learned. This is very similar to the application of the Nicaraguan lesson plan since the teacher must also explain the objective(s) of the lesson plus the indicator of achievement, this mean what they are expected to learn and achieve.

The Five-E Lesson Plan also has some features in common with our Lesson Planning Style. For example, after explaining the concept of the topic to be studied, the teacher should show what activity the students will complete to help them explore the topic. These activities may include cooperative learning groups, games, worksheets or other methods of instruction.

Also, guided practice is another common aspect with Five-Step Lesson, in which the teacher is asked to list activities that students will complete in the classroom with the help of the teacher or their peers. As our country's lesson plan promotes, feedback by the teacher during the class hours and teamwork to facilitate the process of learning and socializing in class.

The Five-E Lesson Plan suggests that the activities should help students apply the concept to a variety of situations. That is, the learning should be meaningful to the students. This work can be completed in class or as a homework assignment, thus being flexible with students and taking into account their pace of learning and work.

9.4 English and lesson Planning

9.4.1 Application of Lesson planning

Jack C. Richards and Willy A. Renandya, explain in their book "Methodology in Language Teaching, An Anthology of Current Practice" the following about the application of the Lesson Plan *"Implementing the lesson plan is the most important (and difficult) phase of the daily lesson planning cycle. In this phase, the lesson plan itself will retreat into the background as the reality of the class takes over"*. Analyzing this quotation, could be expressed that applying a lesson plan is as difficult as elaborate it.

They also said: "As many experienced teachers know, it is easy to get sidetracked by unplanned events. However, teachers should remember that the original plan was designed with specific intentions in mind and the plan was based on the teacher's diagnosis of the learning competence of the students. Nonetheless, teachers may need to make certain adjustments to the lesson at the implementation phase". Making reference on the hard that could be to keep students engage in the class, in order to develop an effective Teaching-Learning process.

I would suggest two broad reasons for teachers to deviate from their original lesson plan: first, when the lesson is obviously going badly and the plan does not help to produce the desired outcome; second, when something happens during an early part of the lesson that necessitates improvisation. When the lesson is not succeeding, teachers should make immediate adjustments to the original

plan. This is difficult for beginning teachers because they may not have the necessary experience to recognize that things are going badly”.

The importance of the teacher's experience in implementing the lesson plan should be highlighted, but above all, the ability gained from the teacher's experience to deal with unexpected difficulties, which in turn lead to deviations from the lesson plan and affect the Teaching-Learning process. On the other hand, the difficulties that the teacher with little experience would have in these situations are also explained. There is no way of knowing the various future problems that may arise during the class. In Nicaragua, for example, the most common disruptions that occur in secondary school classrooms are due to student indiscipline.

Jack C. Richards and Willy A. Renandya also explain that, being a beginning teacher, they do not have enough knowledge to develop contingency plans to help in the implementation of the Lesson Plan. They further argue that no teacher's guide is capable of anticipating problems that may arise during a lesson (e.g., problems outside the classroom such as a visitor's interruptions); however, they should be addressed quickly. They stress the importance of the teacher accumulating this professional knowledge through experience. They suggest to the teacher that in implementing his or her lesson plan, two important aspects should be monitored: the variety and the pace of the lessons. Variety in lesson delivery and choice of activities will keep the class lively and interested.

Ur, 2009, suggests that the harder activities and tasks be placed earlier in the lesson and the quieter activities before lively ones. Teachers may want to try variations of this to see what works best in their particular class.

“To vary a lesson, teachers should frequently change the tempo of activities from fast-moving to slow-moving. They can also change the class organization by giving individual tasks, pair work, group work, or full class interaction. Lesson Planning Activities should also vary in level of difficulty, some easy and others more demanding. The activities should also be of interest to the students, not just to the teacher. (Ur, 2009)

Pace is linked to the speed at which a lesson progresses, as well as to lesson timing. In order for teachers to develop a sense of pace, Brown (1994) suggests the following guidelines: activities should not be too long or too short; various techniques for delivering the activities should “flow” together; there should be clear transitions between each activity. If teachers remember to work for the benefit of their students rather than their own, then they can avoid falling into the trap of racing through different activities just because they have been written on the lesson plan”. (Renandya, 2002)

Letting your students know what they will be learning and doing in class will help to keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track. (Milkova, 2005)

A lesson plans may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. (Milkova, 2005)

9.4.2 Evaluation and Assessment in the Lesson Planning

The final part of daily lesson planning happens after the lesson has ended. However, Brown set that Evaluation also can take place during the lesson too, when the teacher must evaluate the success (or failure) of the lesson.

Ur, (2009), says it is important to think after teaching a lesson and ask “whether it was a good one or not, and why”. This form of reflection, she says, is for self-development. Of course, both “success” and “failure” are relative terms and their definitions will vary according to each individual teacher’s and student’s perspective.

Ur's proposal of self-analysis or self-criticism, makes one meditate if the Relevant Aspects of Lesson planning, that was elaborated and applied to the students, were thought, written, organized and applied efficiently. The answer will be given by the performance of the students during the lesson or according to the opinion of each teacher. Applying this proposal to the Public Education Context in

Nicaragua, it is necessary to remember: that each group of students is different, especially when they are of mixed ages. It is also necessary to take into account the constant curricular adaptation to which teachers are subjected due to the technological advantages that some schools have and others do not.

The educational system serves to determine generally, teaching processes where students develop sets of skills that put into practice. According to the systems implemented in the study centers the systems are focused on the easiest way so that students can develop with skill and skill their intellectual capacity at the time of teaching and at the time of practice as their personal profession.

The role of the teacher is to facilitate learning, and it is often a formidable and time-consuming task to find ways to motivate students that will achieve the academic goals you've established for the course. Of all the variables in the motivation equation, your behavior is the one for which you have the greatest control, takes the least amount of time, and can have an immediate and visible impact on student motivation. In order to enhance your students' learning and motivation to learn, consider the following as it relates to your actions in the classroom.

Nevertheless, Brown says that without an evaluative component in the lesson, the teacher has no way of assessing the success of the students or what adjustments to make for the next lesson. He defines evaluation in lesson planning as an assessment that is "formal or informal, that you make after students have sufficient opportunities for learning". (Brown, 2007)

On the other hand, Ur, (2009) says that when evaluating a lesson, the first and most important criterion is student learning because that is why we have a

lesson in the first place. Even though it may be difficult to judge how much has been learned in a lesson, Ur says that we can still make a good guess. This guess can be based “on our knowledge of the class, the type of activity they were engaged in, and some informal test activities that give feedback on learning”.

Ur, also offers the following criteria for evaluating lesson effectiveness and orders them as follows:

1. The class seemed to be learning the material well;
2. The learners were engaging with the foreign language throughout;
3. The learners were attentive all the time;
4. The learners enjoyed the lesson and were motivated;
5. The learners were active all the time;
6. The lesson went according to plan;
7. The language was used communicatively throughout

They also need to give constructive feedback to develop the level of teaching and ensure that learning occurs at all times. For these reasons, it is useful to understand how the good or outstanding lesson looks and then evaluate and prioritize the feedback according to the situation and learning outcomes.

9.5 Influence of lesson Planning in English Class

9.5.1 Influence in Students

When elaborating a Lesson Plan, this must be functional, for both, the teacher and the student. It is necessary to focus and remember that the purpose of

this, is that it is logical. Also, with reachable objectives and goals, that allow to develop the process of Teaching-Learning. The difficulties and learning needs of the students must be taken into account when developing the lesson plan. In addition, the student's learning style should be taken into account when developing lesson activities. (Brown, 2007)

Therefore, the notion that students have particular learning styles has implications for teaching strategies. In addition, the preferred modes of input and output vary from individual to individual. It is critical that teachers use a range of teaching strategies to effectively meet the needs of each student. Also, incorporating a variety of teaching methods designed to complement the learning styles of Adolescents. This should lead to young learners being motivated both intrinsically and extrinsically to inquiry, inference and interpretation; to thinking reflectively, critically and creatively. A number of students will need support in meeting the objectives of the prescribed curriculum.

The teacher must provide constructive and timely feedback. Students want to be recognized for the hard work and effort they put into their classes. Hence, like it or not, many see grades as a primary incentive for their school efforts. However, the student may not make any extra effort to succeed because he or she does not know which way to go. In addition, the teacher should motivate his or her student if he or she does not know about the subject. The teacher should have several strategies for the student to do well in class.

For example, when the teacher returns student assignments he or she should: Provide constructive feedback on the student's effort in the assignment. Explain what were their successes and failures in the assignment. Encourage them

to improve and strive. In this way, the teacher not only recognizes the hard work of the students but also encourages them to make more effort.

Feedback is important not only because helps students to know their improvement and point out their difficulties, but because provide a washback to the teacher. The washback could be *positive or negative*. A positive washback shows expected results but a negative washback shows unexpected results or consequences while teaching.

10. Methodology Design

10.1 Methodology

The research carried out is of a qualitative nature since it describes through the use of instruments the relevant aspects of Lesson Planning, which may influence the teaching-learning process, of the ninth-grade students of the Rigoberto López Pérez School.

To develop this research, instruments were used such as: five observations to the English class, a Survey that helped obtain numerical data and analyze them, which contains 12 statements, with four numerical values for each affirmation. On the other hand, the Survey was applied in Spanish to the students since their level is still too low to apply a survey in English. The survey was applied to eight participants who gave different values to the statements. Finally, an Applied interview to the teacher, to inquire about her knowledge, about the Lesson Plan.

The instruments applied, were chosen with a specific purpose, each of them. The observations were chosen in order to detect in a face-to-face way, what difficulties there were in the observed group. As a result, it was found that the Lesson Plan influences the teaching-learning process of the students.

The surveys applied to the students, allowed to know their point of view about the class, while comparing it with what had been observed during the classes. The surveys allowed us to know how much the students were affected by the relevant aspects of the lesson planning.

Finally, the interview made to the English teacher, had the purpose of knowing about her knowledge and experience in the elaboration and application of the Lesson Planning.

10.2 Population

This research paper focuses on the 9th grade group, group C of the evening shift, at Rigoberto Lopez Perez High School. The population of the group is composed of 32 female students and 20 male students for a total of 52 students.

10.3 Sampling

The sample is composed of 15% of the entire group. The sample is composed of four males and four female students. The percentage and the number of students (7-8) was decided by the Convenience Sampling, chosen 8 students as sampling. However, the participants were chosen through raffles. The female participants were chosen first because of the larger female population in the group, and the choice of male participants was faster.

To collect the information, the participants were asked to answer a survey with 12 statements that will be compared with the five observations and the teacher interview. The survey applied to the students, consists of 12 simple statements where they marked one of the options given with an "x" according to the value they considered correct. The values given in the survey are the following: 1: Never, 2: Sometimes, 3: Frequently, 4: Always.

The survey contains the following statements: I understand the Objectives or purpose of the Lesson. I understand the teacher's topic and the classroom-oriented activities. The teacher explains the class activities in detail. I need to have

the activities explained to me several times. The teacher clarifies my doubts at the end of the class. The time assigned for the activities is sufficient. I follow the orientations given by the teacher without any difficulty. I understand the teacher's corrections to my work. I respond to the teacher's questions. I feel motivated by my teacher to participate in the class. I feel interested in the English class. The teacher performs reinforcement of previous topics

10.4 Variable

Objectives	Variable	Technique and Instrument
<p>To explain why Relevant Aspects from Lesson Planning can influence the process of Teaching – Learning of the English Subject in the Student from the 9th Grade at Rigoberto Lopez Pérez High School</p>	<p>Indicators of achievement and objectives of the content,</p>	<p>Observations Survey Interview</p>
<p>To describe how the Relevant Aspects from Lesson Planning can influence the process of Teaching – Learning of the English Subject in the Student from the 9th Grade at Rigoberto Lopez Pérez High School.</p>	<p>Pace of the class</p>	<p>Observations Survey Interview</p>

<p>To probed that Lesson Planning has influence the process of Teaching – Learning of the English Subject in the Student from the 9th Grade at Rigoberto Lopez Pérez High School.</p>	<p>Assessments of the subject, for students</p>	<p>Observations Survey Interview</p>
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10.5 Data Analysis and discussion of the result

10.5.1 Observations

The Observation guide designed for research is a checklist with 17 statements and two options to choose from in response. The statements are divided into 3 parts, Beginning of the Class with 7 statements, Development with 7 statements and Closing of the Class with 3 statements.

Five observations were made to the class, the time for each class was 45 minutes. During the observations, some variations in the application of the Lesson Plan were noted in each observation. During the first Observation, the teacher began unit II, National Identity, of the Curricular Maya, following the Curricular programming. During the first Observation, the teacher introduced the new unit to the students by explaining a little about what national identity is, and asked the students questions about the topic. However, she did not explain the objectives of the Lesson or the indicators of achievement for that lesson. The activities she did in class were a reading, which she read and discussed together with the students, and it was also noted that the time spent on this part of the activity was used profitably, as most of the students participated and were engaged in the reading. At the end of the class the teacher assigned homework and left the classroom.

In the second Observation the teacher did not explain the objective of the class, nor the indicators of achievement. The teacher made a brief review of the previous topic and proceeded to explain the theme of the class. the Lesson of the day was about Asking and Giving Personal Information with the Wh- Questions,

(Where, How, What, When). The teacher wrote several questions and answers on the board, which she briefly practiced with them. She also answered the students' questions and gave examples of when the questions were used. Then the students wrote the activity questions in the notebook and the teacher guided a practice activity. The activity consisted of asking each of the questions to 3 different people. The participation of the students was low, since they did not understand the objective of the activity or what the teacher expected them to do. At the end of the class the teacher assigned the students to practice the questions.

In the third observation the teacher explained the objectives of the class and what she expected them to achieve from the lesson, the class was a sequence of Wh-questions and the Present Simple. The teacher explained the use of the Present Simple and gave the students worksheets where they had to identify the correct Wh-word for the questions. The time the teacher used for this activity was just right, as it allowed for review of the answers to the exercise. The next activity the students had to identify the verbs in present simple. In this activity the students had a little more difficulty but they managed to finish the activity. They also asked from time to time the teacher's support. By the end of the class, the teacher answered her students' questions. The class was more interactive and dynamic. The students understood the topic and were more active and participate more than the previous times.

In the fourth observation the teacher explained the objectives of the class again. The class was a continuation of simple oral group presentations on the departments of Nicaragua using the Present Simple. The teacher corrected grammar and pronunciation using a checklist which also took into account posture

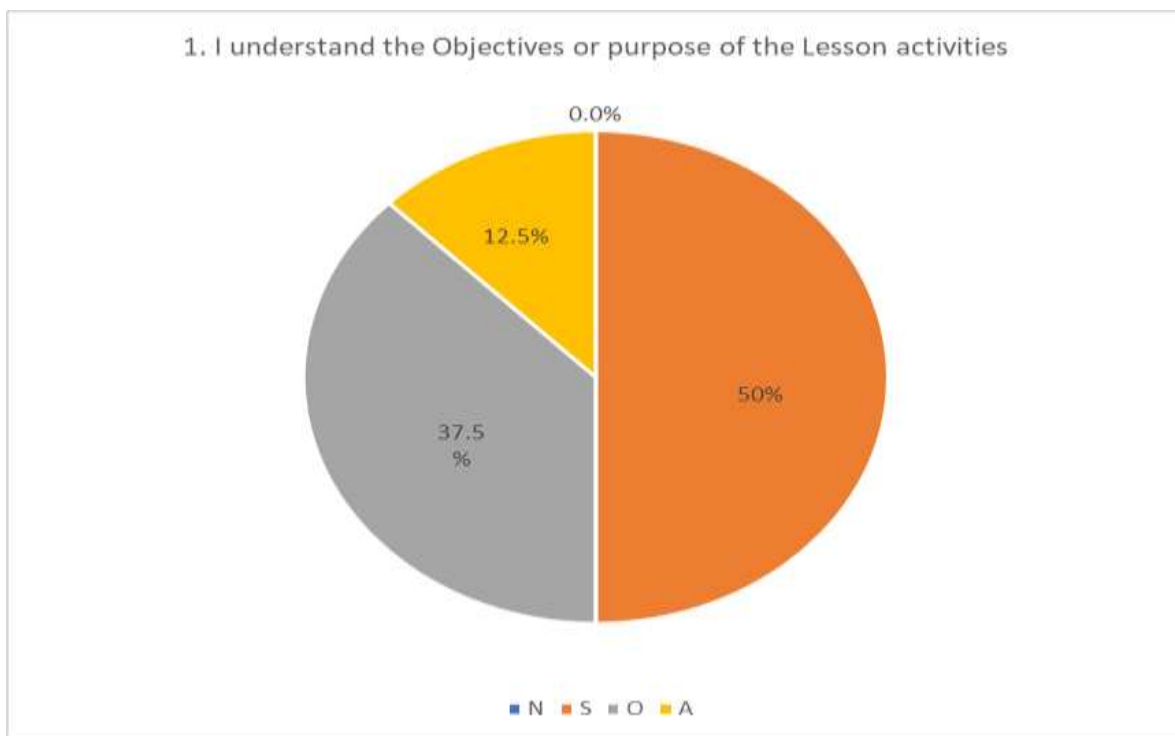
and appearance, body language, and the use of visual aids such as pictures or wallpaper. At the beginning of the activity, the youngsters were nervous, (that day it was the boys' turn), but the teacher motivated them to do the activity and to participate, the activity went on without complications or interruptions.

In the fifth and last observation, the theme was Cities and the Present Simple. She gave the students worksheets where they had to read some paragraphs about various cities at present and answer the questions, at the end of the reading. On this occasion the time of the reading was short and the teacher did not accompany the students in the reading. The students, did not focus on the work and did not finish the activity since the class was unexpectedly interrupted.

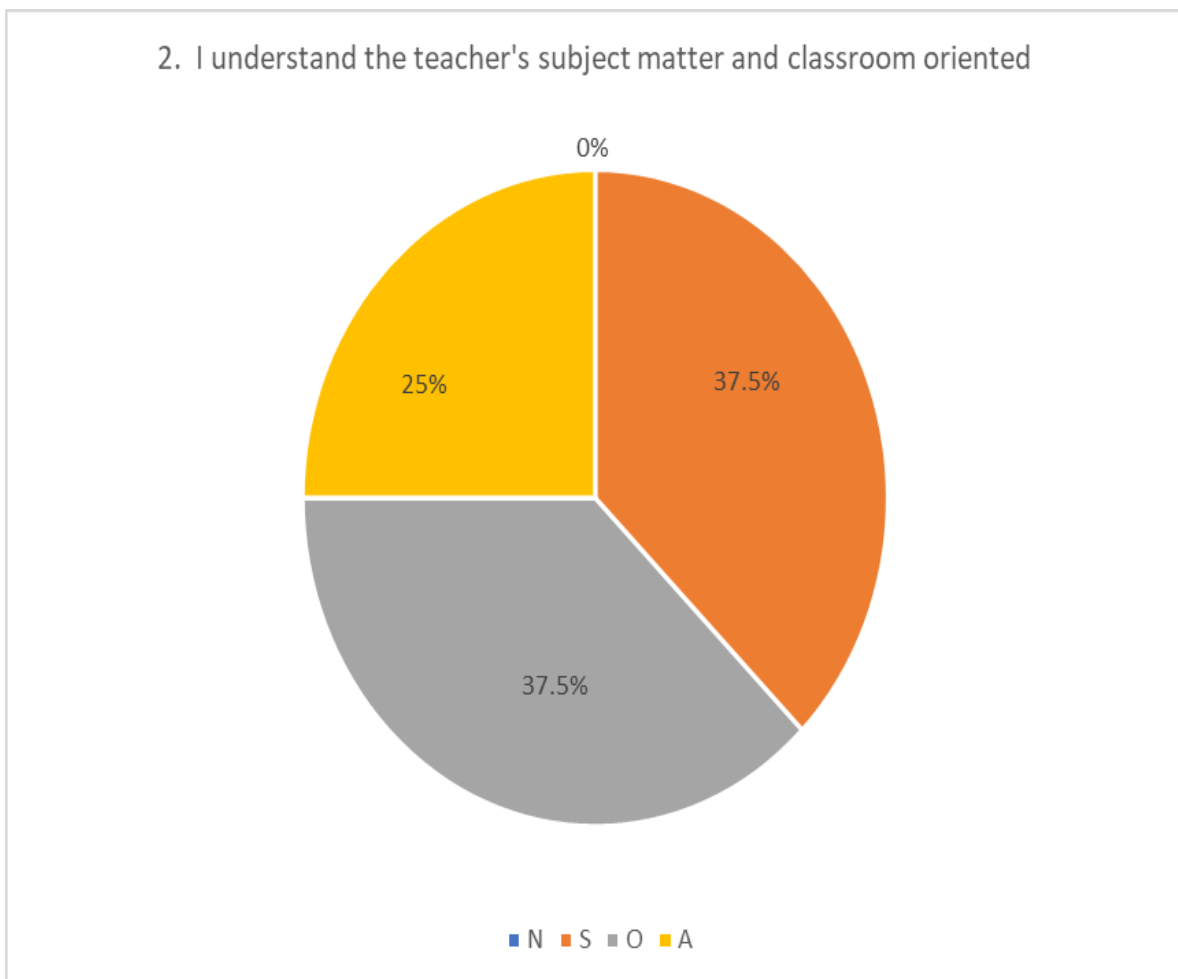
10.5.2 Survey

The survey applied to the students, consists of 12 simple statements where they marked one of the options given with an "x" according to the value they considered correct. The values given in the survey were the following: 1: Never, 2: Sometimes, 3: Frequently, 4: Always.

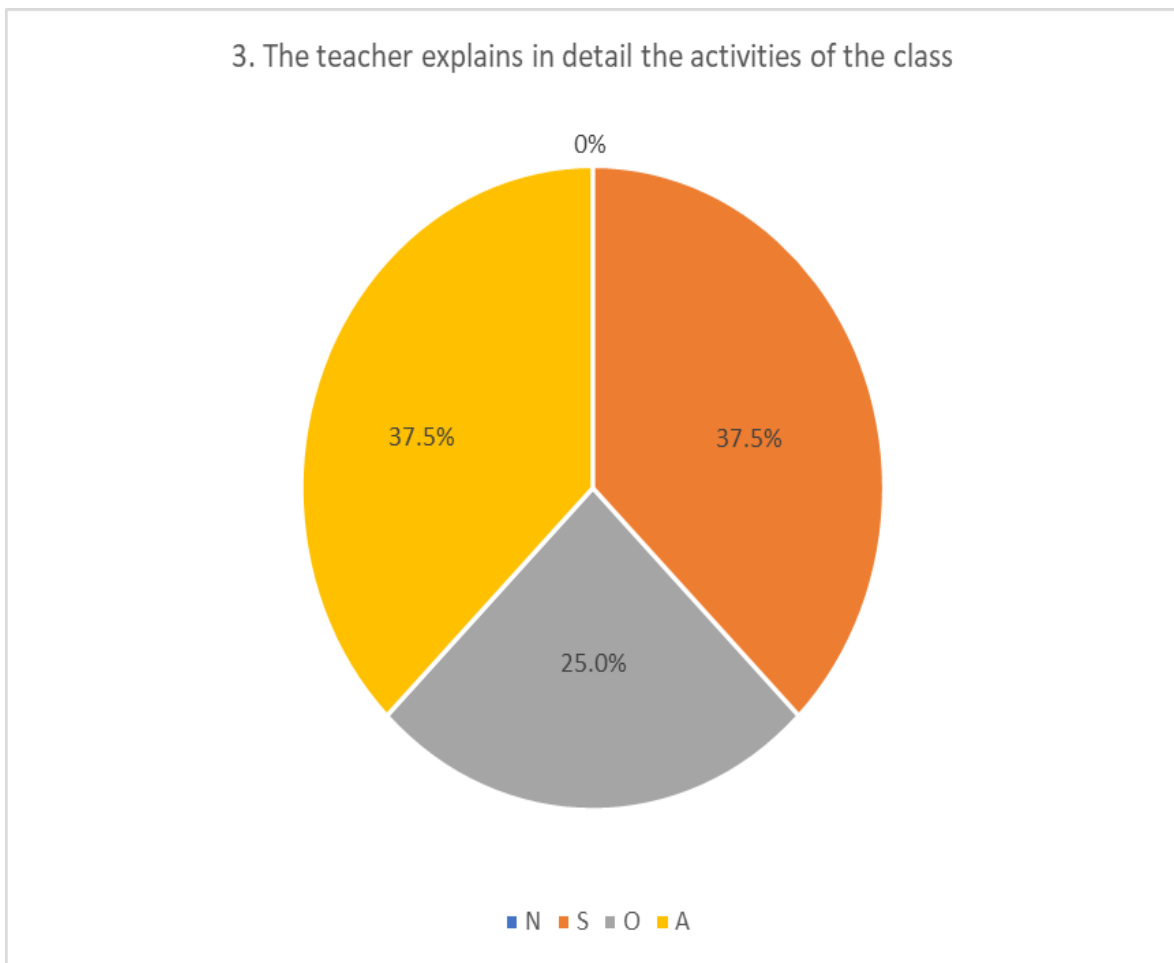
The survey was applied to eight students in the group. In the first statement, I understand the Objectives or purpose of the Lesson, students expressed the following: In the first scale, none student indicated that they never understood the objectives of the lesson. In the next box, four of them indicated that they understood the objectives of the lesson, sometimes corresponding to 50% of the sampling. In the third box three of the participants indicated that they often understood the objectives, representing 37.5%, and one of them indicated that they always understood.



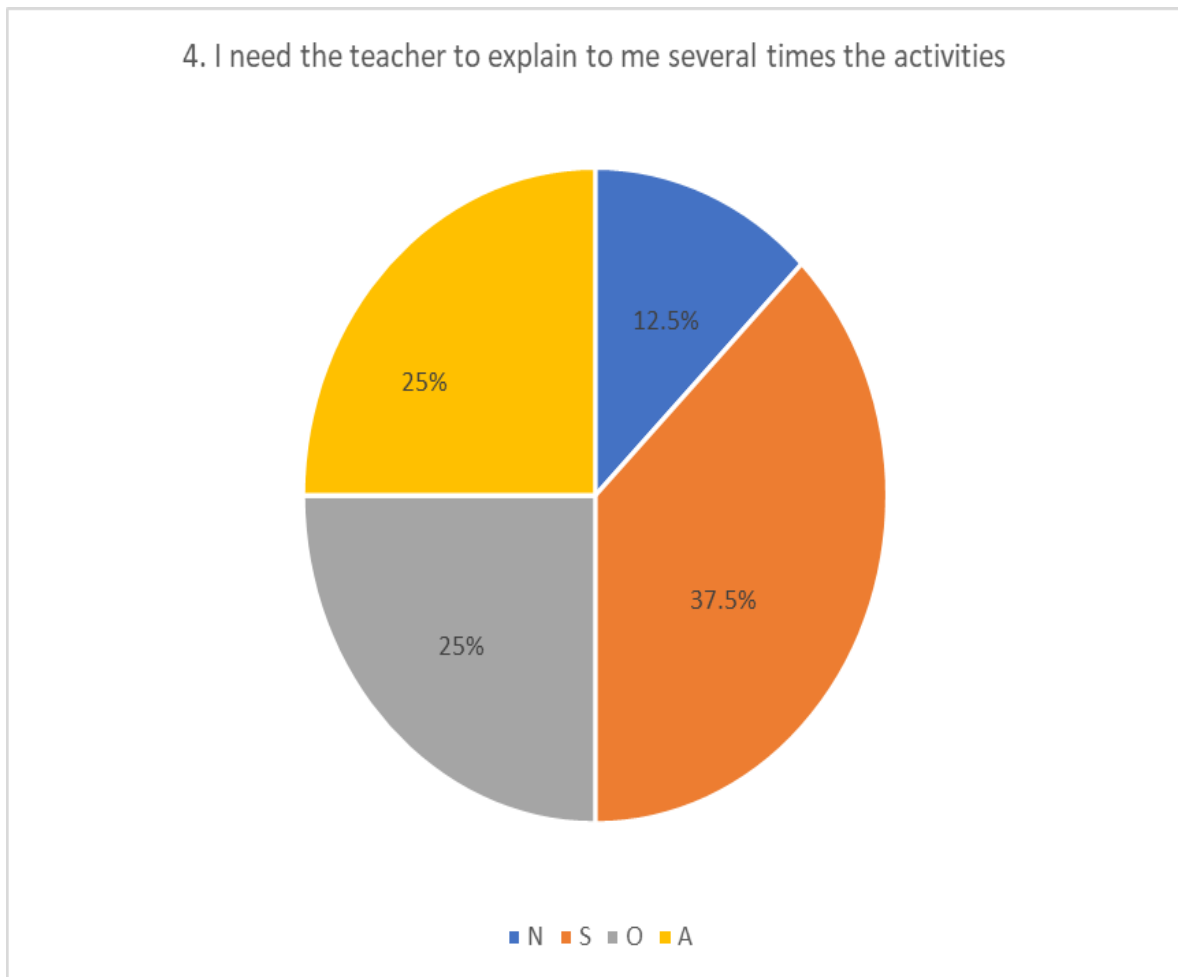
In the second statement, I understand the theme taught by the teacher and the activities oriented in the class, the students pointed out the following: In the first scale, any student indicated that they never understood the topic or activities. In the next box, three of them indicated that they understood the teacher's topic and activities, sometimes corresponding to 37.5% of the sample. In the third box three of the participants indicated that they understood the teacher's topic and activities, often representing another 37.5%, and two of them indicated that they always understood the topic and activities, representing 25% of the sample.



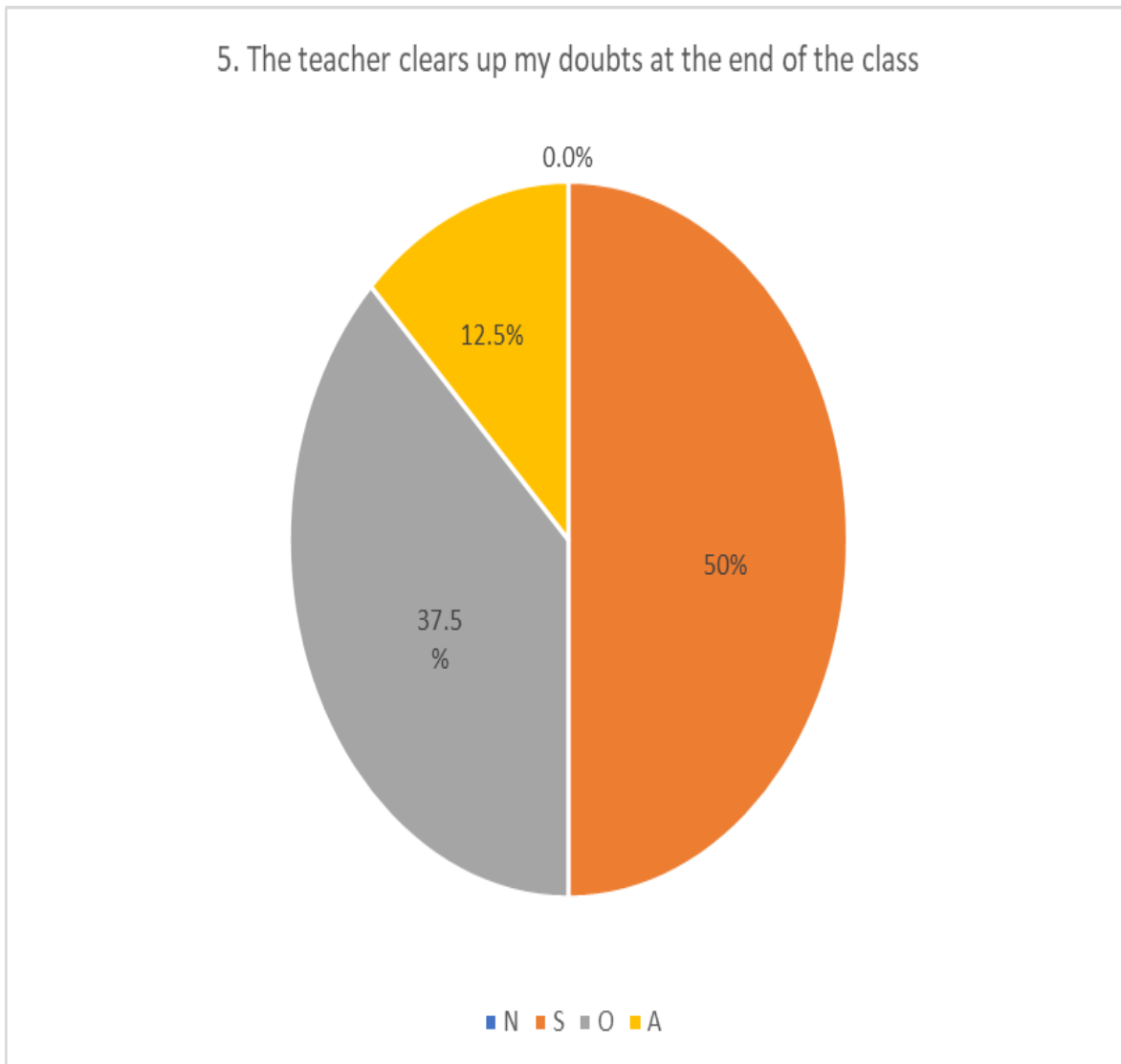
In the third statement, the teacher explains in detail the activities of the class, the students pointed out the following: In the first scale, none of the students indicated that the teacher never explained the lesson activities in detail. In the following box, three of them indicated that the teacher sometimes, explained the activities to be carried out in detail, corresponding to 37.5% of the sampling. In the third box, three of the participants indicated that the teacher often explained the lesson activities, representing another 37.5%, and two of them indicated that the teacher always explained the activities, representing 25% of the sampling.



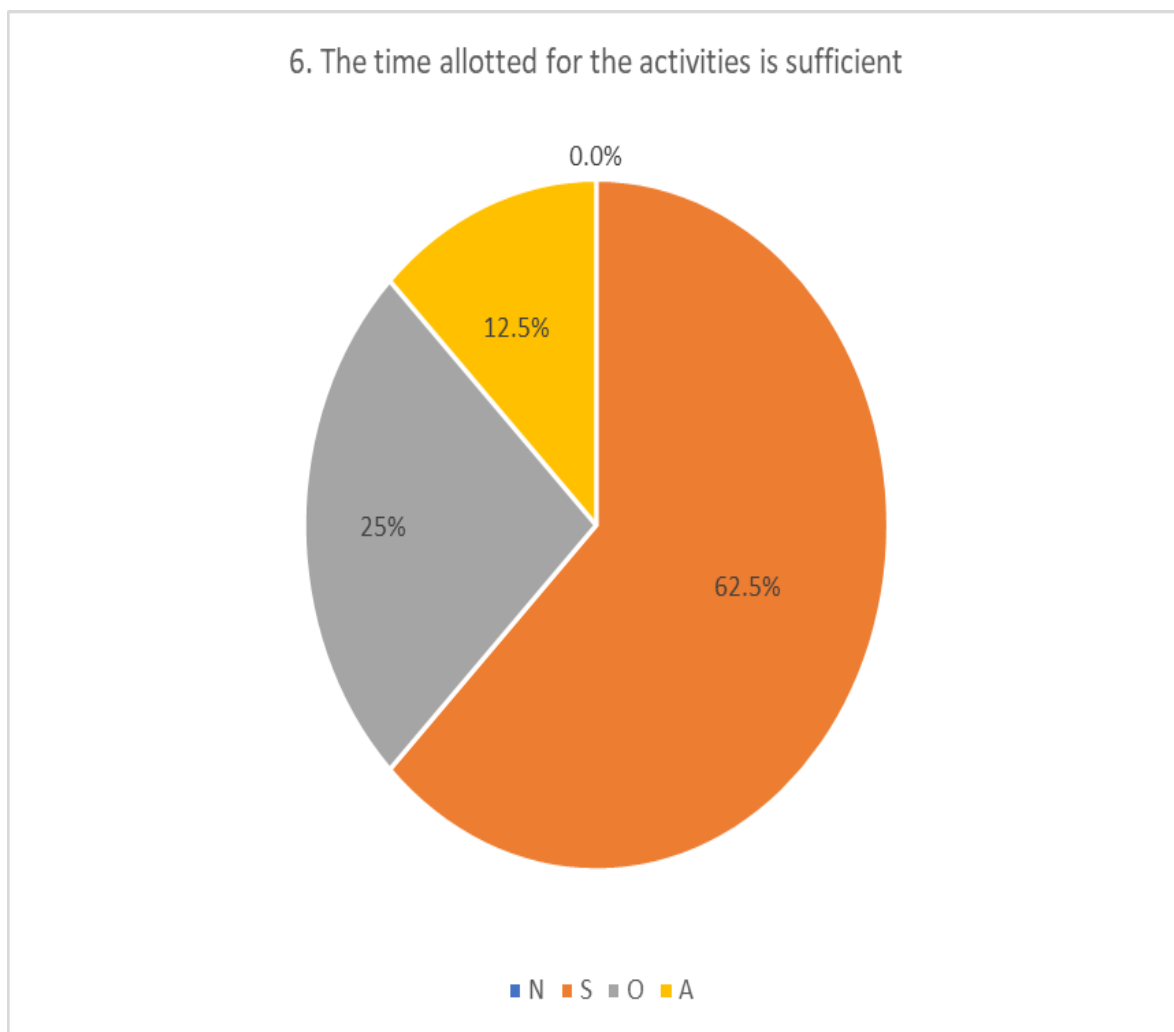
In the fourth statement, I need the teacher to explain to me several times the activities, the students pointed out the following: In the first scale, one student indicated that he never needs the teacher to explain several times, this represents 12.5%. In the next box, three of them indicated that sometimes need the teacher to explain several times, corresponding to 37.5% of the sampling. In the third box, two of the participants, indicated that often need the teacher to explain several times, representing 25%. Finally, two of them indicated that always need the teacher to explain several times.



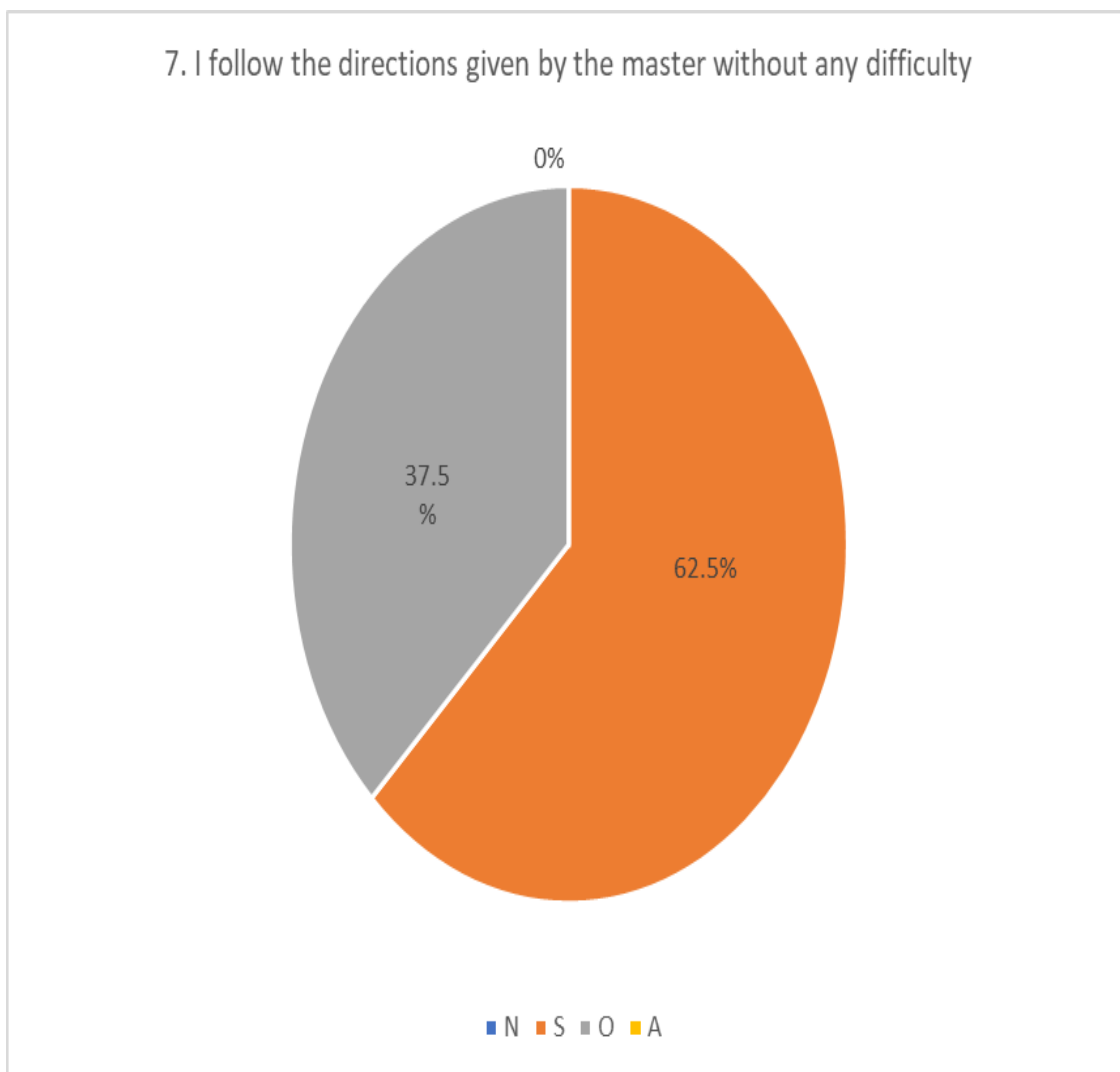
In the fifth statement, the teacher clarified my doubts at the end of the class, the students pointed out the following: In the first scale, none of the students indicated that the teacher never clarified doubts at the end of the class. In the next box, four of them indicated that the teacher sometimes clarified doubts, corresponding to 50% of the sample. In the third box, three of the participants indicated that the teacher frequently clarified doubts at the end of the class, representing another 37.5%, and one of them indicated that the teacher always clarifies doubts, representing 12.5% of the sample.



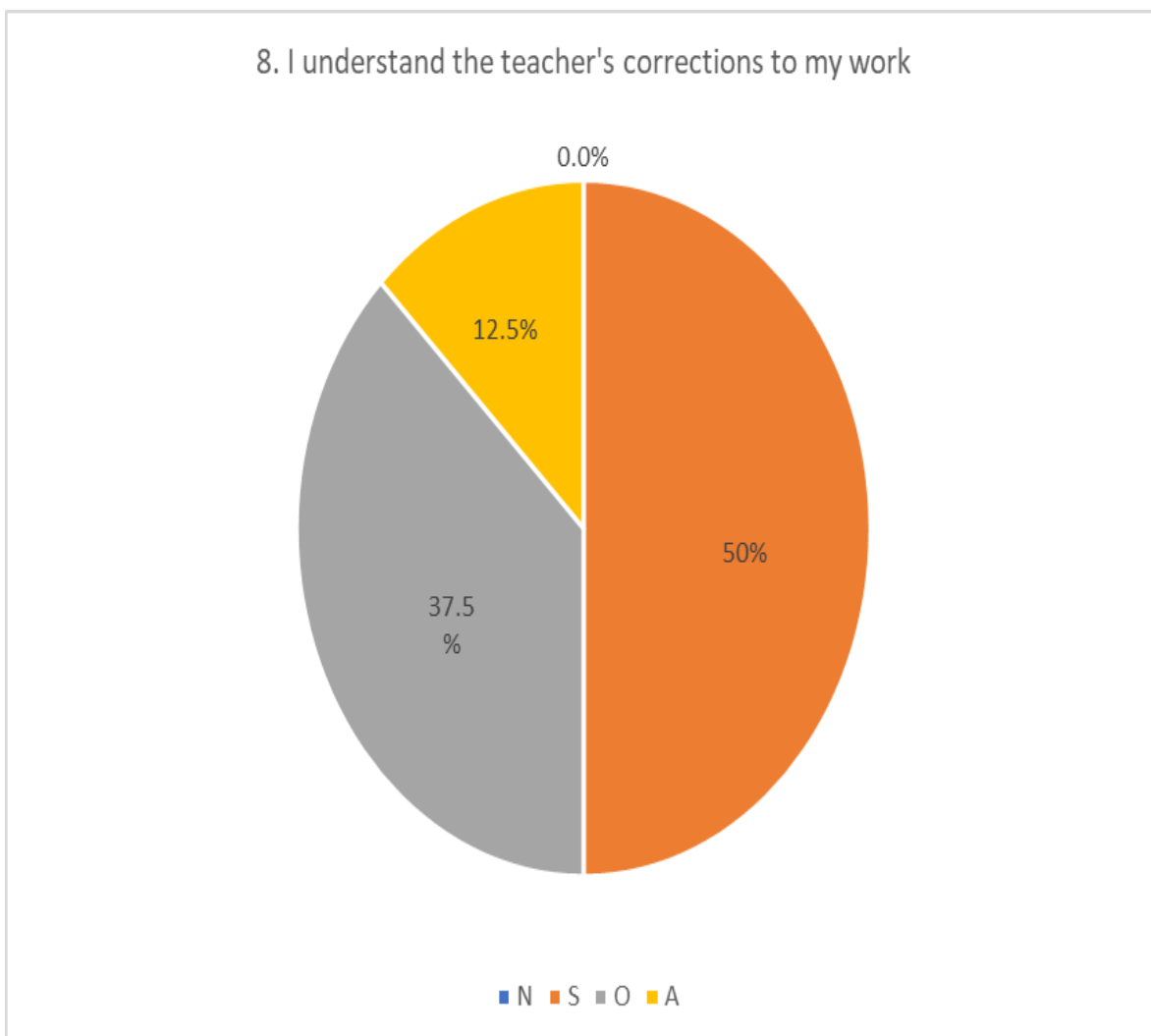
In the sixth statement, the time assigned for the activities is sufficient, the students noted the following: In the first scale, none of the students indicated that the time assigned to carry out the activities was never enough. In the next box, five of them indicated that the time assigned to carry out the activities was sometimes enough, representing 62.5% of the sampling, two of the participants indicated that Frequently the time assigned to carry out the activities is enough, representing 25%, and one of them indicated that the time assigned to carry out the activities is Always enough, representing 12.5% of the sampling.



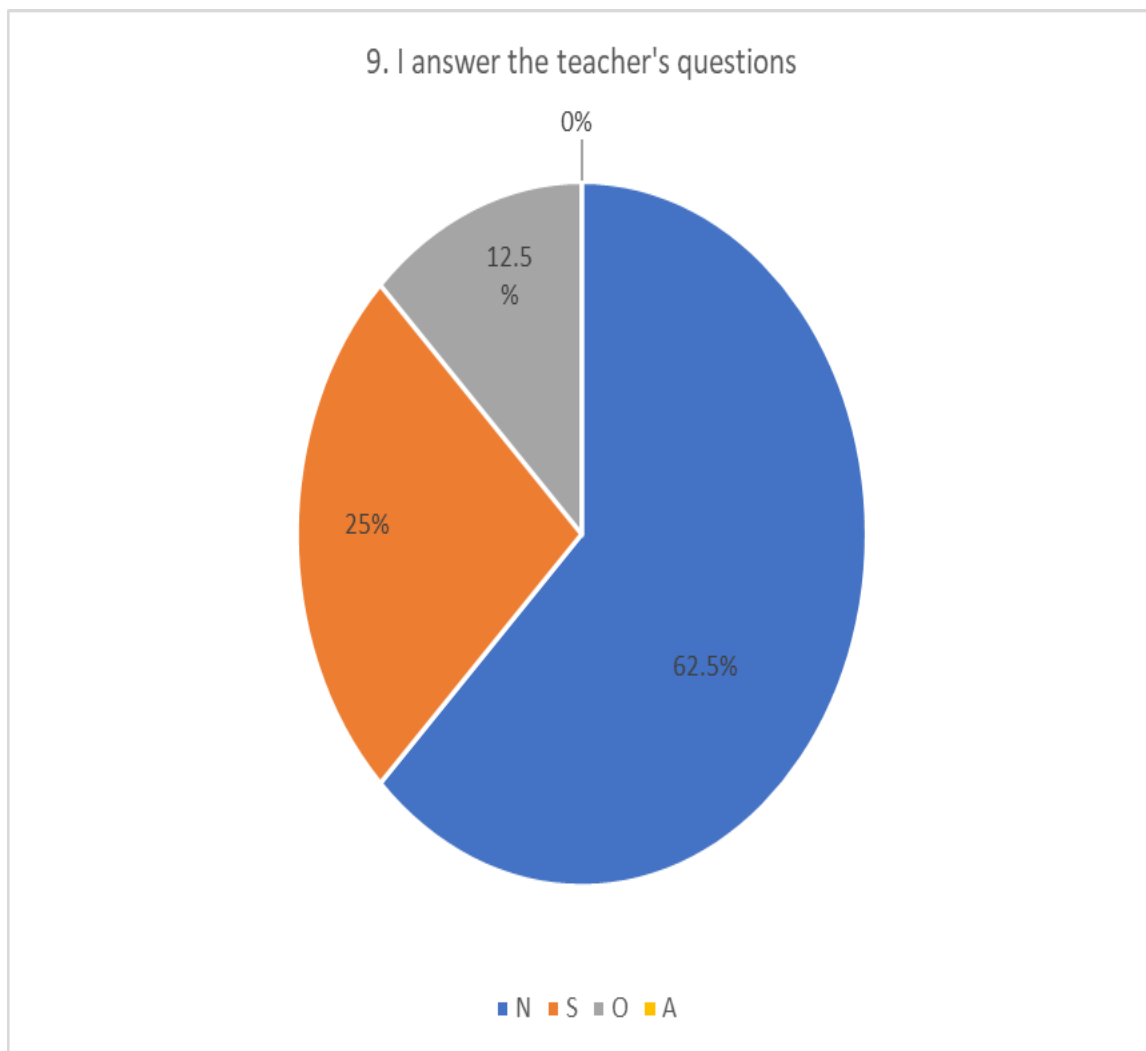
In the seventh statement, I follow the directions given the teacher: In the first scale, none of the students indicated that they never follow the instructions given by the teacher. In the next box, five of them indicated sometimes follow the instructions given by the teacher, representing of the sampling 62.5%. In the box three, three of the participants indicated that often follow the instructions given by the teacher, representing % 37.5 of the sampling. Finally, no one indicates that always follow the instructions given by the teacher.



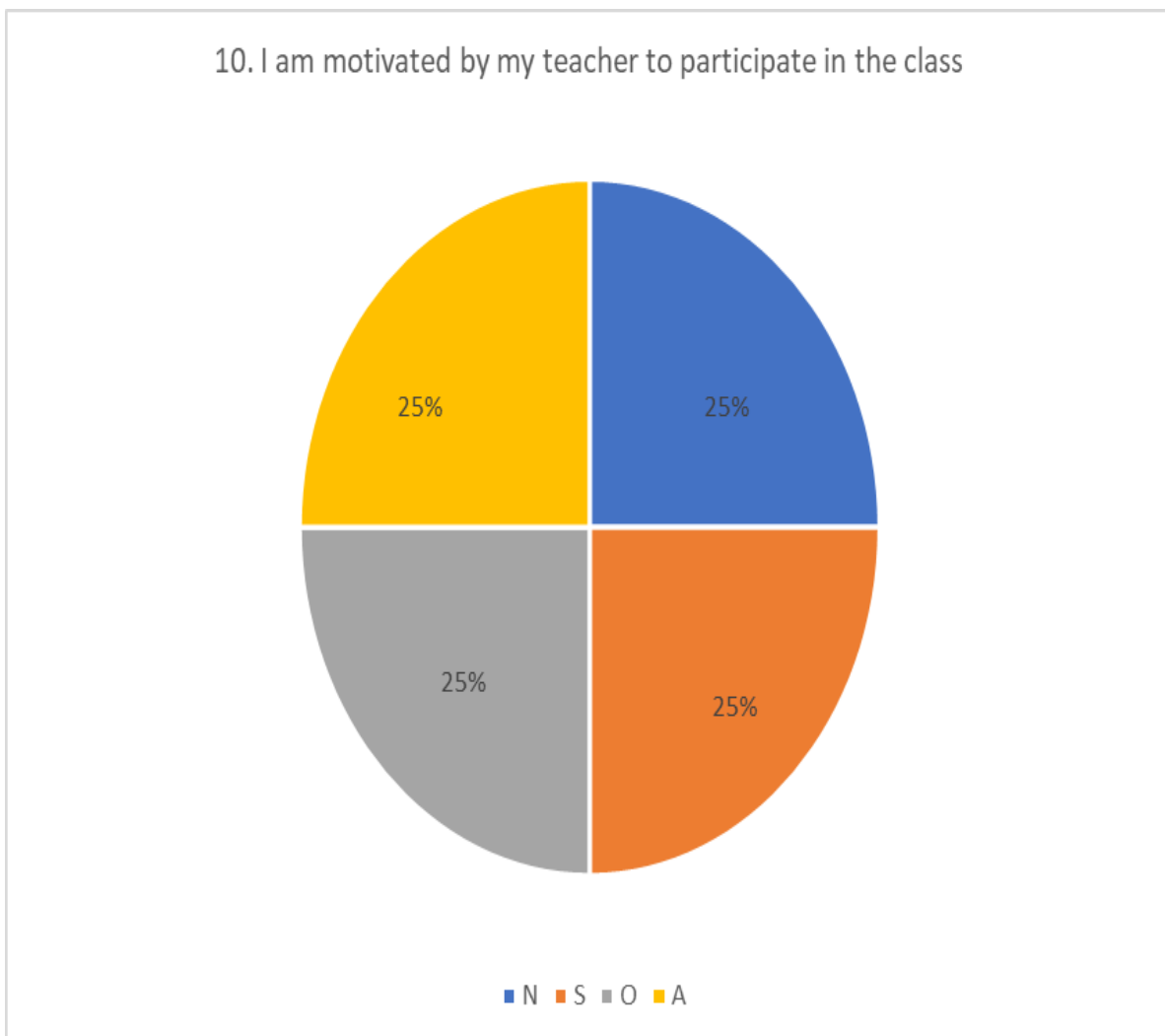
In the eighth statement, I understand the teacher's corrections to my work, the students noted the following in the first scale, no students indicated that they never understood the corrections that the teacher made to their work. In the next box, four of them indicated that they sometimes understood the corrections that the teacher made to their work, representing 50% of the sample, three of the participants indicated that they often understood the corrections that the teacher made to their work, representing 37.5%, and one of them indicated that they always understood the corrections that the teacher made to their work, representing 12.5% of the sample.



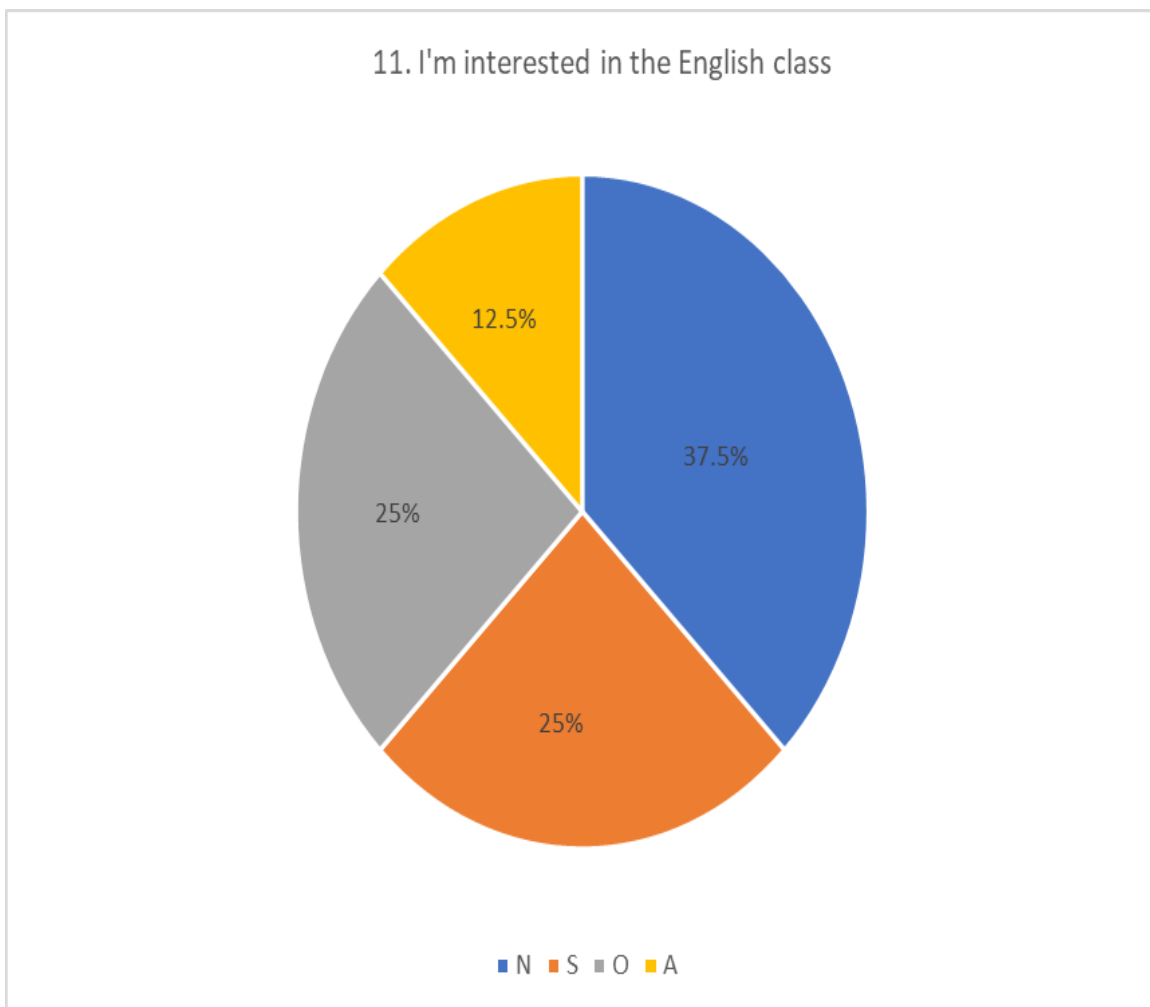
In the ninth statement, I answer the teacher's questions, the students pointed out the following: In the first scale, five students indicated that they never answer the teacher's questions, resulting in 62.5%. In the next box, two of them indicated that they sometimes answer the teacher's questions, corresponding to 25% of the sample, in the third box none of the participants indicated that often answer the teacher's questions. In the last box one of them indicated that they often answer the teacher's questions, representing 12.5% of the sample and in the last scale none of them indicated that they Always answer the teacher's questions.



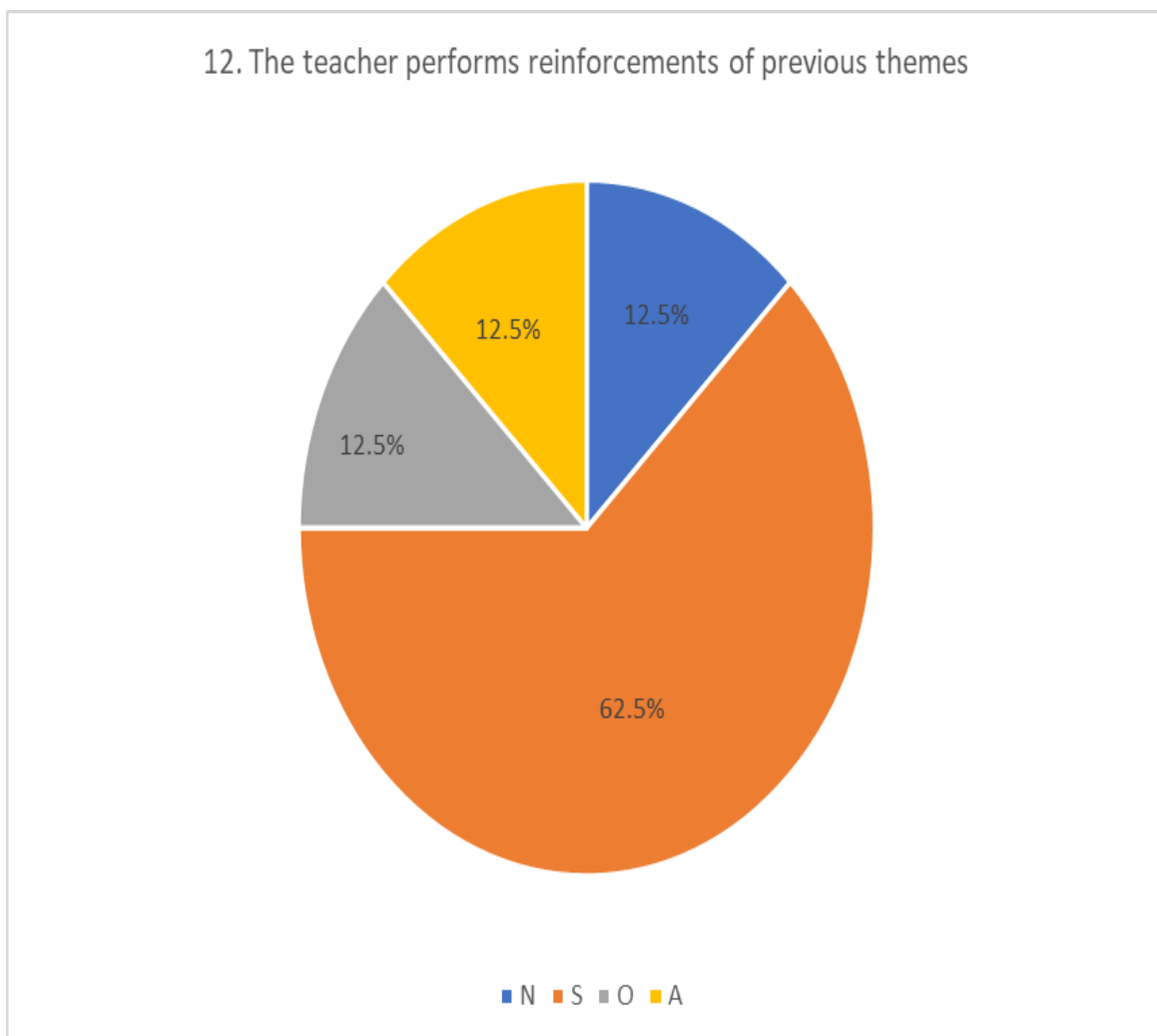
In the tenth statement, I feel motivated by my teacher to participate in the class, students expressed the following: In the first scale two of them indicated that the teacher never motivates them to participate in the English class, corresponding to 25%. In the next box, two of them indicated that sometimes they feel motivated to participate in the English class, representing another 25% of the sampling, two of the participants expressed that often the teacher motivates them to participate in the English class, they represent another 25%, and the last two indicated that the teacher Always motivates them to participate in the English class, representing 25% of the sampling.



In the eleventh statement, I am interested in the English class, the students noted the following: on the first scale, three of the students indicated they had never felt interested in the English class, 37.5%. In the next box, two of them indicated that they have sometimes felt interested in the English class, representing 25% of the sampling. Two of the participants indicated that they have often felt interested in the English class, representing another 25%, and one of them indicated that they have Always felt interested in the English class, representing 12.5% of the sampling.



In the twelfth statement, the teacher performs reinforcements of previous subjects, the students pointed out the following: in the first scale, one of them indicated that the teacher never performs reinforcements of previous subjects, corresponding to 12.5%. In the next box, five of them indicated that sometimes the teacher does reinforcement of previous themes, representing 62.5% of the sampling. One of the participants expressed that often the teacher does reinforcement of previous themes, representing another 12.5%. In the last scale one of them indicated that the teacher always does reinforcement of previous themes representing a last 12.5% of the sample.



10.5.3 Interview

The interview made to the teacher contains 12 questions, with the purpose of knowing about her years of experience and knowledge about the Lesson Planning.

The teacher was asked how many years she had worked as a teacher. In this question, she expressed to have more than a decade of experience. In the second question she expressed to have had difficulties at the time of developing her class plan. This happen specially during her first years in the job since the activities were not always developed according to how she had planned it.

In the third question, she was asked how she would define the process of Lesson Planning. Her answer showed that she had mastered the process and was aware that it was an indispensable tool for the teacher. In the fourth question she expressed that this process should be carried out carefully and that it should always be taken into account what is want that, students learn.

In the fifth question, she was asked about what elements should be taken into account when developing a lesson plan. The teacher replied that firstly, should be taken into account the indicators of achievement and objectives. In addition, the possible activities to be carried out with the students. Also, the learning strategies that will be used, and finally the evaluation instruments.

In the sixth question, the teacher expresses that during her first years of work and sometimes her students complicate the development of their class. Especially when they are undisciplined, also with attend irregularly and avoid participating in class. All this, difficult the teaching-learning process difficult since it

does not actually take place. In addition, she reinforces her answer in the seventh question, when she expresses that the development of her class has been affected by the student's negativity, especially if they do not understand the subject.

11 Conclusions

The research carried out at the Rigoberto López Pérez Educational Center shows some difficulties in the teaching-learning process of English, in 9th grade students. It shows that the difficulties encountered are related to the objectives and indicators of achievement, the pace of the class and the assessment of the student.

Taking into account the previous, it can be concluded that a clear and concise explanation to students about the Objectives and Indicators of Achievement of the class will benefit the teaching-learning process. Furthermore, it will improve the students' concentration during the class, since they will know what they have to do and achieve. On the other hand, the less clear the explanation of the objectives to the students, the less understanding and interest they will have towards the class, directly influencing the development of the teaching-learning process.

As regards the pace of the class, the activities to be carried out with the students must be carefully thought out and organized. Activities that include chair movements, walks around the section, groupings, or readings should be timed and directed by the teacher at every moment. If the time for such activities is not properly organized, the students are allowed to become uncontrolled, undisciplined and disinterested in the class. However, by being timed and directed by the teacher at all moments, time will be used to the fullest and students are kept interested in the lesson. All of these factors play a key role in the effectiveness of the lesson and student learning.

Finally, in the Student Assessment, observations showed that the effectiveness of the assessment varies according to the number of students. Since the population of a given group is not chosen by the teachers, but by the management, it can be concluded that the number of students moderately complicates this process. However, it is not impossible to provide assessments to the students, if this is combined with short activities that allow the teacher to ask the student directly if he or she understood the activity, while the student concentrates on writing the activity.

12 Recommendations

- The objectives of the Lesson should be explained at the beginning of each class. All this, with a simple and clear language, to facilitate the understanding and interest of the student in the subject.
- The indicators of achievement should be modified not only according to the level of the student, but also according to the materials and didactic resources available in the school.
- The activities for each lesson should be meditated taking into account the time of the class.
- The teacher can timeline the activities during the development of the lesson, in order to optimize the time and pace of the class.
- Assigning work to students as soon as the class starts. This will help the teacher to provide assessment without interrupting the class. This will work, as long as the students are focused on copying the assigned work in the whiteboard.

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Attachment

Daily Lesson Plan

I. General Data:

School's Name: _____ Teacher's

Name: _____ Discipline:

_____ Grade _____ Date: _____

**Achievement
Indicator:**

Initiation Activities

Development Activities

Culmination Activities

Evaluation Activities

Outline Model, 2009 - 2020

Discipline	Grade	No. Competence of Grade Transversal Axes	Achievements Indicators	Contents	Activities	Evaluation

Multi grade Model, 2009

English's Lesson Plan

School:

Teacher:

Date:

Week:

Grade:

Group:

Shift:

O	Co	Pro	Att	Achi	S	T
bjective	nceptual	cedural	itudinal	evement	upport	ime

McMillan Model, 2018

Teacher's Survey

Name: _____ Date: _____

How long have you been working as a teacher?

During your first years as a teacher, did you have any difficulties in developing lesson plans?

How would you define the lesson planning process?

Do you feel that the lesson planning process should be done carefully? Why?

In your opinion, what elements should be taken into account when making a lesson plan?

Have your students ever made it difficult to execute the lesson plan?

How has your lesson plan been affected or disrupted?

Do you think that the indiscipline of some of your students is due to their lack of understanding of the subject?

Do you think that the achievement indicators assigned in the Curriculum Manual are too demanding for the level of some students?

How often do you adapt the achievement indicators to match the students' abilities?

How often do you assess the student, answer their questions and provide clarification on the subject?

How do you check that the students have assimilated the subject and reached the achievement indicator?

RIGOBERTO LOPEZ PEREZ HIGHSCHOOL

Observation Guide

Teacher's name: _____

Name of Observer: _____

Grade: _____ Date: _____

Unit: _____ Subject: _____

Opening

No.	Statements	Yes	No
1	The teacher reviews the previous topic		
2	Teacher links previous lesson to current lesson		
3	The teacher gives an introduction to the subject		
4	The teacher writes down the lesson objectives		
5	The teacher writes the Lesson's Achievement Indicators		
6	The teacher explains the objectives of the lesson		
7	The teacher explains the lesson's Achievement Indicators		

Develop

No.	Statements	Yes	No
1	The teacher clearly explains the activities to be carried out		
2	The teacher shows mastery of the content		
3	The teacher uses didactic strategies for the development of the content		
4	The teacher uses resources or didactic means for the development of the content		

5	The teacher gives enough time to move from one activity to another		
6	The teacher clarifies or answers the students' questions		
7	The teacher motivates the active participation of the students		

Closure

No.	Statements	Yes	No
1	Teacher provides feedback to students		
2	Teacher checks students' understanding by asking students questions about the class		
3	Teacher assigns homework to students		

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Observation Guide (students)

Teacher's name: _____

Name of Observer: _____

Grade: _____ Date: _____

Unit: _____ Subject: _____

Opening

No.	Statements	Yes	No
1	Students understand the review		
2	Students participate actively in the review of the previous class		
3	Students understand the objectives of the Lesson		
4	Students understand the Lesson's Achievement Indicators		
5	Students show interest in the class		
6	Students actively participate in the class		

Develop

No.	Statements	Yes	No
1	Students understand the purpose of the activities		
2	Students request support for the activities from the teacher		
3	Students ask the teacher questions about the topic		
4	Students manage to carry out the activities in the assigned time		
5	Students show difficulties in carrying out the activities		

Closure

No.	Statements	Yes	No
1	Students understood the theme		

2	The students answered the questions the teacher asked them about the class		
3	The students were able to achieve the indicators of achievement		
4	The Students internalized the lesson		



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Licenciatura en Inglés

Datos generales

Escuela _____ **Maestro** _____

Grado _____ **Sección** _____ **Turno** _____ **Fecha** _____

Género: F ___ M ___ **Edad** _____

Instrucciones: Marque la opción con una "x" de acuerdo al valor que usted considere correcto. Los valores son 1: *Nunca*, 2: *A veces*, 3: *Frecuentemente*, 4: *Siempre*. Le recordamos que este estudio es confidencial. La información recogida no será divulgada, pero si analizada con fines investigativos.

No.	Enunciado	1	2	3	4
1	Comprendo los Objetivos o el propósito de la Lección				
2	Comprendo el tema impartido por el maestro y las actividades orientadas en la clase				
3	El maestro explica detalladamente las actividades de la clase				
4	Necesito que me expliquen varias veces las actividades				
5	El maestro aclara mis dudas al finalizar la clase				
6	El tiempo asignado para realizar las actividades es suficiente				
7	Sigo las orientaciones dadas por el maestro sin ninguna dificultad				

8	Entiendo las correcciones del maestro a mi trabajo				
9	Respondo a las preguntas del maestro				
10	Me siento motivado por mi maestro a participar en la clase				
11	Me siento interesado en la clase de Ingles				
12	El maestro realiza reforzamientos de temas anteriores				



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Faculty of Education and Languages
Major in English

General information

School _____ Teacher _____
 Grade _____ Section _____ Turn _____ Date _____
 Gender: F _____ M _____ Age _____

Instructions: Mark the option with an "x" according to the value you consider correct. The values are 1: Never, 2: Sometimes, 3: Often, 4: Always. We remind you that this study is confidential. The information collected will not be disclosed, but will be analyzed for research purposes.

No.	Statement	1	2	3	4
1	I understand the Objectives or purpose of the Lesson activities				
2	I understand the teacher's subject matter and classroom oriented				
3	The teacher explains in detail the activities of the class				
4	I need you to explain to me several times the activities				
5	The teacher clears up my doubts at the end of the class				
6	The time allotted for the activities is sufficient				
7	I follow the directions given by the master without any difficulty				
8	I understand the teacher's corrections to my work				

9	I answer the teacher's questions				
10	I am motivated by my teacher to participate in the class				
11	I'm interested in the English class				
12	The teacher performs reinforcements of previous themes				



