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**Rubén Darío Campus Education and Languages Faculty  
English Department**

**Graduation Seminar**

**Topic:**

**The effects of lesson plan on teaching- learning**

*Advisor: Mscs. Estela HernándezCajina*

**In Fulfillment of Course Requirements for an English Degree**

**Authors:**

- *Jessica Medrano Hernández*
- *Ronald Josué Orozco López*

*“A la libertad por la universidad”*

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## ***Dedication***

*This project has been a long path we could not have been able to fulfill without the help of God and the people that surround us. For that reason, we dedicate this achievement to our parents, and sisters who were our inspiration to never give up. We appreciate their economic support and advice that encouraged us to give our best. Secondly, we thank our professors for their dedication and support. Thirdly, we thank our classmates who eye witnessed our effort to accomplish this new goal in our life.*

## Abstract

Much of the academic work in English teaching, especially for secondary school teachers, deals with educational policies in general. An effort has been made to provide trainings on how to improve practices in the classroom and for that, monthly meetings have been organized to discuss issues regarding the current situation in the country. English teachers are trained in Spanish about general aspects in education, but not about relevant issues in English that could help teachers improve. An important issue in ELT is lesson planning, for example, planning is as a reflection of the present that has turned it into reflection of the future, lesson planning is a substantive element of teaching practice to enhance student learning towards the development of competencies.

**KEYWORDS:** Planning effects, learning and teaching process influence of teaching, secondary education, learning outcomes.

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## RESEARCH SCOPE

### 1. Introduction

The present research was carried out in fulfillment of course requirements for a bachelor's degree in English. The aim of the research was to explore the effects of lesson planning in the teaching and learning process of English in tenth grade students. This paper presents useful theory that explains how lesson planning allows teachers to design effective English lessons that contribute to the achievement of the learning outcomes, in tenth grade students, at Miguel de Cervantes Public Institute in Managua, second semester 2020.

Lesson planning is the initial step in the teaching- learning process in which the teachers avoid needless repetition, organize different activities, anticipate possible problems, prepare and decide methods and materials that would be employed in the interaction with their students in order to achieve an effective teaching- learning. For this reason, lesson planning is the heart of teaching – learning process (Conrado and Chavez, 2017, p5). In regards to lesson planning there is a format to plan which provides teachers with a set of guidelines to conduct the lessons. Yet, this does not respond to the real needs of the students and the context in which we live. The idea that we can compete and are at the same level of regional neighboring countries or beyond them is not true, because that means more effort, investment.

This study brought to light the effectiveness of English lesson planning in the teaching of EFL, in the case of Nicaraguan context. Some EFL secondary school teachers see the planning process as a boring and unnecessary activity because they consider that what is set and planned in a lesson plan does not work in the real context. However, we are truly convinced that planning before teaching is quite necessary, because it causes a positive effect in students as motivation and makes the teaching-learning encounter valuable and productive.

This research will present the contribution of lesson planning in the learning process of secondary school students. It is important to mention that through this research we were able

to observe that the planning process helped EFL teachers to select and organize students to enhance their learning experience. There is not hard to see, that we have the notion that effective planning gives direction to teaching.



## **1.1 Objectives**

### **General Objective**

Explore the effects of lesson planning on students learning and teaching process.

### **Specific objectives**

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- 1- Identify the positive effects of planning on the learning process of students.
- 2- Determine how lesson planning influences the teaching process.
- 3- Recognize how lesson planning contributes to the achievement of the learning outcomes.

## **1.2. Problem statement**

In Nicaragua, the education system has in its curriculum the subject of English. However, English Language Teaching in high schools faces more challenges than before. One of the factors that limit the good acquisition of this language is that actual planning is deficient as it does not lead to successful learning. The evidence from the literature about the problem shows that multiple planning, which means the realization of different types of lesson plans that aim to respond to the needs of a specific group of students with different skills. Also, forecasting behavioral problems in the lesson plan helps teachers avoid indiscipline in the classroom. Yet, there is a need for research on assessment at the end of the lesson. The aim of this work is to provide feedback that guides instruction. As a result, this study will benefit from the director and stakeholders' levels to individual teachers and students in the implementation of a plan that effectively meets the learning outcomes.

## **1.3. Research Questions**

- 1- What are the benefits of planning in teaching?
  
- 2- How does planning influence the learning process?
  
- 3- How lesson planning contributes to the achievement of student's learning outcomes?

## **1.4. Rationale**

This research was carried out to explore the effects of lesson planning on 10th grade students. The present research was made at the Instituto Miguel de Cervantes in Managua, during the second semester 2020. The decision of conducting this research is to bring to light the effectiveness of English lesson planning in the teaching of EFL.

The information of this research was collected through the use of an observation guide, a survey to the students and an interview to the teacher. The objective was to obtain the relevant and sufficient information to make the conclusions and results of the investigation. Moreover, this research work was made owing to in Nicaragua context of education there is poor emphasis in the planning process of EFL, situation which needs a change. Nicaraguan education has to pay more attention in the teachers training to design effective English lesson plans that contribute to the achievement of the learning outcomes

## **1.5 Research Background**

Regarding the issue of lesson planning as an important part of ELT different studies have been done. For example, a quantitative study in Afghanistan carried out by Behzad (2013) which was mainly focused on exploring the use of lesson plans in Afghan primary schools, showed that the majority of the teachers take into account the motivations of the students and the activities as important part of the lesson plan.

Another study conducted by Courey (2012) that was mainly focused on the teaching lesson planning the following was found: multiple variety of lesson plans structure with different options of representation, instruction, action, expression and engagement contributed to an increase in score and treatment of individual needs.

In addition, Hanane (2016), in her study on lesson plan and its effects on student's behavior it shows that the lesson plan notoriously influences student's behavior or vice versa. In other words, aspects such as classroom management and student's behavior are included in the lesson plan, then learners can follow their teacher's lesson plans and therefore a well-managed lesson will be created.

The stages of the lesson, elements, characteristic, and functions of planning, are important, but also multiple planning is a way to address students with different skills and needs, forecasting the behavioral problems in the lesson plan helps teachers avoid indiscipline in the classroom. Besides that, activities that are engaging, challenging and allow for collaboration should be included in the plan.

## **1.6. Justification**

The correct implementation of a lesson plan contributes not only to teachers, but to student's learning. It is well known that a good lesson plan has to be practical and useful; it means that it requires procedures to be followed, materials, independent practice and evaluation to engage students. However, English Language Teaching in high schools faces more challenges than before, one of the factors that limit the good acquisition of this language is that the implemented plan is deficient as it does not lead to successful learning as this has become an administrative requirement where nothing happens, and the main aim that is learning outcomes is forgotten.

For this study, another perspective of assessment is given, assessment as a vital and final stage in the lesson. The demonstration of learning does not happen in the classroom. Therefore, this study will benefit stakeholders, teachers, students to achieve the expected results in learning through the implementation of a plan that meets the needs of the students.

## II. THEORETICAL FRAMEWORK

In this section, we will briefly discuss the relationship between the effects of lesson planning on students teaching and learning process and how lesson planning influences the teaching process. After that, how it contributes to the achievement of learning outcomes relevant and updated theory was found. First, we talked in general about what a lesson plan is. This means that the teaching learning process is “it is the arrangement of environment within which the students can interact and study how to learn”. Something new that can help them to get into the society. Here the lesson plan improvement plays a great role. But also, it is important to mention that not only lesson plan must be good. Teachers must be good when they apply it in their lessons. Second, the elements of planning must be considered to anticipate eventualities and prepare for contingencies.

### 2.1 Definition of lesson plan

It is a coherent and scientific process that it is applied to a conjunct of technics, methods and knowledges. Which main goal is to reach a pre-stablished objective in a short, medium or long term" (Martinez and Gómez January 23rd, 2015). For that reason, it facilitates the teaching-learning process in the classroom.

Also, as Conrado and Chavez (2017) says “a lesson plan is like a road map which describe where the teachers hopeto go in the lesson, presumably taking the students along” (p. 4). For that reason, teachers should keep planning for every lesson and avoid improvising classes because, an improvised class can make teachers do not teach anything correct and cause confusion in students learning process.

In addition, a lesson plan of English helps teachers to improve their classes and keep the sequences of the last class. Lesson plan works as a manual or map that orient how to achieve or do something. It is important to mention that if the teacher does not handle a topic, he should write it in his or her lesson plan

Moreover, lesson plan is the basic component that the teacher should focus on to describe the lesson because Savage (2014), mentioned that lesson plan is a written document which should be the key of results of teaching and will result in your teaching and your students learning something. Furthermore, the author explored that experienced and novice teachers must

prepare and plan their lessons before they go to school because it is important and it enables them to avoid many problems. Although, planning a lesson is an important thing that the teachers should prepare it appropriately before they go to their classes according to Woodward (2001) planning helps to know how to interact with your students in easy way. Besides that, Neeraja (2003) stated that lesson plan is the primary technique in teaching, where teacher's ability and knowledge occur in the classroom. And according to Lakshmi and Bhaskara (2016) lesson planning is the teacher's role in the class to represent his or her experience effectively. Some teachers may ask themselves why they must make lesson plan before they go to school.

In addition, Lesson planning is a systematic development of instructional requirements, arrangements, conditions, and materials and activities, as well as testing and evaluation of teaching and learning. It involves teachers' purposeful efforts in analyzing the learning needs and developing a coherent system of activities that facilitates the evolution of students' cognitive structures (Panasuk& Todd, 2005)

A lesson plan is a teacher's detailed description of the course of instruction or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the preference of the teacher, subject being covered, and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running the particular lesson, and it includes the goal(what the students are supposed to learn), how the goal will be reached(the method, procedure) and a way of measuring how well the goal was reached (test, worksheets, homework etc).

Daily lesson plan is a written account of what a teacher would like to have happen during a certain lesson or class period. It should contain the concept or objective, the time block, the procedure and the instructional materials needed. Daily lesson plans are submitted usually via email either to dean of academics, who is usually an assistant or vice principal or to the department heads at the end of each week for the following week. The first-year teacher must realize that as a general rule, it will be necessary to plan in considerably more detail than the teacher with more experience and training (Cicek, 2013).

## 2.2 Characteristics of lesson plans

A lesson plan has different characteristics, and these characteristics bring us a brief description or knowledge of how a lesson plan must be. The following list was brought by MINED (Ministerio de educación) (2009), these are some characteristics that they consider every lesson plan has.

1. **Flexible:** "It constitutes a work guide, which should allow adjustments to improve the teaching-learning processes". It has to be adapted to real life situations and adjusted to student's needs (Resourced a promethean blog, 2016)
2. **Permanent:** "It must be a continuous and dynamic process. There must be continuity between one plan and another". Every teacher must plan a topic per day, because students are not going to have the same needs all the time. above all, trying to apply the things learned in the last topic (Resourced a promethean blog, 2016)
3. **Accurate:** "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". for that reason, teacher must specify why is he teaching this topic? and what are students going to do with it? (Miller,2014).
4. **Relevant:** "It is necessary as a teacher work instrument. Every teacher should do it in the best possible way, use it and consult it as many times as necessary". teacher must change every lesson plan, which should not be equal to the last, if not gets bored. (Bailey & Nunan,1996)
5. **Coherent:** "There must be adequate coherence between classroom planning with curricular documents, as well as congruence between the processes and elements of the plan". although teacher is free to plan as he or she want, he or she must follow the rules, and the goal that the education system wants students reach (Davies, 2000).
6. **Relevant:** "It must respond to educational competencies, indicators of achievement, advances in science and technology, as well as the needs, aspirations, socio-cultural and natural environment of students". lesson plan must set what teachers want to achieve in a topic. (Bloom, 1956).
7. **Prospective:** Woodward, (2001) states "As a forecasting process, it allows an anticipated and projective global vision of the educational task". And obviously a general vision of the kind of evaluation that can be the most feasible to be applied.

8. **Participatory:** Sullivan (1983) says “Although it is the responsibility of the teachers, the Didactic Planning requires the interaction of other members of the Educational Community." who can provide valuable inputs on needs and interests that must be met through learning situations that the planning foresees”?
9. **Functional:** "It must be a process that guides the work of the teacher in an agile way, that help him to make decisions, feedback the process, and offer him security in his function" also to manage the time and the needs of the students. (Richards,2006)

In our context, teachers use a pattern of “nested” decision making, focusing on activities rather than objectives, and they plan based on prior successful experiences and institutional elements such as the school schedule, availability of materials, and the interests and abilities of their students (Brown, 1988). When teachers plan, they engage in mental dialogues about teaching rather than writing down their plans. They think about their lessons and envision how they could implement those plans (Clark & Peterson, 1986)

In few words the lesson plan should be practical and usable, be economical in terms of teacher time, and strengthen the educational program. Depending on the grade level and subject matter, teachers may be required to follow curriculum designated by campus or district administration.

### **2.3 Components of a lesson plan**

Once teachers know students’ needs, select the skill the students going to study, and anticipate some possible problems, teachers can begin to plan lessons. There are many teaching styles and many ways to plan lessons. According to Brown (2001), the essential elements of an effective lesson plan are: Goal, objectives, Material and Equipment, Procedure, Evaluation, Extra -class work (pp.149-151).

#### **Goals**

This section teachers determine what topic and purpose of the lesson will be and identify a general purpose or aims that they want to accomplish, based on their view of the whole curriculum and the perception of the language needs of their students.

Likewise, Harmer (2007) claim “the aims (goals) is the most important element of any plan is the part where we say what our aims are. These are the outcomes which all our teaching will try to achieve- the destinations on our map” (p. 371). That is, the aims or goals are what teachers want or hope to achieve by the end of the class.



## **Objectives**

The objectives show the direction where the teachers have to go and what they want students gain from the lesson. Brown (2001) said, “Objectives are most clearly captured in terms of stating what students will do” (p. 150). In other words, the objectives are what the students will be able to do at the end of each lesson. Besides when teachers are formulating the objectives need to avoid verbs that are vague or difficult to observe or measure, for example, learn, practice, or enjoy. Instead, teacher need to use action verbs that describe what the students will be able to do after the lesson or activity, such as identify, determine or practice. Sullivan and Higgins (1983) said:

Identify a clear instructional objective represents a critical first step in the instructional design process. The ABCD method of writing objectives is an excellent way to structure 13 instructional objectives. In this method, “A” is for audience (describe who the learners are), “B” behavior (describes what students will learn or be able to do), “C” condition (describes the circumstances under the learning will occur), “D” degree (describes the levels of mastery needed). This is a well-stated objective tell the students what they have to do, under what conditions the performance take place, by following a specified degree of acceptable performance.

## **Material and equipment**

Material and Equipment refer to things through which a content can be learned. In this sense material can be: board, realia, poster, book, tape recorder, handouts, etc. Brown (2001) said, “Good planning includes knowing what you need to take with you or to arrange to have in your classroom” (p. 151). In this case, teachers need to keep in mind that teaching materials should be aimed at achieving the objectives that will help the students reach the goals of the class. Also, teachers should be designing these materials take into account the learning styles of their students.

Brown (2001) says that Using one or no materials is so boring that learner participation is discouraged, but when the teacher uses various instructional materials daily, learners become motivated and learning increases. In general, teachers should use different materials as much as possible in order to their students gets a successful learning.

## **Procedures**

The procedures involve the activities and methods of carrying out the activities by both the teacher and the learner. Brown (2001) said that there are many variations at this point, but a general set of guidelines for planning need to include:

### **Warm up /review**

It is crucial to know the background of the learner in order to build a new knowledge on it, revision of previous lesson should be a day-to-day activity. Warm-ups are varied in type and purpose, and they can be very specific depending on the type of students, but since they are very short, they are usually very controlled activities, for examples, guessing games, questions-answers, mimes, scrambled sentences, jokes. This section encourages students to use what they have taught in previous lesson.

In a typical lesson according to the situational approach, a three-phase sequence, known as the P-P-P cycle, was often employed: Presentation, Practice, and Production.

### **Presentation**

Brown (2001) states that one of the procedures, which has to be included in the lesson plan, is the techniques the teachers design to get the attention of their students, or what is mostly called introduction. To be an active receptive of the new material or content the learner has to be motivated and curious

Harmer, (1998) argues that the presentation stage is designed to be a short period of time in lesson, between 5 to 10 minutes, where teacher introduce new language or the focus content of the lesson (vocabulary, grammar, pronunciation, etc.) to the learners. This allows learner to encounter and then clarify the language they will used before beginning to practice with the language, preferably in pairs.

Richards (2006) stated that the new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students' comprehension of it. In other words, at this stage teachers present the new language in a meaningful context. Teachers can use stories on the board, use realia, flashcard and miming these are fun ways to present the new language.

## **Practice**

The second component of the procedure is the presentation of the new material through various activities and methods. Here what the teacher and the learners will do is indicated, giving more time to the learners to ensure their active involvement in the activity.

Students practice using the new structure in a controlled context, through drills or substitution exercises (Richards, 2006). That's mean that teacher describe the activities that show how the students will apply the language personally, or describe how the students will practice with previously review language. In this stage teachers can use different activities such as gap fill exercises, substitution drills, sentences transformation, picture dictations, and matching sentences.

It is important that the activities are fairly controlled at this stage as students have only just met the new language. Many students' books and workbooks have exercises and activities which can be used at this stage.

## **Production**

The last component of the procedure is production. At this stage students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern (Richards, 2006). That is, teachers describe activities that show how the students will use language to communicate with peers or how students will use review language to communicate in many ways.

Richards (2006) says during production stage learners should move away from strongly controlled scaffolded material and towards free practice. In this stage the learners might generate a new information gap, a student created dialogue, a student created survey or questionnaire, using the language that has been presented and practiced during the span of the class. in addition, Sanaa (2013) argues that the goal is for students to demonstrate internalization and fluent use of language.

There are different activities for this stage and what you choose will depend on the language you are teaching and on the level of your students. However, information gaps, role plays, interviews, simulations, find someone who, problem solving, personalization activities and board games are all meaningful activities which give students the opportunity to practice the language more freely.

## **Evaluation**

Evaluation is an assessment formal or informal, that teachers make after students have enough opportunities for learning, and without evaluation, teachers can't assess their students' achievement and adjust their lesson plan for the future. (Brown, 2001). This does not mean that teachers need to do a quiz after every lesson, evaluation need to be a separate element of their lesson plan, evaluation can does in a regular classroom activity or wait a day or two until certain abilities have had a chance to build.

Evaluation is useful for four reasons:

- It reinforces the material that was presented earlier in the lesson
- It provides an opportunity for students to raise questions of usage and style
- It enables the instructor to monitor individual student comprehension and learning
- It provides closure to the lesson

## **Extra class work**

It is sometime misnamed "homework", but is defined as application or extension of the classroom activity found by teachers aiding the students do some learning after the class (Brown, 2001).

Sample of EFL lesson plan format oriented by mined

<b>10.3 DAILY PLAN</b>			
<b>GENERAL DATA:</b>			
<b>GRADE:</b> 7 <sup>th</sup>	<b>HOUR:</b>	<b>DATE:</b>	
<b>DISCIPLINE:</b>		ENGLISH CLASS	
<b>TEACHER:</b>		<b>UNIT: VI</b>	
<b>OBJECTIVES OF THE NEW TOPIC:</b>			
1. The students ask and give directions in a clear and confident's ways.			
2. The students interact in short conversation about people and places of the community.			
<b>CONTENT: THE COMMUNITY</b>			
<b>PREVIOUS ACTIVITIES:</b>			
1	STUDENTS CHECK LIST		
2	PICK UP OR CHECKING HOMEWORK		
3	REVIEW AND REINFORCE THE LAST CLASS TOPIC.		
<b>GENERAL ACTIVITIES:</b>			
1	WARM UP ACTIVITIES ABOUT THE NEW TOPIC		
2	INTRODUCTION THE NEW THEME OR TOPIC.		
<b>METHODOLOGY APPLY:</b>			
Education for equity genre and diversity.			
<b>DIDACTIC RESOURCES</b>			
<b>BOARD MARKERS ERASER DO TALK</b>	<b>BOOK WORK BOOK FOTOCOPIES FLASH CARDS</b>	<b>POST CARDS ROLLE PLAYS REALIA PICTURES</b>	
<b>SPECIFIC ACTIVITIES:</b>			
I	<b>INTRODUCTION:</b> The teacher introduce some aspect of the community and talk about places, work, other activities and services that are part of our community. Furthermore, to include roads, parks, electricity, buildings, schools, hospitals, restaurants, malls, etc.		
II	Students working in pairs and discuss about important things happening in the community and them they will go to do a presentation about it.		
III	<b>COMPLETE SENTENCES ABOUT YOUR CITY:</b>		
<b>Using:</b> YES, IT IS - NO IT ISN'T		<b>Using:</b> YES, THEY ARE - NO, THEY AREN'T	
1. Is your city near the mountaing? _____			
2. Is your city safe at night? _____			
3. Are the people in your city friendly? _____			
4. Are the Street in your city clean? _____			
5. Is your city expensive to live in? _____			
6. Are the building in your city large? _____			
IV.	<b>ANSWER QUESTIONS ABOUT THEIR COMMUNITY:</b>		
1. Can you show me where is located the Catholic Church around here?			
2. Can you tell me where is the Centro Americas' Park?			
<b>FVALLIATION:</b>			
1	What do you learn about your community today?		
2	Do you consider than the people must be including in popular group of organizations for help the poverty people insert in the community? Why?		
<b>HOMEWORK:</b>			
Mention different places located around your community:			
1	MALLS	6	GOVERMENT INSTITUTIONS
2	BANKS	7	BUILDINGS
3	RESTAURANTS	8	PHARMACIES
4	CYBER	9	POLICE STATION
5	COLLEGES	10	CHURCHS

## 2.4 Other considerations

According to Brown (2001) there are other considerations that teachers need to take into account when design a lesson plan, we will discuss some of them:

### **Variety**

Brown (2001) argues that it is important to try and keep the students engaged and interested, providing variety in a lesson and a series of lessons is a way of achieving this. Repeating the same kinds of exercises can become monotonous and demotivating for students. Where possible it's a good idea to try and vary the kinds of activities, materials and interactions.

In addition, Harmer (2007) states that when the teacher sits down to plan what they're going to be doing, one of the things they need to have in their heads is, how can I vary the pace of the class? How can I vary the kind of thing that's going to happen so that sometimes maybe the students will be silent, sometimes they'll be loud, sometimes they'll be talking to me, sometimes they'll be talking to others, sometimes I'll do a bit of writing, sometimes they'll do a bit of reading?. According to Woodward, (2001) If you vary the patterns of student to student interaction, if you vary the kind of activity the students are involved in, if you vary the kind of material, they're looking at there's a good chance that most of the students will remain engaged and involved. If you don't build variety into your plan the danger is that they'll switch off at some stage. That is that a successful lesson gives the students a number of different activities during the class hour, keeping minds alert and enthusiasm high. (Narvaez and Gomez,2017, p12)

### **Sequencing**

Elements of a lesson have to be built progressively towards accomplish the ultimate goals. Easier aspects will usually be placed at the beginning of a lesson; tasks that require knowledge gained from previous exercises will be sequenced appropriately Pacing (Myers ,2010, p52).

### **Pacing**

means first, that activities are neither too short nor too long. Second, anticipate how well the various techniques flow together. Third, pacing means provide transition from one activity to the other. (Myers ,2010, p53).

## **Timing**

Bailey (1996) says Thinking about how long an activity will take is a vital part of planning. Most teachers indicate the intended timing of activity in the plan. So teachers need to establish the amount of time allotted for each part of the lesson. If the planned lesson finishes early, teachers have to have a backup activity ready. If the lesson wasn't completed as planned, the next class can't be adjusted to finish.

## **Individual differences**

Teachers need to take into account the variation of ability in their students, especially who are well below or well above the classroom norm (Brown, 2001). That is, teachers may classify their students according to their needs to decide which methods better help which students. So, if teachers know these individual differences, they may be able to match or adapt the instructional method to the individual learning needs.

## **Students talk and teacher talk**

According to Brown (2001), teacher need to make a balance between the time he explained the lesson and the time the students need to practice the lesson. In simple words students need to have a chance to talk, to produce language, and even to initiate their own ideas.

## **Grouping techniques**

Teacher can use this technique to multiply opportunities for class participation, to maximize learning time, and to avoid boredom in class, you should have various grouping arrangements: whole group, small groups, and pairs. (Brown, 2001). With group activity students can interact one to each other and they can develop their confidence to socialize.

## 2.5 Importance of planning

In the current programs of Minister of education (MINED) the curriculum of basic education, didactic planning is defined as "a substantive element of teaching practice to enhance student learning towards the development of competencies". Mills (1976) states that it allows us to have an organized instructional guideline of activities to stimulate the cognitive activation of students in the classroom. Also, planning helps teachers to know how to interact with their students in easy way. In addition, the selection contents, resources, time available, but also, to predict actions before possible contingencies.

Every lesson plan is important as the design that an architect does for to build a house. Teachers knows that planning for an English class help to be aware of the activities, rules or vocabulary that can teach in a lesson. For that reason, Tenutto (2006) brought the following definition.

“Planning is part of the curricular development processes that are carried out in educational systems. Therefore, it is defined by its relations with the curriculum”.

“It includes procedures and practices that aim to specify the pedagogical intentions that the curriculum prescribes, adapt them to the particularity of each school and teaching situation, and also offer a visible institutional framework that organizes schoolwork”

Also, is important to mention that the planning process, it is important because help teachers to improve and apply new or old strategies and methods. “help to develop abilities to select, structure and organize lesson content into effective support for learning” (Richards & Bohlke, 2011, p.42) For that reason, a well-organized, detailed, adapted and carefully edited lesson plan help teachers to be aware of the situations that could happen in the classroom. But it is important to know that the quality of your lesson plans will in great part determine how efficiently class time is used and how much content your students learn each period (Claymont, July 8th, 2019, p.1) Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long –term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary. Allyn & Bacon (2008)



## 2.6 Lesson planning principles

**Rationality:** “It constitutes a planning principle that implies the concept of acting intelligently and in advance”. It is an uncertainty reducer that nevertheless cannot guarantee that the plan is carried out in the most coherent, logical and rational way possible since it would mean ignoring the changing reality human. Rationality is also related to the establishment of precise and real objectives that are attainable, and that the most effective and rational use of material and human resources possible can be achieved.

1. **Forecast:** this principle refers to the anticipatory nature of the planning, it consists in setting the final deadline or deadlines to execute the planned action considering the human and material resources to be used.
2. **Continuity:** it states that planning is determined by the achievement of certain goals that allow the solution of needs. This principle implies an integration of the various steps of the process based on established goals.
3. **Planning as a methodology:** “The planning tries to be consistent through the objectives with the availability of resources and needs” Diaz and Rojas (2017). Planning is as a reflection of the present that has turn it into reflection of the future.

According to Ortiz “does not exist one simple methodologic orientation for planning a class” (December 16th, 2016); And that is so common including in universities. For example, teachers giving the same discipline, for example English, but not teaching in the same way or the same things. It is because they try to create a lesson plan that can works for the achievement that he or she want from his or her students. In few words, every teacher uses to plan as he or she want, but it is important to mention that the Minister of Education (MINED) every year offer a lesson plan structure which MINED considers is the most functional in the education system.

## 2.7 Function of planning

In an article written by Tenuto (2006, pp.708) she explains some functions that lesson planning plays in the process of planning a class. She mentions that planning fulfills several functions some of them are the followings:

1. Offer anticipation or forecast that considerably reduces the level of uncertainty.
2. Allows preparing instructional material.
3. Cognitively prepares teachers, in relation to possible contingencies in the classroom.

#### 4. Guide in the interactive process in class.

For that reason, daily lesson plans must include the student learning objectives capable to cover several class periods, demonstrations, inquiry questions, practice questions, instructional materials in the teaching process. In other words, daily lesson plan includes a daily basis using the yearly lesson plan as a guideline. Daily plan covers the activities to be realized for the whole day for classroom teachers, while it covers only the limited number of hours taught by a subject teacher, (TD, 2003) this produce in the learning process the best experience to learn, and permit a good education process for students.

Based on definitions above, it is concluded that it helps us to think, improve and prepare the educational action, not to limit it or hinder it. During the application of a lesson plan. It is possible to meet the eventualities that any teaching situation may present is released. There are more aspects that can be foreseen by the teacher when planning, the greater cognitive availability will be left to attend the contingencies of the class. Diaz and Rojas (2017)

#### **2.2.1 Individual learner differences**

Lesson planning is a complex process that involves analyzing students learning needs, delineating learning objectives, designing sequence of activities and tasks to promote cognitive development of learners, and planning for evaluating and reflecting on the outcomes of learning and teaching a high quality lesson plan takes into account the cognitive activation of students and is adapted to preconditions. (Conkell and Imwold, 1992) A lesson plan that takes into account the cognitive activation of students is characterized by the presence of deep learning tasks that are cognitively challenging and enabling students in constructing and applying knowledge. In addition, Corno states that a lesson plan adapted to preconditions is characterized by differentiation of the lesson to accommodate the diversity of students' pre-existing knowledge and skills (Corno, 2008)

Furthermore, it involves take into account the different abilities, experiences, preferences, and interests of learners when planning and implementing a lesson. (Lederman and Niess, 2000). A lesson plan adapted to preconditions provides a range of alternative learning environments to accommodate the wide range of student needs. y (Fernandez and Cannon, 2005). Besides, Hurst (1999) states that employing all skills (Reading, Writing, Listening, Speaking) when working through a lesson will help teachers recycle language. Learning rules are important, but

practicing the language is even more important. Bringing all these aspects into a lesson will add variety to it and help the learner pragmatically practice the language.

In addition, lesson planners have to select content which has a good chance of arising interest and involvement in the classroom. Since they know their students personally, they are well placed to select appropriate content. John (1991). Also, Avoid planning lessons several days or weeks ahead can cause difficulties in the teaching process, because the teacher will not be aware of the students' needs or what problems they might be faced with at that particular time. (Schmidt, 2005). It is best to plan lessons daily and bring them into class because as the lesson is progressing things evolve and develop, depending on what has happened and what is happening moment to moment, and this way the teacher has a better and more accurate understanding of what students need to focus on in future lessons. (Clement, 2000)

Finally, Teachers have to accept the fact that different learners learn different things in different ways at different times and that some learners may enter periods when it seems that little or no progress is being made and that sometimes learning is typified by silent reflection. On the other hand, teachers should continually develop new skills and embrace new ideas to bring a fresh perspective to every lesson and to inspire in students a love for learning and passion for their subject; teachers should motivate students to always make full use of their time, talents and abilities; they should develop students as individuals according to their talents and abilities (Breen & Candlin, 1980).

Schoenfeldt (2009) states that teachers should incorporate students interests into their lesson plans in order to help students to learn what they want to learn, in few words, teachers must consider the following points when preparing a daily lesson plan:

1. Each student has different educational needs. Thus, teacher should note that each student will have different interests, needs, and skills and therefore each and every student may not be expected of the same learning performances and behavior patterns
2. Instructional materials to be mentioned in the daily lesson plan must consist of reasonable items and not of items that cannot be made ready on the day of the lesson.
3. Teacher should recognize the parents and neighborhood of the school and take advantage of such factors when preparing the lesson plan.
4. Teacher should act as he/she is the leader of the class and thereof. However, should listen to the students as well.

5. Teacher should encourage the students to individually work and research; but should not overload the students with too much and difficult homework.
6. Teacher should plan the time well not allocating too much time. Time is the only quality that is the same for all students unlike the physical conditions, students' intellect, their age and socioeconomic status, etc.
7. Daily lesson plan should also include a backup plan explaining how the parts of the lesson plan those cannot be realized can be made up for.
8. Teachers should avoid activities such as directing students to copy a page in the book, which are nothing but waste of time.
9. Teachers should grade all the homework and projects that they assign to the students.
10. Lesson plans must be prepared based on the intellectual level of students.
11. Daily lesson plans must be flexible enough and not too strict.
12. They should not be too short or too long.
13. They should serve as guidelines hinting the teachers and students not including all the details.
14. Title of the course and units, allocated time for each activity, instructional methods, instructional materials are all to be cited in the daily lesson plans.
15. Daily lesson plans may be recorded in a notebook or on single pages to be filed afterwards.
16. Teachers may use the time efficiently and teach the main points easier via using daily lesson plans.
17. Daily lesson plans serve as proofs that the teacher had implemented the activities mentioned within the daily lesson plan.
18. Daily lesson plans help connecting the content taught at different class periods.
19. Daily lesson plan consists of the plans of each class period.
20. If block scheduling is implemented, then one lesson plan may suffice for two class periods.
21. Additionally, the plan for a field trip or for an experiment may be included in the daily lesson plan or attached as a supplemental document.

### **2.2.2 Influence of lesson planning on the learning process**

The lesson plans have a big relation with the learning development process, because it is the focus in the teaching, is important to think about How can you determine whether your objectives have been accomplished? Mais (1956). In addition, if your lesson has no evaluative component, you can easily find yourself simply making assumptions that are not informed by careful observation or measurement. Now, you must understand that every lesson does not need

to end with a Little quiz, nor does evaluation need to be a separate element of your lesson. (Brown 2001)

Furthermore, teachers need to understand the influence to the lessons plans activities in to the learning process using the teaching principles, sometimes misnamed “Homework” (Student do not necessarily do extra-class work only at home), extra-class work, if it is warranted, needs to be planned carefully and communicated clearly to the students. Whether you are teaching in EFL or ESL situation, you can almost always find applications or extensions of classroom activity that will help students do some learning beyond the class hour. (Brown 2001)

For teachers who have never taught before, it is often very useful to write a script of your lesson plan in which your exact anticipated words are written down and followed by exactly what you would expect students to say in return. Scripting out a lesson plan helps you to be more specific in your planning and can often prevent classroom pitfalls where you get all tangled up in explaining something or students take you off on tangent. Writing a complete script for a whole hour of teaching is probably too laborious and unreasonable, but more practical and instructive (for you) are partial scripts that cover. (Brown 2001)

### **2.2.3 Influence of lesson planning on the teaching process**

In our context there are many positive effects that planning provides to teachers. For instance, planning helps teachers to form activities to put into practice in the teaching process. In these teachers construct, organize, share, and refine their knowledge of their daily planning activities. Notably, the focus of lesson plan remains the collaborative intellectual process rather than the output of isolated products such as a collection of model lessons (Chokshi& Fernandez, 2004). This intellectual engagement is a hallmark of communities of practice, which “provide an avenue for teachers with common interests to interact with other professionals with similar interests to solve problems and improve practices” (Angelle, 2008, p. 56).

Many teachers generally believe that planning will lead to more effective teaching (Conkell and Imwold,1992; It is supported that the lesson planning does not have to be lengthy but spending time to plan can help ensure a more effective teaching session. planning a lesson allows the teachers to reflect on what to achieved and how this can be best done.

This process has not to be linear but aspects of lesson planning need to considered Lederman and Niess,2000). The lesson that tended to be more successful are those that are process - oriented and students centered, while the ones that are flexible procedurally vague and teacher

oriented tend to be less successful. It is for students benefits that lesson planning is necessary (MacDonald and Phillips,2005)

The rational method of planning requires teachers to set goals, formulate alternatives, predict outcomes, and evaluate the effectiveness of reaching those goals. This linear, rational type of thinking became the basis for the predominant model of planning that is taught in teacher education programs today and is considered to be the prototype for lesson plans (Jalongo, et al., 2007).

The metacognitive strategy of meta-view is used by teachers throughout the three stages of planning a lesson to make decision on the content, process, and where and in what sequence to apply the content and processes. According to Liyanage and Bartlett (2010) The metacognitive strategies of advance organization, self-monitoring, and organizational planning provide metacognitive input when the teacher makes decision on what content to bring to the task, how to organize it, and where and in what sequence to apply known content and process, this allows the student to achieve better learning results and the lesson plan to be executed

#### **2.2.4 Positive effects of planning in the teaching of EFL**

In Nicaragua, the majority of EFL teachers consider that planning is a fundamental process in the teaching of a second language, because the lessons need to be structured in a systematic way in order to impact students' learning positively.

Planning provides a guide for action. Plans can direct everyone's actions toward desired outcomes. When actions are coordinated and focused on specific outcomes, they are much more effective. Furthermore, according to the Butt (2006) lesson plan breaks down the activity into steps to decide on arrangement of steps; plan for practice activities, plan for evaluating learning during lesson, the able teachers who have already a clear knowledge about their students who have created a relationship between them and their students and who have clarity about their topics these will help them to understand that they are able to teach an effective lesson.

Furthermore, Planning improves resource utilization. Resources are always scarce in schools, and teachers need to make sure the resources they have are used effectively. Planning helps instructors determine where resources are most needed so they can be allocated where they will provide the most benefit. (Lewis & Hurd, 2011). Before the rapid development of technology, the teaching process was reduced to the teacher's verbal presentation of material and using chalk to write on the blackboard. Although speech remains the most important asset in the

teacher's work, today's teaching process is difficult to imagine without the use of different modern teaching and learning resources. Their contribution to the teaching process is manifold, and their use makes the process more attractive, interesting and modern, Schieb, L and Karabenick, S. (2011).

In addition, learning resources are things that teachers can access to help them do some aspects of their job better as part of the professional development process (either pre-service or in-service). This is important because the quality of teachers has been highlighted as the most important factor in determining the effectiveness of a school system (Barber and Mourshed, 2007).

Moreover, Murata (2012) says that lesson planning activity provides motivation and commitment in pupils. Students do not get motivated when they do not have clear goals and do not know what is expected of them. Planning reduces uncertainty and indicates what everyone is expected to accomplish. People are more likely to work toward a goal they know and understand. According to Whitaker (2014), the main variable in the learning environment is not the student, but the teacher. Good teachers have high hopes for their students and even higher opportunities for themselves. These teachers identify the importance of involving with their students, that if they were not involved with students emotionally then impact on student minds may be impossible. Creating learning environments that encourage positive cultures with healthy collaborations can motivate learner to use their energies and desires to achieve goals.

Besides, plans set performance standards. Planning defines desired outcomes as well as mileposts to define progress. These provide a standard for assessing when things are progressing and when they need correction. In addition, Rahman, (2005) argues that The classroom environment performs an important role in maintaining student curiosity and interest. When the students observe a sense of control and security in the learning environment, they are more involved because they look to the learning with eagerness and strength. Students become energetic participants in their own learning (Maulana, 2017). That is why, the first priority to helping a student become more motivated and involved, and thus educationally successful, is constructing and retaining positive teacher and student interaction. Maulana, R., (2017).

Finally, planning allows flexibility. Through the goal-setting process, managers identify key resources in the organization as well as critical factors outside the organization that need to be

monitored. When changes occur, managers are more likely to detect them and know how to deploy resources to respond.

### **2.2.5 Negative effects of planning in the teaching of EFL**

According to Rothstein (2008) Planning prevents action. Managers can become so focused on planning and trying to plan for every eventuality that they never get around to implementing the plans. This is called “death by planning.” Planning does little good if it does not lead to the other functions. Behzad (2013)

Also Groves (2009) Planning leads to complacency. Having a good plan can lead managers to believe they know where the organization is going and how it will get there. This may cause them to fail to monitor the progress of the plan or to detect changes in the environment. As we discussed earlier, planning is not a one-time process. Plans must be continually adjusted as they are implemented. Woodward (2004)

Hanane (2016) states that Plans prevent flexibility, Although good plans can lead to flexibility, the opposite can also occur. Mid- and lower-level managers may feel that they must follow a plan even when their experience shows it is not working. Instead of reporting problems to upper managers so changes can be made, they will continue to devote time and resources to ineffective actions.

Mishra (2008) Plans inhibit creativity. Related to what was said earlier, people in the organization may feel they must carry out the activities defined in the plan. If they feel they will be judged by how well they complete planned tasks, then creativity, initiative, and experimentation will be inhibited. Success often comes from innovation as well as planning, and plans must not prevent creativity in the organization. Neeraja (2010)

### **2.2.6 Lesson planning and the achievement of learning outcomes**

According to Basham and Davis (1967) if teachers are teaching the same lesson, they do not necessarily need to use the same lesson plan but they need set the same outcomes. Davis (1967) define outcomes as “action verbs” from a student-oriented perspective that demonstrates knowledge (p.130). However, even if lesson plans are an individual effort it is still important to point out that each lesson plan needs to include objectives that tie back to overall lessons outcomes. For example, even though there are several teachers covering the same material on



the same day, each needs to ensure that their activities tie back to outcomes stated for the course. Additionally, if an instructor sets sub objectives for daily lessons it is important that they be clearly stated, feasible, and nested with the overall course outcomes. (Schmidt, 2005).

Beth Hurst (2001) stresses that course outcomes are achieved by conducting comprehension activities. Comprehension activities are problem-solving activities where students discuss how they generated their unique answer to solving a particular problem (Hurst, 2001, p. 693).

In addition, Kagan and Tippins (1992) explain that outcomes are set at the course director level and implemented through lessons designed by individual instructors. It is important to use a dynamic lesson-planning tool that facilitates flexibility and includes a feedback mechanism to deal with student stimulation during class. Robert and Yinger (1980) argue that the traditional model of lesson planning that includes “specifying objectives, selecting learning activities, organizing learning activities, and specifying evaluation procedures” is too linear and does not allow for the flexibility needed in the classroom to respond to student’s needs (p. 108). MacDonald and Eisner (1980) suggest that the model of designing activities first then connecting them to outcomes is more suitable (p. 108).

Furthermore, Justman and Mais (1956) also stress the importance of long-range planning of outcomes or course objectives and then weaving individual lessons plans in pursuit of those outcomes (p. 52). Without the initial establishment of outcomes by the higher authority (course director) the instructor will not know what desired end state (outcome) is to be obtained through his or her instruction. Thus, lesson planning is a fundamental requirement needed to effectively instruct. Lesson planning begins with well-defined outcomes and evaluation criteria established by the course director. Evaluation criteria established by the course director needs to be actionable, meaning it can be demonstrated.

Finally, Basham (1967) best described evaluation of outcomes when they compared testable actions to a particular outcome. How outcomes are evaluated should not be vague and should be well defined and provided to students. Evaluation criteria should be a responsibility of the course director since he or she is the individual who defines and frames the outcome. This does not mean they are solely responsible for designing every evaluation tool. Nevertheless, the course director should be able to frame what criteria exceeds the standard, makes the standard,

marginally achieves the standard, or fails the standard. Again, the course director is assigned the responsibility of establishing and setting the criteria to measure outcomes. It is an individual instructor's responsibility to instruct his or her students in a manner with a well defined evaluation criteria.

## **III METHODOLOGICAL DESIGN**

### **3.1 Type of research**

This section discusses the research design that best fits the objectives of the research project. The methodology used for this project is based on a survey questionnaire for students, an interview for the teacher and participant observation which are the more appropriate tools that will help us in the data collection and analysis of the information

### **3.2 Research method**

This research paper employed qualitative and quantitative research paradigms therefore a mixed methods approach was used. From the quantitative paradigm, a descriptive survey design was used. The descriptive survey design was used since it is designed to collect information that describes, explores and helps the researcher to investigate population based on sampling (Kothari, 2010). For the qualitative paradigm, interviews and observations were used since these are purposeful tools to collect information from the informants.

The primary research methodology within mixed methods for this study is phenomenology, as it describes the common meaning for several individuals of their lived experiences of a concept or phenomenon. The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence (Creswell, 2018).

### **3.3 Population and Sample**

This research was carried out at, Instituto Miguel de Cervantes located in the city of Managua, where five English teachers were selected. These EFL teachers are from the morning and afternoon shift and were selected randomly, they shared the same level. Three of the teachers selected are females and two are males, this, in order to respect equality for both genders. Teachers are all qualified to teach as they have a bachelor degree from the university. The population of students for this study was twenty-one students from tenth grade and the sample seventh students that were randomly selected, two students were selected as a sample from 10<sup>th</sup>

grade D, E, F. they are between the ages fifteen, sixteen, and seventeen and some even older. Most of them come from the urban area, low- income families and many works part time. This implies they are tired and not attentive when in the classroom as they have other priorities in their lives. The majority of the students are at an intermediate level of English, this because some have taken outside.

### **3.4 Data Collection Methods**

The data collection methods for this study were a survey, interviews and observations.

In order to apply them permission was obtained from the UNAN- Managua, then two approved copies of data collection instruments were forwarded to English department professors for its validation, in order to make our objectives practical and reachable. A jury of experts validated the data collection methods to make them reliable. The jury of experts for this validation were B.A. Francisco Sanchez and Wilmer Zambrana from the English Department of UNAN Managua. The researcher then visited the selected school to personally administer the questionnaires to teachers and pupils. The interview schedule was planned and organized by the researcher. After distributing the questionnaire to the students, the researcher also clarified some issues concerning responses to the questionnaire. The researcher also administered interviews with selected participants and each interview lasted about 10 minutes and They were tape recorded.

#### **Survey**

The importance of Surveys is that they are capable of obtaining information from large samples of the population. They are also well suited to gathering demographic data that describe the composition of the sample. (Glasow, 2005). The purpose of this was to obtain data from the informants about lesson planning and its effects on learning English. The statements in a survey are usually followed by short and concise multiple choices questions that students have to tick.

The survey was designed in English but applied in Spanish so students could feel more comfortable in their mother tongue. The contribution of lesson planning to the achievement of learning outcomes is shown by the information collected in the survey.

## **Interview**

Interview is an important selection technique where there is two-way exchange of information either on one-to-one basis or by an interview panel. This gets important information from the candidates. (Tanuja,2006). This consists of a conversation face to face between the interviewer and the interviewee.

The instrument is indispensable in our research since thanks to it we acquired useful information about the informants, their opinions and way of thinking. This consists of a paper which contained questions of interest about the topic of investigation.

As the purpose of this interview was to identify the effects of English lesson planning on the students learning, open- ended questions were asked to have a better perspective and experience of the teachers.

## **Classroom Observation**

Observation is a method that enables researches to systematically observe and record people's behaviors actions and interactions. The method, also allows researchers to obtain a detailed description of social settings or events in order to situate people's behaviors within their own socio- cultural context (Mays and Pope,1995:182) (Hennink, et al, 2015).

The classroom observation guide helps to identify the effects of planning that are present during the teaching and learning process and how it interferes in the performance of students. This tool will allow for a better analysis of the information collected from the interview and the survey.

### **3.1. Data Analysis**

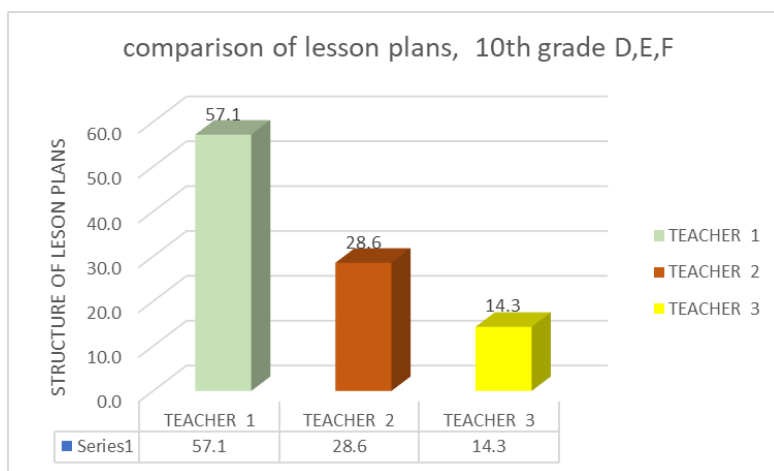
The data analysis was carried out in the following way: The different items were analyzed alone, with two or three items together to make a comparison or contrast so that variable relations with one another were described and discussed. The SPSS and excel programs were used to analyze and represent the data form (1) The student survey and (2) the class observation and (3) the teacher interview was briefly analyzed and discussed individually.

Data analysis is the process of bringing order and meaning to raw data Kothari, (2011). The collected data was analyzed using both quantitative and qualitative data techniques. Descriptive analysis such as frequencies and percentages were used to present quantitative data collected from pupils using questionnaires. Qualitative data from the interview and observation guides that were analyzed using thematic framework. Quantitative data was analyzed using SPSS version 21. The quantitative and qualitative results obtained were both integrated.

**Table 1**

**COMPARISON OF LESSON PLANS, 10TH GRADE D, E, F,**

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	TEACHER 1	2	57.1	57.1	57.1
	TEACHER 2	2	28.6	28.6	85.7
	TEACHER 3	1	14.3	14.3	100.0
	Total	5	100.0	100.0	



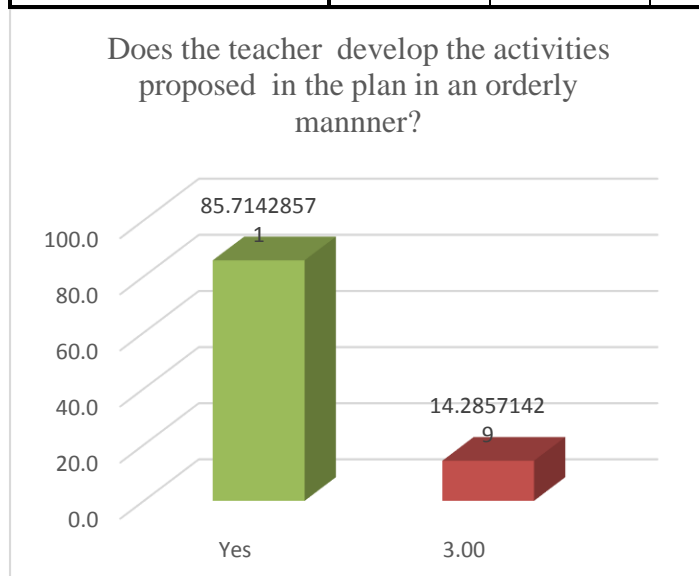
The left green bar shows the logical organization of elements in teacher’s lesson plan (#1) percentage 57.1%. The second orange bar represents the 28.6% (the logical organization of elements in teacher’s lesson plans (#2)). The bar (#3) represents the logical organization of teacher’s (3) lesson plan 14.3%

The next graphic and chart display the total participant-teachers in each one of the questions used in the present research.

Table #2

**Does the teacher develop the activities proposed in the plan in an orderly manner?**

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Yes	4	85.7	85.7	85.7
	NO	1	14.3	14.3	100.0
Total		5	100.0	100.0	



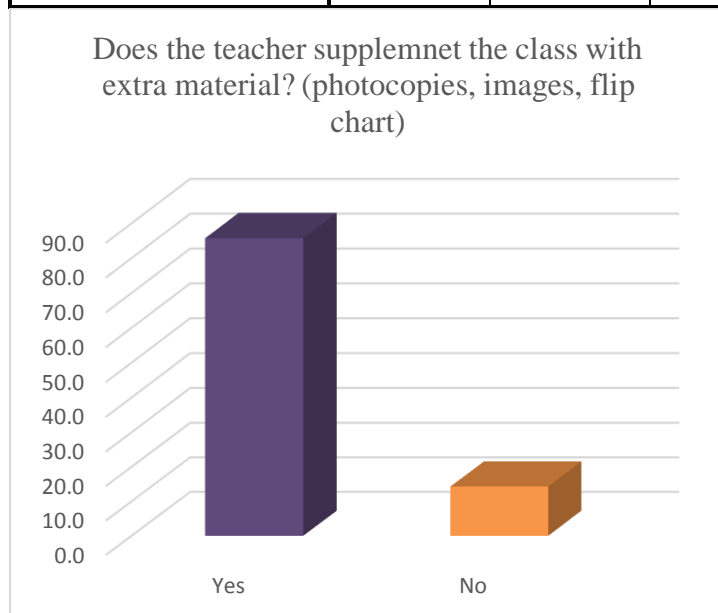
The left graphic (#2) shows the manner in which teacher develops the activities proposed in the plan. 4 teachers believe that they develop the activities in an orderly manner. See left green bar which exhibits the tendency of teachers in percentage 85.7%. On the contrary, 1 teacher thinks that the teachers do not develop the class in an orderly manner due to different factors such as, time, contingencies and student’s behavior. What has some relevance here is that teachers answered the question #2 like displayed above is the relation of lesson plan and the development of activities.

The next graphic and chart display the total participant-students in each one of the questions presented in the present research.

Table #3

**Does the teacher supplement the class with extra material?  
(photocopies, images, flip chart)**

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Yes	6	85.7	85.7	85.7
No	1	14.3	14.3	100.0
Total	7	100.0	100.0	



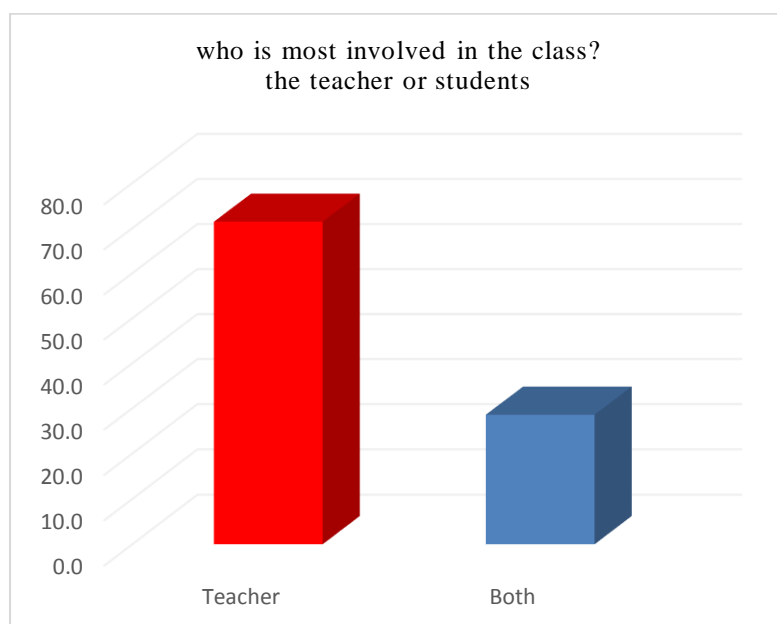
The left graphic (#3) shows the manner in which teacher supplement the class with extra material (photocopies, images, flip chart).6 students representing most of the population do believe that teacher supplement de class with extra material. See left purple bar which exhibits the tendency of the 6 students in percentage 85.7%. On the contrary, 1 student thinks that the teachers do not use an extra material in the class. What has some relevance here so that the students answered the question #2 like displayed above is the relation of planning and the use of extra material in the teaching of English.

The next graphic and chart display the total participant-students in each one of the questions presented in the present research.

Table #4

**Who is most involved in the class, the teacher or the student?**

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Teacher	5	71.4	71.4	71.4
Both	2	28.6	28.6	100.0
Total	7	100.0	100.0	



The left graphic (#4) shows the participation that students and teachers have in the classroom. 5 students believe that teacher is more involved in the class. See left orange bar which exhibits the tendency of 5 students in percentage 71.4%. On the contrary, 2 students think that both teachers and students have equal participation. What has some relevance here so that the students answered the question #2 like displayed above is the involvement of teachers and students in the English class.

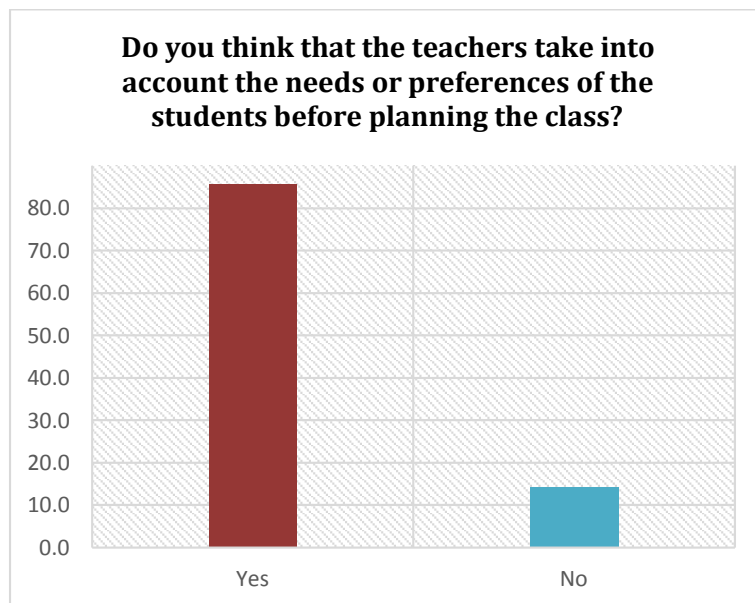


Table 5

**Do you think that the teacher takes into account the needs or preferences of the students before planning the class?**

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Yes	6	85.7	85.7	85.7
No	1	14.3	14.3	100.0
Total	7	100.0	100.0	

Regarding the question # 5, the results started showing that teachers take into a count their students' needs and preferences before planning the class. 1 student thinks that teachers do not take into account students' needs.

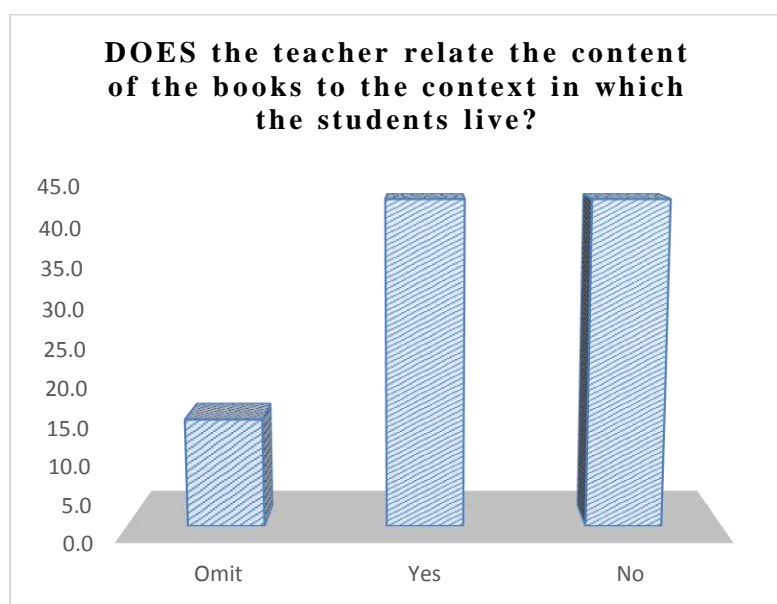


This graphic (#5) shows in percentage the aspects that teachers consider before planning such as students needs and preferences in the classroom. The left red bar shows the 85.7% 6 students and 1 student who answered No. 14.3%

Table #6

**Does the teacher relate the content of the books to the context in which the students live?**

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Omit	1	14.3	14.3	14.3
	Yes	3	42.9	42.9	57.1
	No	3	42.9	42.9	100.0
	Total	7	100.0	100.0	



This graphic (# 6) gives 3 possible options of the co-relation of contents with the context in which students live is. The Left bar represents the option omit. 14.3% decided to omit the answer. The second bar called “yes” shows that 3 students answered yes 42.9%. The third bar shows that 3 students answered “NO” 42.9%.

## 1-Observation

Based on the teaching-learning process environment when making the observation during some English classes, the following was obtained by inference and observation:

### **The teacher:**

As the observation started the teacher greeted the students and wrote the topic on natural disasters on the board, then he explained what the class was about. Some were not paying attention, so he asked them to get focused. The teacher developed the lesson with questions as a way to explore previous knowledge. This was immediately associated with the situation the country was facing with ETA, the hurricane. That from the teacher allowed the students to express their ideas, therefore they got engaged in the actual lesson. Then, vocabulary about natural disasters was introduced by images in which students could recognize the language. After this the teacher provided copies for the students to complete sentences with the language studied and match some pictures with definitions. This activity was done in groups thus, interaction was promoted. Then as a whole group s's shared their answers.

Classroom arrangement helped in the development of the activities. That allowed for more space, movement, visual contact and control and order in the classroom.

The correct organization of the elements such as objectives, sequencing, differentiation and assessment in the plan helped the teachers to achieve the objectives because they designed activities in advance, they thought about the time it would take to develop them and they focused on their students to master the content. The contents were revised and adapted by teachers to provide a better understanding. However, it was evident that some strategies did not promote students centered approach as the teacher talked most of the time. Somehow the students could interact among themselves but that was not enough.

In other hand, teacher included some components of the lesson planning, but these components did not follow the structure of an effective lesson planning suggested by Brown, 2001 and Harmer, 2007 because teacher did not include clear goals for the lesson, also there were not enough material to get students' motivation. We could notice that teacher tried to encourage students to participate asking questions about the topic, but students showed lack of participation because of the lack of creativity in the activities which produced students feel calm and demotivated.

Also, the activities proposed in the plan at certain points during the lesson became boring not interesting in response, the students seen to be tense, angry and bored. Those events that happened in the class is a reflection of what Krashen called affective filter hypothesis. (1993)

The teachers carried out learning activities using vocabulary according to the content, through the technique of grouping, the teacher assigned the work in a collaborative way to facilitate the management of a large group of students and the short time allotted (45 minutes).

The majority of teachers developed the pacing stage through practical activities that allowed students to master the contents. During different observations transitions between activities were evident. Also, the time assigned to each activity allowed docents to achieve the objectives of the lesson, However, it was not observed that the teacher provided enough reinforcement at the end of the class.

It was observed that some students were not understanding the instructions and the tasks and the teacher approached them to criticize them not to help them. Consequently, students' individual needs are not prioritized. We can infer that teachers should speak in English most of the time to promote student's participation and build their self- confident when they speak in L2. Furthermore, docents should reduce the time talking in front of students in order to allow then participate and get immersed in the use of English during the class. In addition, docents included in the lesson plan some time to provide feedback and attend students individual learning needs. Besides, integrate in the lesson the use of resources.

Teachers response to fears and resistant and a variety of ways to avoid that fear and resistance teachers must feel conformable with what they know and do not know about something and they must find ways to transmit that confident in the known and the unknown to the students through the pedagogical choices that they make.

## **2-Teachers Interview analysis**

In the interview process we found a lot of information about the different points of view teachers in high school.

The interview with the teachers revealed that they used a lesson plan in their class in order to organize the content, they follow a specify structure, sequences, procedure and approach of the MINED adapting the topic according to curriculum. The approach for planning English class that was being implemented in the lesson plan was communicative approach teacher agreed

this approach is effective and meaningful because it help students build their own learning doing different activities. Moreover, they mentioned some factor that weaken the class development these are: lack habit of study, low interest of the students, and few materials to do a practical class

The 60% of the teachers interviewed expressed that their class plans have the flexibility to include elements and activities that unexpectedly arise during the course of the class. However, 40% of the teachers expressed that they carry out the planning in a closed way, since the time allowed to the EFL subject is too short and there are moments when the extra plan activities absorb valuable time from the development of the actual content.

The 80% of teachers expressed in the case of the learning styles that they dedicate some planning time to activities that allow their students to appropriate the knowledge and develop the four skills, however 20% of the teachers recognized that they do not always take into account the learning styles of their students and sometimes they focus more on the development of the class plan in a general way due to the needs and demands of the educational curriculum.

The 100% of the teachers interviewed mentioned that they use the communicative, natural, task based, skills based method, because this allows them to have a greater probability that the programmed activities will be developed in a successful way achieving the development of the students' skills, they also rely on the combination of teaching methods trying to take from each one the essence and thus fulfill their achievement indicator.

The 70% of teachers consider that the most important elements to take into account when making a class plan are the learning outcomes, since this allows us to know what we intend to achieve in the process of teaching and learning, the activities with clear instructions to give greater opportunity for understanding students, and the time spent on each activity to develop the class effectively.

The 30% of teachers expressed that the most important thing in the making of a lesson plan is the practice and production of what students have learned, they refer that the plan does not necessarily have to comply with all the elements, since in many situations the teacher elaborates a plan with all the requirements of protocol but at the time of the execution it fails because they carry it out in a mechanical way and they do not focus on the practical activities of production where the student demonstrates his learning.

The 85% of interviewed teachers expressed that they make a diagnostic test with their students before introducing a new content to know what the strengths and weaknesses of the students are, so they can see where it is necessary to reinforce.

100% of teachers consider that an effective lesson plan must have clear objectives, precise instructions, practice-centered learning activities and assessment activities as the most effective features to take into account in a lesson plan.

Teachers consider before planning a set of objectives, the length of the lesson, resources, students' skills, students' level, and the assessment after lesson, should be taken into account

because these elements allow for a clearer vision of what is intended to be achieved with the students.

Teachers consider that they do not have a specific amount of time for interaction among students - students or teacher-student, the interaction depends on the content of the lesson, but they consider important to promote it all the time.

The 90% of teachers consider technology, the visual materials, realia as effective techniques for developing the learning process in their students.

The 10% of teachers use only the text book because they think it is easier to do a lot of activities in a short time with that.

The 100% teachers consider that the best way to organize the plan is by respecting the procedures set there. For example: follow a logical sequence, move from the simple activities to the more complex ones, give clear instructions, and have students as the center of learning.

#### 4.1.2 / Findings

The data presented in this paper is relevant and was interpreted cautiously. This is an exploratory research limited to a small sample. The answers from the interview showed that the planning process makes the teachers' thinking rigid and once teachers decide what outcomes they want from the lesson they focus themselves on and how they will achieve them, they set out to achieve those outcomes. However, through different classroom observations it is evident that teachers do not take into account what their students' needs, preferences, and learning styles are as it is more important for them to comply with the content in the curriculum.

On the other hand, the lack of training on multiple lesson plans to reach different needs is evident in our context. Teachers are required to make different lesson plans taking into account difficulties in learning. Such as dyslexia and autism or handicapped people, but they are not trained to do so.

As in previous findings the study shows that students behavior affects the development of the lesson. Therefore, aspects such as behavior, classroom management, rapport, and teachers' student's interaction must be included in the lesson plan. Otherwise the lesson plan fails.

-Obviously, teachers had to be flexible in their lessons due to the pandemic and the hurricanes that affected the country. For that, teachers had to adjust to different schedules, no rules were followed as they usually did, time devoted to the lessons was even shorter, there was an

irregular attendance, and lack of access to internet was evident Therefore, learning outcomes and quality in learning are far from being reached.

Teachers do not pay much attention to evaluation of learning since this is the last part of plan but it is the most important in terms of learning since students are able to apply what they have learned in different contexts. The aim of evaluation stage is to provide feedback, which gives teachers the guideline for progress.

As regard to importance of the English class for students, the results showed that majority of students consider important the English class, but the students said that some of the topics of MINED curriculum for English class were not interesting to them, and the material used in the classroom rarely help them to understand the lesson. In general, the lesson plan implemented by the teacher did not reflect variety, flexibility and good material; therefore, it was not appropriate for a successful teaching and learning process.

## **4.2 CONCLUSIONS**

Through this research paper we want to point out some positive effects of lesson planning in the teaching process of 10th grade students at the Public Institute Miguel de Cervantes, located in the city of Managua. The relevant information found in this research was gathered through the application of different instruments such as: Students questionnaires, class observation guides and teacher interviews.

The result showed that lesson plan implemented by the teacher presented weaknesses. Based on the findings, it can be concluded that the teachers that participated in this study agreed that the lesson plan is a very important tool which allow them to have a logical order and sequence in their lesson plans. However, the results clearly showed that the teacher develops the lesson plan in disorganize manner. For example, there was no relation between the activities proposed in the plan and those ones developed in the classroom.

Also, the teacher did not respect the time assigned to each stage in the plan. Furthermore, it was evident that the majority of lessons plans compared did not have any activity in the assessment stage. Therefore, teachers were not focused on checking students understanding after each class. In addition, the lack of activities proposed in the plan caused that the majority of students had disinterest during the class. they expect to achieve the objectives proposed in the plan successfully. However, objectives were far to be achieved. For instance, most of the time docents deal with students' disinterest, lack of training on planning to enrich their

knowledge. Therefore, they consider that lesson plans are made to comply with their labor not to have a successful class. In few words the plan is only a requirement to be a teacher, all those problematics were observed through different classroom observations to collect evidence and make this research paper authentic.

This research allowed us to identify the positive effects of lesson plans during its application inside the classroom, it is not hard to see that lesson plans allowed teachers to visualize and to be prepared for the lesson, it means that the lesson plan helped a little bit to structure the class and master the classroom. For instance, it helped the teacher to avoid frustration and unpleasant situations during the class, and achieved at least some objectives. Although, it required an investment of time and energy, lesson planning produced some valuable positive effects in the classroom.

It was evident that make effective lessons plans produced in teachers an enjoyable experience. when the teacher included all the elements in his lesson plan, they caused a great number of benefits in the class. for instance, catch students' interest, change their negative attitudes towards the class and strengthen the participation to achieved the learning outcomes.



## Recommendations

Supported on the information obtained in the analysis ‘result on the students’ questionnaires’ teachers’ interviews and class observation and taking into account the objectives of this work it can be concluded the following:

- Teacher must make a preplanning section before design a lesson plan in order to have flexibility. Also, teachers should include some extra activities as a plan B in case something unexpected happens.
- Teachers should focus on assessment stage as a way student to demonstrate learning
- Teachers should contextualize the contents of the books.
- Teacher should include a variety of interesting, challenging and collaborative activities in the plan to keep students engaged and to satisfy their learning styles, needs and interests.

If teachers share the same level should plan as a team to avoid time consuming.

Planning can be seen as the best the way to measure teacher’s performance in the class.

Assessment and evaluation can be more reliable if teachers take their lesson plans as a reference to design their tests.

- Teachers should create or adapt their own materials as innovative way to help learners achieve the objectives of the lesson plan. For instance, the use of (flashcards, realia and pictures) to produce a positive effect on learners’ motivation.

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# ANEXES



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**Rubén Dario Campus Education and Languages Faculty  
English Department**

**Research topic:**

**The effects of lesson plan on teaching- learning  
Validation of the class observations to English teacher and students**

**Authors:**

- *Jessica Medrano Hernández*
- *Ronald Josué Orozco López*

## Expert judgment

You have been selected to evaluate the instruments used to carry out the  
research  
“ The Effects of lesson planning on students learning and teaching process”.

The evaluation of the following instruments is essential to achieve their validation and get reliable data.

Your support is greatly appreciated

**Name of the Judge:**

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**Academic qualifications**

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**Professional experience area**

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**Institution**

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**Research objective:**

Explore the effects of lesson planning on students learning and teaching.

**Specific Objectives:**

- 1- Identify the positive effects of planning on the learning process of students.
- 2- Determine how lesson planning influences the teaching process.
- 3- Recognize how lesson planning contributes to the achievement of the learning outcomes.

**Objective of the expert judgment:**

To validate the content of the instruments

**VALIDATION#1METHOD: OBSERVATION GUIDE**

**According to the following indicators, rate each of the items as appropriate:**

<p><b>COHERENCE</b> The item is logically related to the dimension or indicator you are measuring.</p>	<p>1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level</p>	<p>1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.</p>
<p><b>CLARITY</b> Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.</p>	<p>1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level</p>	<p>1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.</p>
<p><b>RELEVANCE</b> The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<p>1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level</p>	<p>1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. } 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.</p>
<p><b>SUFICIENCY</b> Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<p>Does not meet the criterion 2. Low level 3. Moderate level 4. High level</p>	<p>1. The items are not sufficient to measure the dimension 2. Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient</p>



## Data Collection instrument N° 1: Observation guide



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### UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

#### UNAN-MANAGUA

#### Observation guide

**School name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**EFL Teacher:** \_\_\_\_\_

**Objective:** Dear teachers our purpose with this observation is to identify the effects of planning on the learning process of students.

#### Criteria to Evaluate .

ASPECTS TO EVALUATE	EXCELLENT 100% complies with what is required.	VERY GOOD 90-80% complies with what is required.	GOOD 70-60% complies with what is required.	DOES NOT APPLY Does not complies with what is required.
Activities designed in the lesson plan foster students self-confidence and promote oral communication.				
Seating arrangement prepared in pre planning stage is effective in the development of activities				
Teacher uses significant material to provide a good learning acquisition				

Teacher makes a review to increase the learning process				
The elements included in the plan open up to meet the objectives				
Lesson plan is updated according to the contents and scheduled dates				
Teachers uses L2 most of the time during the class				
Instructions are planned before hand in advance and delivered properly.				
The lesson plan designed promotes/ involves students centered approach				
Effective interactions between T-S vs S-S are evident in the lesson plan and in the development of the lesson.				
Pacing is given / assigned to catch activity in the lesson plan				
Lesson plan includes resources and tools to facilitate a better learning				
Use vocabulary related to the content, context and subject				

Teachers reveal the objectives, achievement indicator, Axis, method and technique to use				
Teachers attend individual learning needs.				
Teachers makes use of examples linked to the student's context.				
Examples, explanations prepared in the lesson plan are connected to context.				
Feedback is pre planed and proposed in the lesson.				

## Data Collection instrument N° 1: Observation guide

### DATA COLLECTION METHOD N° 1: OBSERVATION GUIDE

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
<b>Planning process</b>	Harmer (2015)	A variety of factors can create a desire to learn.	The teacher uses rewarding words such as: well-done, good, good job or excellent to motivate students.				
	(Harmer 2015)	Lesson planning	Activities assigned to be done in class strengthen the students' self-confidence to speak English				
	Diaz and Rojas (2017)	Actualization	Lesson plan is updated according to the contents and scheduled dates				
	Diaz and Rojas (2017)	Didactic material	Teachers use significant material to provide a good learning acquisition				
	Diaz and Rojas (2017)	Consolidation	Teacher all the time makes a review to increase the learning process				
	Richards & Bohlke, (2011)	The Elements	The elements included in the plan open up to meet the objectives				
	Richards & Bohlke, (2011)	Classroom management	The classroom had the correct organization to provide				
<b>Resources that lead to achievement of objectives</b>	Richards & Bohlke, (2011)	Classroom management	The classroom had the correct organization to provide				

			comfort to student and increase the learning abilities.				
	(Harmer 2015)	Resources	Learning environment provides students access to resources and tools to facilitate a better learning				
	Barber and Mourshed, (2007)	Clear Explanation	Teacher explains in the best way all instruction and content				
	Diaz and Rojas (2017)	Interaction in the classroom	Class is student-centered				
<b>Students centered approach</b>	Richards & Bohlke, (2011)	Time management	Activities with specific time to do and evaluate.				
	Maulana (2017).	Interaction Between teachers and students	Interaction Student vs teachers				
	Barber and Mourshed, (2007)	Oral communication	Teachers uses L1 or L2				
<b>Pedagogical Development</b>	Harmer (2003)	Vocabulary	Use of the vocabulary related to the content, context				
	Harmer (2003)	Didactic process	Teacher reveals the objectives, achievement indicator, Axis, method and technique to use				
	Maulana, (2017).	Learning style	Teacher attends to individual learning needs.				

<b>Environment and context</b>	Richards & Bohlke, (2011)	Projection towards the community	The teacher makes use of examples linked to the student's context.				
	Harmer (2003)	Interculturality	The teacher incorporates intercultural elements of the environment				
	Diaz and Rojas (2017)	feedback	Docents provide feedback at the right moment				
<b>Comment/Alternate Formulation:</b>							



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**Rubén Darío Campus Education and Languages Faculty  
English Department**

**Research topic:**

**The effects of lesson plan on teaching- learning  
Validation of EFLteachers' interview**

**Authors:**

- *Jessica Medrano Hernández*
- *Ronald Josué Orozco López*

## Data Collection instrument N° 2: Interview



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### ENGLISH TEACHERS INTERVIEW

AGE: \_\_\_\_\_ MALE: \_\_\_ FEMALE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

Dear teachers our purpose with this interview is to identify the positive effects of English lesson planning on the learning process of students.

- 1-What kind of lesson plans approaches do you follow? Lexical approach, grammar, functional, task based.
- 2- How do you take into account your students' needs and preferences when planning your class?
3. Do you get stick to your plan or are you open to changes when in the classroom?
4. How do you core your students 'learning styles when planning?
5. What approach do you use to teach? Communicative, natural, task based, aural, skills based, eclectic, grammar translation?
- 6- What elements of a lesson plan do you consider most important to use? And why?
- 7 -What characteristics must a lesson plan have to make it effective?
- 9-What aspects do you consider before planning a class?
10. How much time do you take to design student student's interaction and teacher student's interaction?
11. What resources are effective for the achievement of the learning outcomes? Which are available?
12. How do you organize your activities from start to end? Do the activities you develop follow a logical sequence?



## Data Collection method N° 2: Interview

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
<b>ASPECTS OF PLANING</b>	Beltran (1992)	Types of lesson plans	What kind of lesson plans structure do you follow? Lexical approach, grammar, functional, task based.				
	Dunn, R., (1981),	Learning style	Do you take into account your students need and preferences when planning? Why?				
	Tenuto (2006)	Flexibility of lesson plans	Do you get stick to your plan or are you open to changes when in the classroom?				
	Biermann, G. and Buchanan, J. (1986),	Elements Of lesson plan	What elements of a lesson plan do you consider most important to use? And why?				
	Biberman, G. and Buchanan, J. (1986),	Learning styles	How do you take into account your students 'learning styles when planning?				
	Jeremy Harmer (2003)	Teaching approaches	What approach do you use to teach? Communicative, natural, task based, aural, skills based, eclectic,				

	Conrado and Chávez (2017)	Characteristic of lesson plans	What characteristics must a lesson plan have to make it effective?				
	Jeremy Harmer (2003)	Approach, Method and Technique	How do you organize your activities from start to end? Do the activities you develop follow a logical sequence?				
	Stevens S (2000)	Teaching resources	What resources are effective for the achievement of the learning outcomes? Which are available?				
<b>Students and teachers interaction</b>	Jeremy Harmer (2003)	What students are and what they need.	How much time do you assign to student student's interaction and teacher student's interaction?				
		pacing	How do you organize your activities from start to end? Do the activities you develop follow a logical sequence?				



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**Rubén Darío Campus Education and Languages Faculty  
English Department**

**Research topic:**

**The effects of lesson plan on teaching- learning**

**Validation of student's questionnaires**

**Authors:**

- *Jessica Medrano Hernández*
- *Ronald Josué Orozco López*

## Data Collection methodN° 3: SURVEY



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## UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA UNAN-MANAGUA

### Instituto Nacional Miguel de Cervantes

Estimado Estudiante: Usted ha sido seleccionado para llenar el siguiente cuestionario estudiantil que hace parte de una investigación, cuyo título es: “**The effects of lesson plan on teaching- learning**”. Información que nos provea es estrictamente confidencial y solo se utilizará para los propósitos antes descritos. Muchas gracias de antemano por su colaboración.

Nombre: \_\_\_\_\_

Sexo: \_\_\_\_\_ Año: \_\_\_\_\_

#### 1. ¿Te gusta la forma en la que la clase de inglés es impartida por el maestro?

1. Mucho \_\_\_\_\_ 2. Algo \_\_\_\_\_ 3. Un poco \_\_\_\_\_ 4. Nada \_\_\_\_\_

#### 2. ¿Qué tan motivadora es la clase de inglés?

1. Mucho \_\_\_\_\_ 2. Algo \_\_\_\_\_ 3. Un poco \_\_\_\_\_ 4. Nada \_\_\_\_\_

#### 3. El maestro muestra una actitud positiva y amigable?

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

#### 4. ¿El maestro desarrolla la clase de una manera ordenada?

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

#### 5. ¿El maestro toma en cuenta la limpieza, el orden de los pupitres y otros aspectos durante la clase?

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

#### 6. ¿Quién tiene mayor participación en la clase el docente o el estudiante?

1. El docente \_\_\_\_\_ 2. El estudiante \_\_\_\_\_ 3. Ambos \_\_\_\_\_

#### 7. ¿Considera que el maestro toma en cuenta las necesidades o preferencias de los estudiantes antes de planear la clase?

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

#### 8. ¿El maestro toma en cuenta la posibilidad de ejecutar un plan b cuando se presenta un inconveniente durante la clase?

Siempre \_\_\_\_\_ 2. A veces \_\_\_\_\_ 3. Rara vez \_\_\_\_\_ 4. Nunca \_\_\_\_\_

9. ¿El maestro considera el estilo de Aprendizaje de los estudiantes?

Siempre \_\_\_\_\_ 2. A veces \_\_\_\_\_ 3. Rara vez \_\_\_\_\_ 4. Nunca \_\_\_\_\_

10. ¿El maestro les permite a los estudiantes interactuar lo suficiente entre ellos durante la clase de inglés?

Siempre \_\_\_\_\_ 2. A veces \_\_\_\_\_ 3. Rara vez \_\_\_\_\_ 4. Nunca \_\_\_\_\_

11. ¿El maestro incluye actividades o dinámicas al inicio y al final de la clase?

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

12. ¿El maestro relaciona el contenido de los libros con el contexto en el que viven los estudiantes?

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

13. ¿El maestro es flexible con los estudiantes que muestran dificultades en la clase ?

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

14. ¿El maestro integra en su plan el uso de recursos tecnológicos para dar la clase?

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

Laptop \_\_\_\_\_ 2. Proyector \_\_\_\_\_ 3. Tv \_\_\_\_\_

. Todas las opciones anteriores \_\_\_\_\_

15. ¿El maestro complementa la clase con material extra? (fotocopias, imágenes, papelógrafo)

1. Siempre \_\_\_\_\_ 2. A veces \_\_\_\_\_ 3. Nunca \_\_\_\_\_

16- ¿Considera usted que el maestro relaciona los contenidos y actividades entre sí, durante la clase?

1. Siempre \_\_\_\_\_ 2. A veces \_\_\_\_\_ 3. Nunca \_\_\_\_\_

17- ¿Cree usted que el docente promueve la participación activa en los estudiantes?

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

18- ¿Piensa usted que el docente debería terminar la clase con una reflexión de esta para motivar a los alumnos a participar más?

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

Data Collection method N° 3: SURVEY

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
<b>TEACHER'S PERSONALITY</b>	Schieb (2011).	Determine Teachers' performance in the teaching Process	¿Te gusta la forma en la que la clase de inglés es impartida por el maestro?				
		Determine Teachers' performance in the teaching Process	¿El maestro desarrolla la clase de una manera ordenada?				
	Brown (2001).	Determine Teachers' personality	¿El maestro muestra una actitud positiva y amigable?				
		Determine Teachers' personality	¿El maestro es flexible con los estudiantes que muestran dificultades en la clase?				
<b>STUDENTS' BACKGROUND</b>	Dunn, R. (1981)	Students background	¿El maestro relaciona el contenido de los libros con el contexto en el que viven los estudiantes?				
		Students needs	¿Considera que el maestro toma en cuenta las necesidades o preferencias de los estudiantes antes de planear la clase?				
	Biberman, G. and Buchanan, J. (1986),	Students learning style	¿El maestro considera el estilo de Aprendizaje de los estudiantes?				

<b>ASPECTS OF PLANNING</b>	Barber, M and Mourshed (2007)	Technological Resources	¿El maestro integra en su plan el uso de recursos tecnológicos para dar la clase?				
	Hattie, J. (2012)	Teaching strategies	¿El maestro incluye actividades o dinámicas al inicio y al final de la clase?				
	Stevens S. (2000)	Didactic Resources	¿El maestro complementa la clase con material extra? (fotocopias, imágenes, papelógrafo)				
<b>LESSON MANAGEMENT</b>	Brown (2001)	Lesson plan Flexibility	¿El maestro toma en cuenta la posibilidad de accionar un plan b cuando se presenta un inconveniente durante la clase?				
	Hattie, (2012):	Transitions	¿Considera usted que el maestro relaciona los contenidos y actividades entre sí, durante la clase?				
<b>Classroom Management</b>	Richards, J. and Lockhart	Classroom Management	¿El maestro toma en cuenta la limpieza, el orden de los				
<b>STUDENT'S INTERACTION VS TEACHERS INTERACTION</b>	Martinez and Gómez. (2015)	Student's Interaction	¿El maestro les permite a los estudiantes interactuar lo suficiente entre ellos durante la clase de inglés?				

	Brown H. Douglas. (2001):	Interaction of Students vs Teachers interaction	¿Quién tiene mayor participación en la clase el docente o el estudiante?				
Students motivation	Maulana, (2017)	Learning Motivation	¿Qué tan motivadora es la clase de				

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## Data Collection instrument N° 2: Interview



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UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

### ENGLISH TEACHERS INTERVIEW

AGE: \_\_\_\_\_ MALE: \_\_\_ FEMALE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

Dear teachers our purpose with this interview is to identify the positive of planning on the learning process of students.

1-What kind of lesson plans structure do you follow? Lexical approach, grammar, functional, task based.

2- Do you take into account your students' needs and preferences when planning. Why?

3. Do you get stick to your plan or are you open to changes when in the classroom?

4. How do you take into account your students 'learning styles when planning?

5. What approach do you use to teach? Communicative, natural, task based, aural, skills based, eclectic,

6- What elements of a lesson plan do you consider most important to use? And why?

7-How would you engage your students in the planning of the English lesson?

8 -What characteristics must a lesson plan have to make it effective?

9-What aspects do you consider before planning a class?

10. How much time do you design to student student's interaction and teacher student's interaction?

11. What resources are effective for the achievement of the learning outcomes? Which are available?

12. How do you organize your activities from start to end? Do the activities you develop follow a logical sequence?

## Data Collection method N° 2: Interview

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
<b>ASPECTS OF PLANNING</b>	Beltran (1992)	Types of lesson plans	What kind of lesson plans structure do you follow? Lexical approach, grammar, functional, task based.				
	Dunn, R., (1981),	Learning style	Do you take into account your students need and preferences when planning? Why?				
	Tenuto (2006)	Flexibility of lesson plans	Do you get stick to your plan or are you open to changes when in the classroom?				
	Biermann, G. and Buchanan, J. (1986),	Elements Of lesson plan	What elements of a lesson plan do you consider most important to use? And why?				
	Biberman, G. and Buchanan, J. (1986),	Learning styles	How do you take into account your students 'learning styles when planning?				
	Jeremy Harmer (2003)	Teaching approaches	What approach do you use to teach? Communicative, natural, task based, aural, skills based, eclectic,				
<b>Characteristics of lesson plans that lead to the achievement of objectives</b>	Jeremy Harmer (2003)	Teacher beliefs, approaches and methods.	How would you engage your students in the planning of the English lesson?				
	Conrado and Chávez (2017)	Characteristic of lesson plans	What characteristics must a lesson plan have to make it effective?				
	Jeremy Harmer (2003)	Approach, Method and Technique	How do you organize your activities from start to end? Do the activities you develop follow a logical sequence?				

	Stevens S (2000)	Teaching resources	What resources are effective for the achievement of the learning outcomes? Which are available?				
<b>Students and teachers interaction</b>	Jeremy Harmer (2003)	What's the students are and what they need.	How much time do you assign to student student's interaction and teacher student's interaction?				

To validate the content of the instruments

**According to the following indicators, rate each of the items as appropriate:**

<p><b>COHERENCE</b></p> <p>The item is logically related to the dimension or indicator you are measuring.</p>	<p>1. Does not meet the criterion</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. The item has no logical relation to the dimension</p> <p>2. The item has a tangential relationship with the dimension.</p> <p>3. The item has a moderate relationship with the dimension it is measuring.</p> <p>4. The item is completely related to the dimension you are measuring.</p>
<p><b>CLARITY</b></p> <p>Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.</p>	<p>1. Does not meet the criterion</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. Item is not clear</p> <p>2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order.</p> <p>3. A very specific modification of some of the terms of the item is required.</p> <p>4. The item is clear, has semantics and adequate syntax.</p>
<p><b>RELEVANCE</b></p> <p>The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<p>1. Does not meet the criterion</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. Does not meet the criterion.</p> <p>2. The item can be deleted without affecting the dimension measurement. }</p> <p>3. The item has some relevance, but another item may be including what it measures.</p> <p>4. The item is essential or important, i.e. it must be included.</p>

<p><b>SUFICIENCY</b></p> <p>Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<p>Does not meet the criterion</p> <ol style="list-style-type: none"> <li>2. Low level</li> <li>3. Moderate level</li> <li>4. High level</li> </ol>	<ol style="list-style-type: none"> <li>1.The items are not sufficient to measure the dimension</li> <li>2.Items measure some aspect of the dimension but do not correspond to the overall dimension.</li> <li>3. Some items must be increased in order to fully assess the dimension.</li> <li>4. Items are sufficient</li> </ol>
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## Data Collection method N° 3: SURVEY



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UNAN-MANAGUA

Instituto Nacional Miguel de Cervantes

Estimado Estudiante: Usted ha sido seleccionado para llenar el siguiente cuestionario estudiantil que hace parte de una investigación, cuyo título es: **“The effects of lesson plan on teaching- learning”**. Información que nos provea es estrictamente confidencial y solo se utilizará para los propósitos antes descritos. Muchas gracias de antemano por su colaboración.

Nombre: \_\_\_\_\_

Sexo: \_\_\_\_\_ Año: \_\_\_\_\_

**1. ¿Te gusta la forma en la que la clase de inglés es impartida por el maestro?**

1. Mucho \_\_\_\_\_ 2. Algo \_\_\_\_\_ 3. Un poco \_\_\_\_\_ 4. Nada \_\_\_\_\_

**2. ¿Qué tan motivadora es la clase de inglés?**

1. Mucho \_\_\_\_\_ 2. Algo \_\_\_\_\_ 3. Un poco \_\_\_\_\_ 4. Nada \_\_\_\_\_

**3. El maestro muestra una actitud positiva y amigable?**

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

**4. ¿El maestro desarrolla la clase de una manera ordenada?**

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

**5. ¿El maestro toma en cuenta la limpieza, el orden de los pupitres y otros aspectos durante la clase?**

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

**6. ¿Quién tiene mayor participación en la clase el docente o el estudiante?**

1. El docente \_\_\_\_\_ 2. El estudiante \_\_\_\_\_ 3. Ambos \_\_\_\_\_

**7. ¿Considera que el maestro toma en cuenta las necesidades o preferencias de los estudiantes antes de planear la clase?**

Sí \_\_\_\_\_ 2. No \_\_\_\_\_

**8. ¿El maestro toma en cuenta la posibilidad de ejecutar un plan b cuando se presenta un inconveniente durante la clase?**

Siempre \_\_\_\_\_ 2. A veces \_\_\_\_\_ 3. Rara vez \_\_\_\_\_ 4. Nunca \_\_\_\_\_

**9. ¿El maestro considera el estilo de Aprendizaje de los estudiantes?**

**Siempre \_\_\_\_\_ 2. A veces \_\_\_\_\_ 3. Rara vez \_\_\_\_\_ 4. Nunca \_\_\_\_\_**

**10. ¿El maestro les permite a los estudiantes interactuar lo suficiente entre ellos durante la clase de inglés?**

**Siempre \_\_\_\_\_ 2. A veces \_\_\_\_\_ 3. Rara vez \_\_\_\_\_ 4. Nunca \_\_\_\_\_**

**11. ¿El maestro incluye actividades o dinámicas al inicio y al final de la clase?**

**Sí \_\_\_\_\_ 2. No \_\_\_\_\_**

**12. ¿El maestro relaciona el contenido de los libros con el contexto en el que viven los estudiantes?**

**Sí \_\_\_\_\_ 2. No \_\_\_\_\_**

**13. ¿El maestro es flexible con los estudiantes que muestran dificultades en la clase ?**

**Sí \_\_\_\_\_ 2. No \_\_\_\_\_**

**14 . ¿El maestro integra en su plan el uso de recursos tecnológicos para dar la clase?**

**Sí \_\_\_\_\_ 2. No \_\_\_\_\_**

**Laptop \_\_\_\_\_ 2. Proyector \_\_\_\_\_ 3. Tv \_\_\_\_\_**

**. Todas las opciones anteriores \_\_\_\_\_**

**15. ¿El maestro complementa la clase con material extra? (fotocopias, imágenes, papelógrafo)**

**1. Siempre \_\_\_\_\_ 2. A veces \_\_\_\_\_ 3. Nunca \_\_\_\_\_**

**16- ¿Considera usted que el maestro relaciona los contenidos y actividades entre sí, durante la clase?**

**1. Siempre \_\_\_\_\_ 2. A veces \_\_\_\_\_ 3. Nunca \_\_\_\_\_**

**17- ¿Cree usted que el docente promueve la participación activa en los estudiantes?**

**Sí \_\_\_\_\_ 2. No \_\_\_\_\_**

**18- ¿Piensa usted que el docente debería terminar la clase con una reflexión de esta para motivar a los alumnos a participar más?**

**Sí \_\_\_\_\_ 2. No \_\_\_\_\_**



# Data collection instruments

Data Collection instrument N° 2: Observation Guide

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA  
UNAN-MANAGUA  
Observation Guide

School name: Instituto Miguel de Cervantes  
Date: 30/11/20  
EFL Teacher: Jairo Lara

Objective: Dear teachers our purpose with this observation is to identify the effects of planning on the learning process of students.

Criteria to Evaluate.

ASPECTS TO EVALUATE	EXCELLENT 100% complies with what is required.	VERY GOOD 90-80% complies with what is required.	GOOD 70-60% complies with what is required.	DOES NOT APPLY Does not complies with what is required.	Total
The teacher uses rewarding words such as: well-done, good, good job or excellent to motivate students.		✓			
Activities assigned to be done in class strengthen the students' self-confidence to speak English	✓				

1. Observation guide

Data Collection method N° 3: SURVEY

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA  
UNAN-MANAGUA

Instituto Nacional Miguel de Cervantes

Estimado Estudiante: Usted ha sido seleccionado para llenar el siguiente cuestionario estudiantil que hace parte de una investigación, cuyo título es: "The Effects of lesson planning on students learning and teaching process". Información que nos provee es estrictamente confidencial y solo se utilizará para los propósitos antes descritos. Muchas gracias de antemano por su colaboración.

Nombre: Leonora Morales  
Sexo: Leonora Año: Morales

1. ¿Te gusta la forma en la que la clase de inglés es impartida por el maestro?  
1. Mucho ✓ 2. Algo ✓ 3. Un poco ✓ 4. Nada ✓

2. ¿Qué tan motivadora es la clase de inglés?  
1. Mucho ✓ 2. Algo ✓ 3. Un poco ✓ 4. Nada ✓

3. El maestro muestra una actitud positiva y amigable?  
Si ✓ 2. No ✓

4. El maestro desarrolla la clase de una manera ordenada?  
Si ✓ 2. No ✓

5. El maestro toma en cuenta la limpieza, el orden de los pupitres y otros aspectos durante la clase?  
Si ✓ 2. No ✓

6. ¿Quién tiene mayor participación en la clase el docente o el estudiante?  
1. El docente ✓ 2. El estudiante ✓ 3. Ambos ✓

7. ¿Considera que el maestro toma en cuenta las necesidades o preferencias de los estudiantes antes de planear la clase?  
Si ✓ 2. No ✓

8. ¿El maestro toma en cuenta la posibilidad de ejecutar un plan b cuando se presenta un inconveniente durante la clase?  
Siempre ✓ 2. A veces ✓ 3. Rara vez ✓ 4. Nunca ✓

9. ¿El maestro considera el estilo de Aprendizaje de los estudiantes?  
Siempre ✓ 2. A veces ✓ 3. Rara vez ✓ 4. Nunca ✓

2. Survey

Data Collection instrument N° 1: Interview

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA  
UNAN-MANAGUA

ENGLISH TEACHERS INTERVIEW

AGE: 50 MALE: X FEMALE: ✓

SCHOOL: Instituto Nacional Miguel de Cervantes y Saavedra

Dear teachers our purpose with this interview is to identify the effects of planning on the learning process of students.

1-What kind of lesson plans structure do you follow? Lexical approach, grammar, functional, task based.  
Normally in the Ministry of Education follow giving grammar because is the most common in the public schools of Nicaragua, probably within twelve years the future students will be able to develop spoken classes due to the implemented English in primary.

2- Do you take into account your students' needs and preferences when planning. Why?  
I like to take into account my students their preferences and difficulties because they are extra-age because of the lack of handle the language and shortage of resource to learn a second language, I have to understand.

3. Do you get stick to your plan or are you open to changes when in the classroom?  
I try to apply something need in the classroom related to the methodology of teachers but if students present big difficulties, I have to get low the rhythm of speaking.

4. How do you take into account your students' learning styles when planning?  
I take into account the shortage of knowledge of them, I am conscious that they do not have handle about the subject.

What approach do you use to teach? Communicative, natural, task based, aural, skills based, eclectic.  
Basically I apply a few of communicative related to questions and dialogues other students are applied with expositions.

3. Interview

## **Sample of effective Lesson plan**

### **Lesson plan**

**Topic:** Classroom objects

**Grade:** 8th Grade

**Lesson focus:** speaking and listening

#### **Objectives:**

1. Students will be able to name orally classroom objects by watching some flashcards shown by teacher
2. Students will be to differentiate classroom objects and no classroom objects by placing the correct object given by the teacher

Materials: book, pencil, pen scissor, marker, chair, ruler, flashcards, board, wallpaper.

Key words: what-this-that-those-these

#### **Warm up**

1. Teacher writes on the board some sentences of singular and plural of verb to be

It is an apple She is a nurse

They are doctors They are oranges

2. Teacher asks students to get in pairs and write sentences using the singular and plural form verb be.
3. Students share their sentences with the class.

#### **Presentation**

1. Teacher shows five pictures with the name of classroom objects and ask students to listen and repeat.

Examples:

This is a book, ruler These are pens, pencils

That is a chair

Those are markers, scissor

2. Students repeat the name of the objects three times
3. Teacher takes three objects and ask students to say the name of the objects

*Examples:*

Marker scissor ruler

### **Practice**

1. Teacher puts five objects on the table and say the name of the objects, then students pick up the correct objects according to name that the teacher said.
2. Teacher draws two columns on the board one for classroom objects and one for no classroom objects. Students stand in two line, then teacher gives students pictures about classroom objects and no classroom objects and ask students to put the objects in the correct column

Classroom objects No classroom objects

Marker Bicycle

Car Books

Kite Scissors

3. Teacher gives students a crossword and ask them to complete it

### **Production**

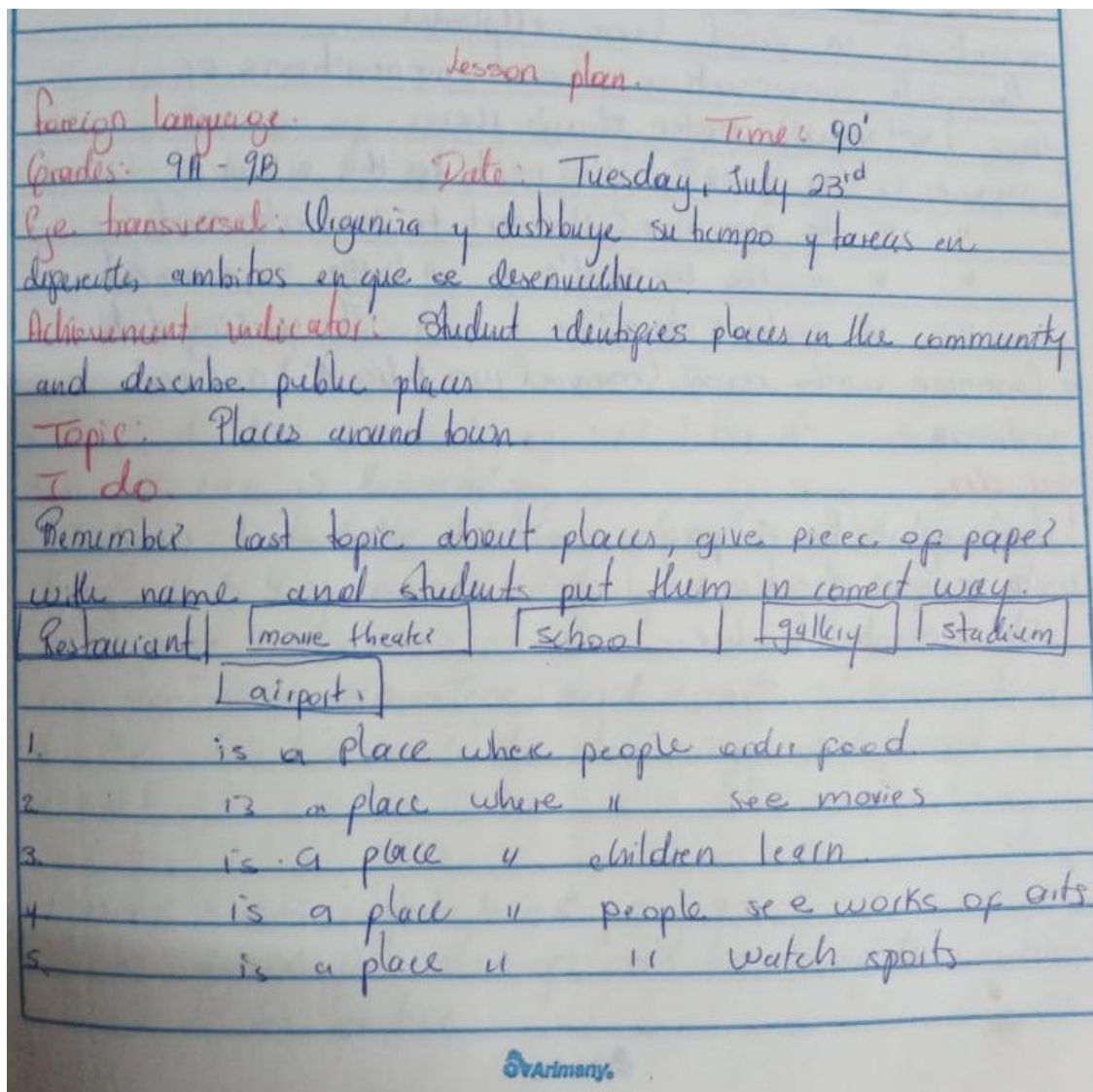
1. Teacher ask students to get in pairs and S1 say S2 the name of one classroom objects and S2 draw the object, then they change the role
2. S1 show a picture of classroom object to S2 and ask her/him: what is this? S2 answer it

is a book, pen, pencil etc.

### Extra class work

Teacher ask students to bring a draw on two classroom objects with their names in a wallpaper

Samples of lesson plans used by EFL teachers in secondary school. Instituto Nacional Miguel de Cervantes, second semester 2020.



Copy other vocabulary to practice pronunciation.

**we do**

letter C how many (manual pag. 62) and letter D  
to answer questions

Do letter B fill in the blanks.

**you do.**

Use english book pag. 107 see picture and speak  
about it.

pag. 109 act. 3 draw. and practice pronunciation.

### Lesson plan.

**Foreign language.**

**Grade:** 10<sup>th</sup>

**Time:** 45'

**Date:** Thursday, Sept. 19<sup>th</sup>

**Achievement indicator:** Student uses would to write sentences  
with acceptable grammar.

**Topic:** Tourism.

- Booking (making a reservation)
- modal "would"

**I do.**

- Review: 1 1 1

you do

English book pag. 128 act 1, 129 act. 6 and practice reading.

listening video #5 about vocabulary.

- (audio 18c).

### lesson plan.

foreign language

grades: 7A 7B 7C

Dates 18/09/19. 19/09/19 20/09/19. Time: 90'

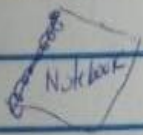
Obj. transversal: Nuestra intención y motivación al realizar distintas acciones.

Achievement indicator: Students categorize vocabulary related to home rooms.

Topic: Inside my house.

I do.

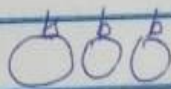
To review last topic put pictures and price and create them. How much \_\_\_\_\_?



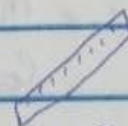
\$ 25=



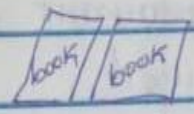
\$ 18.



\$ 30=



\$ 15=



\$ 100=

Present a picture of house and practice new vocabulary manual pag 61, practice pronunciation.

Grammar: there is / there are with picture in order.

Speak about other places that they know.

To review last vocabulary about prepositions of place.

Follow directions in two team and draw the teacher reads (snow man) and put on the board, teacher writes correct sentences and evaluate them.

**we do.**

Complete with correct words using picture and definitions (see page places in our Community).

Give to students picture about places, they will be present it in front. (see cellphones)

Complete conversation about prepositions of place (3rd video). after draw them.

where is the park? it's next to the school.

" " the shoe store? it's next to the restaurant

" " " the bank it's " " the supermarket

" " " book store? " " " The parking lot

Continue with map (manual 140 letter E) answer questions.

**you do.**

Use english book page act. 7 draw it and write simple directions.

Show it to teacher.

## Lesson Plan

School: \_\_\_\_\_ Date: Friday November 6<sup>th</sup>, 2020  
Subject: foreign Language time: 40' grade: 10<sup>th</sup>

Achievement indicator: student express strategies to preserve the common land, flora, fauna and humanity.

Content: Our Environment

• Warm up: (Hot cabbage) (30 mins)

By playing the hot cabbage the students will define environment and mention why the environment is so important.

2. Presentation. (10 mins)

1. Present the nature vocabulary using either pictures or realia.

2. Students write the vocabulary and practice Pronunciation.

3. "There is" and "There are" Review

4. Present Animals vocabulary:

}	chicken	duck
	Pig	dog
}	horse	sheep
	Cow	Cat



## II Practice (15 mins)

1. Review the vocabulary about environment by either playing "The hangman" or "The fly Swatter"
2. Complete the blanks with There is or There are
  - 2.1 \_\_\_\_\_ a chicken in the farm
  - 2.2 \_\_\_\_\_ five ducks in the river
  - 2.3 \_\_\_\_\_ a cow in the yard.
  - 2.4 \_\_\_\_\_ ten rivers in the country
  - 2.5 \_\_\_\_\_ many flowers in the garden.
3. Students will complete the exercise on the whiteboard.

## III. Production. (10 mins.)

1. Students will write a short paragraph about everything they learned in class and they have seen in their community) using "there is" and "there are" correctly.

example: In my community there is a river, . . .

Homework Correct the sentences and re-write them correctly. (5 mins)

Exercises. Act out.

Students perform a profession.  
They must wear cloth related to jobs and  
have a short oral presentation

Homework Students must bring a picture about  
a job.

### Lesson Plan

Grade Tenth

Date February 17/21 2020

Content Friendship

Achievement Indicator students clarify general  
Strategies meaning and Control basic grammar

I Do / Presentation

- Present Vocabulary.

- Teacher will write adjectives on the board  
and make gestures to present meaning.

- Write two columns on the board Good  
friends and Bad friends and students write  
the adjective that describe them.

- Teacher will present Modal verbs: Have to / should  
grammar Sentence structure. using examples

We Do / Practice.

Exercise B. Acrostic

Students choose a name of a friend that  
they're going to write about

They write the name vertically. and  
use the letters of the name to start  
adjectives describing that person.

- Matching friend problem with advice

Exercise X Students talk about classmates  
real problem and give advices

Each students will write his/her name on a piece of paper and read problems for classmate to give some piece of advice.

### You Do Production

Exercise A Describe a friend.

- Teacher will orally present an example short paragraph.
- Have the students to choose a friend in the class and write a paragraph about him/her.
- Read paragraph aloud for classmate guess who person is the description about.

Exercise B I like you because.

- Students choose one person in the class and say aloud what they like about that person.

H.W. Exercise C Scenarios

Ask the students form groups of 3 or 4 and give them a card with a situation they should analyse and take notes on their answers.

- Students prepare a presentation Acting out.

26/2/20

Note I will continue teaching this lesson plan from section We I

- friends problem and advice

