

**ANALYSIS OF LESSON PLANS: THE CASE**

**OF**

**ENGLISH TEACHING IN KAFA ZONE**

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**ANALYSIS OF LESSON PLANS:  
THE CASE OF ENGLISH TEACHING IN  
KAFA ZONE**

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ANALYSIS OF LESSON PLANS: THE CASE OF  
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## **ABSTRACT**

This paper was meant to analyze teacher made lesson plans of English language for grade seven . The methodology employed was content analysis in that selected lesson plans prepared by teachers were content analyzed on the basis of theoretical frames of lesson planning. In addition to the analysis of teacher made lesson plans selected teachers were class-observed to see the extent to which planning and actual application of the teaching learning process match.

The analysis of lesson plans made by teachers and the class observation conducted in some selected English classes indicated that, though in various frequencies and quantities, all the teachers used to include all the components of lesson plans in their preparation; most of the teachers failed to write specific instructional information in their lesson plans; all the teachers excluded criteria and condition from the instructional objectives; the expository method was given wider space than the participatory methods; These and other findings were revealed.

Finally conclusion and recommendations were given.

# **CHAPTER ONE**

## **INTRODUCTION**

### **STATEMENT OF THE PROBLEM**

The purpose of this study was to analyze teacher made lesson plans for their appropriateness in guiding the teacher. Lesson plans are prior decisions about the instructional process to be conducted in a given educational situation. As supervisory experiences show there are lesson plans which do not have much instructional value. Such lesson plans are usable neither by the teacher who prepared it, nor by others who may substitute him/her. It is said that even the learners can learn using a properly prepared lesson plan provided that they are given clear objectives. Without such proper lesson plans there is little guarantee that the instructional process will succeed. When a teacher plans a lesson, he/she has good prior knowledge about the content, the learner the procedure, and the materials to be employed in the teaching learning process. Since he/she has prior readiness and psychological strength, the teacher has good ground to present the lesson successfully. Several scholars agree that a teacher who is not ready to teach, or who has not planned to teach becomes restless and emotional. These restlessness and emotions are the results of poor preparation and readiness.

There is a saying which states that well planned is half done. Planning is the initial step in teaching learning process in which the teacher designs his and that of his learner's activities, prepares and decides methods and materials that would be employed in the interaction with his/her students.

As Aggarwal (1996:322) stated, one of the most important elements in good teaching is good lesson planning. Lesson planning is the mental readiness of the

teacher to present an effective and valid lesson. A teacher who is not well prepared or well planned becomes deficient and targetless in the presentation of a given content. It was also stated in Aggarwal (1996: 322) that however much a teacher is experienced, he/she could do little of teaching without prior planning.

As supervisors report, there is a belief in our teachers that lesson plans are of little value in guiding their activities in the classroom, and therefore, they enter the classroom without lesson plans. According to Romiszoweski (1984:134) there are many teachers who put in quite creditable performances in the classroom with very little formal, written preparation. On the same page, however, he said that teachers do not give very effective lessons with even scanty preparation. The belief that teachers give effective lesson without formally written or prepared lesson plans is quite controversial and questionable. These teachers might have accumulated a good knowledge of the content through long years of experience. Unless they decide what sort of content and points to present, method and materials to be employ, it is very difficult for them to make wise use of the allocated time, ensuring the understanding of content on the part of the learner. Methods and materials that used to be employed in previous years may not work at present. Psychological and physical conditions may interfere with the attention of the teacher to present a lesson effectively. Many reasons can be mentioned why planning is more powerful than experience. According to Aggarwal, prior planning:

- avoids needless repetition
- delimits the scope of the activity to be done in the learning situation
- saves time
- indicates objectives to be achieved by the learner
- indicates methods and materials appropriate to the content and the learner

- gives the teacher the confidence to face the class
- enables the teacher to link prior and new knowledge

In sum, lesson plans indicate the overall process in the learning situation. Lesson plans should indicate not only the activities to be done but also solutions or alternatives for possible problems and failures to carry out the activities as planned.

In spite of such vital importance, lesson plans in Kafa Zone are given little attention. Supervision reports show that there is lack of consistency in formulating instructional objectives, in identifying activities of learners and teachers and in defining methods and materials for learning. It is also reported by these supervisors that there are some teachers who enter the classroom without a lesson plan. As shown above, effective teaching and learning are not achieved without proper planning.

With this argument, the writer of this paper decided to study teacher made lesson plans in Kafa Zone for their appropriateness in statement of instructional objectives and other related elements of a lesson plan.

## **OBJECTIVES OF THE STUDY**

The objectives of the study were to:

- a. investigate the quality of lesson planning
- b. point out the strong and weak sides of the lesson plans
- c. see if teachers make use of their lesson plans
- d. recommend sample lesson plan which contains the basic elements of a lesson plan.

## **RESEARCH QUESTIONS**

In this study it was attempted to answer the following questions:

- b) How appropriate are teacher made lesson plans in guiding the teacher towards successful classroom interaction in light of
- the formulation of instructional objectives
  - the indication of contents
  - the organization of procedure
  - the selection and use of materials/ manipulative
  - the selection of assessment techniques

- b) Do teachers make use of lesson plans in the teaching learning process?

## **DEFINITION OF TERMS**

**Instructional materials:-** the materials used to enhance the understanding of a given content in lesson presentation in addition to the textbooks.

**Methods:-** the means that are employed to achieve the instructional objectives

**Lesson plan:-** A daily plan of action prepared by a teacher to be used in

instructional interaction with students

**Passive verbs:-** Verbs that are used to express the passivity of the learner like attend, listen, etc

**Active verbs :-** Verbs that are used to express the activity of the learner, like write, list, etc.

## **DELIMITATION OF THE STUDY**

This study is limited to lesson plans of English prepared for Grade Seven students. English is given more attention in this paper, first because of students' complaints in studying this subject . Most of our students complain that English is difficult to study and low scores are obtained by many students, in schools and national exams. Secondly, it is believed by the writer of this paper that good command of English will sweep the floor for the learning of other academic subjects easily. Since English commences as a medium of instruction from this grade on wards in SNNPR and most of references are written in English, the importance of this subject is unquestionable.

It is believed that the data collected from this grade and subject would represent the information that could be attained from other subjects and grades.

## **CHAPTER TWO**

### **2. REVIEW OF LITERATURE**

## 2.1. THE WHAT OF LESSON PLAN

Although different scholars may have various forms of statements about what a lesson plan is, they say the same thing about lesson plans. According to Aggarwal (1996:322) a lesson plan is envisaged as a blue print, a guide map for action or a comprehensive chart of classroom teaching learning activities. Aggarwal further describes it as an elastic but systematic approach for the teaching of concepts, skills and attitudes. In this instance a lesson plan can be defined as the teacher's daily plan of activities to be conducted in a given teaching learning process. Lester, (cited in Kochhar, 1985: 188-9) puts the concept of lesson plan:

*A lesson plan is actually a plan of action. It, therefore, includes the working philosophy of the teacher, her knowledge of philosophy her information about and understanding of her pupils, her comprehension of the objectives of education, her knowledge of the material to be taught and her ability to utilize effective methods.... It is the teacher's mental and emotional visualization of the classroom experience as she plans it to occur. It is in many ways the core, the heart of effective teaching.*

According to Lester, a lesson plan is the heart of effective teaching in which the teacher indicates the objective of the lesson, the materials to be taught and the effective methods to be applied in order to achieve the objectives.

## 2.2 THE WHY OF LESSON PLAN

Regarding the importance of a lesson plan, several scholars had said almost the same thing in different terms. Clark and Starr (1986:175) stated that every lesson should be planned. The reason they gave to this opinion was that careful planning ensures that one is familiar with the content. According to them it gives the confidence that comes from knowing what one is doing.

As indicated else where in this paper, the teacher should indicate the objectives, methods and materials in his/ her lesson plan. The choice of objective relevant contents methods and materials is based on a good knowledge of the content of the lesson. Unless the teacher knows the content carefully, he/she won't be able to choose the methods and materials that are relevant.

Supporting Clark and Starr, Kochhar (1985:189) said that careful planning is the foundation of a good teaching from the first day to the last day of student teaching. According to him, lesson planning performs some specific functions as described below:

1. It forces consideration of objectives, the selection of subject matter, the selection of procedure, the planning of activities and the preparation of tests of progress.
2. It keeps the teacher on the track; ensures steady progress and a definite outcome of teaching and learning procedures.
3. It is essential for effective teaching. It requires the teacher to look ahead and plan a series of such activities and progressively modify children's attitudes, habits, information and abilities in desirable directions.
4. It prevents waste; it helps the teacher to be systematic and orderly; it encourages good organization of subject matter and activities; it prevents haphazard teaching.



5. It gives the teacher greater confidence and therefore greater freedom in teaching. It can ensure that the teacher does not 'dry up' or forget a vital point. It can remind him/her of the telling phrase, the apt quotation or the effective simile or illustration at the moment in the lesson.

In addition to this, on pointing out the importance of lesson plans, Brown (1995:23) said that planning is a vital element in teaching. He further stated that systematic planning almost always yields better results in teaching.

Callahan and Clark (1988:103) perceived good teachers as the ones who plan their teaching. They associated planning with familiarizing oneself with textbooks, resource materials and innovations in one's field. In the process of planning the teacher gets the chance to make a good glance at the textbooks and other resource materials in order to present a fruitful lesson. According to these scholars, a well written lesson plan:

- gives an agenda or outline to follow as one teaches a lesson
- gives substitute teachers a basis for presenting real lessons to the class they teach
- is certainly useful when one is planning to teach the same lesson in the future
- provides the teacher with something to fall on in case of a memory lapse, an interruption or a distraction such as a call from the office or a fire drill.

In some deviation from the importance of written lesson plans, Romiszowsky (1984:) tries to attach written lesson plans to in-experienced teacher. But the points indicated above about the importance of lesson plans show that lesson plans should be prepared by all teachers. It is true that the experienced teacher has a good knowledge of the subject he/she teaches. This does not mean knowledge remains static. This does not

mean the feeling about a given reality remains the same through time. Moreover, we may not encounter pupils of the same characteristics year after year; our method and materials may vary accordingly.

To use the same material or method year after year not be effective; some adjustments and modifications may be needed. New pedagogical findings may be forwarded. As also stated above, there are times when teachers become distracted by both physical and psychological causes. Therefore as Callahan and Starr (1986: 104) said, lesson planning should be a continual process for there is a constant need to keep materials and plans current and relevant to present needs; lesson plans should be in a constant state of revision. Bagley, (cited in Aggarwal 1996: 322) said that however able and experienced the teacher, he/she could do never without a preliminary preparation.

Moreover, to show the importance of a written lesson plan, Posamentier (1986:4) pointed out that:

Just as a successful performer spends lots of time rehearsing a performance, a teacher needs to rehearse a lesson. But the practical way for the teachers to rehearse is 'mentally'. You can best achieve this by planning your 'performance' (lesson) on paper. Writing a good lesson plan will force you to go a detailed 'mental dry run' of the lesson... It is advisable to write new plans each time a course is taught. This will not only allow you to tailor each lesson to the specific class being taught, but it should go far in keeping your mind continuously stimulated.

According to Posamentier, the teacher who walks into the classroom and begins a lesson with 'where did we end yesterday?' or who begins a lesson by taking out the text and merely reading from it to the class, or who teaches 'off the cuff' from memory, performs a gross disservice to the young people in his/her charge.

The main emphasis given to lesson planning in this discussion does not mean that the teacher should base his teaching only on what he/she has planned. One of the main principles of lesson planning is flexibility. According to Harmer (1991: 258):

*Flexibility comes into play when dealing with the plan in the classroom; for any number of reasons what the teacher has planned may not be appropriate for that class on that particular day. The flexible teacher will be able to change the plan in such a situation.*

Flexibility is the characteristics we would expect from the genuinely adaptable teacher. Regarding flexibility in using the lesson plan, Stevenson (Cited in Aggrawal 1996:322) said that teachers should always plan their teaching, and that they should not be slave to it. This means the teacher should be guided not only by the lesson plan but also by the condition that happens in the classroom as well.

### **2.3. THE COMPONENTS OF A LESSON PLAN**

Though a lesson plan may contain a lot of main and specific elements, most scholars agree that a lesson plan should indicate

- The objectives to be achieved (products of the learning)
- The content of the presentation
- The procedure (activities and methods)  
The materials that help achieve the objectives
- The assessment techniques

For instance, Brown (1975:24) indirectly pointed out the contents of a lesson plan when he listed key questions in planning. Accordingly, he raised the following questions:

1. what kinds of things do you want the pupils to learn?
2. what are your precise instructional objectives?

3. what is the most appropriate sequence of the topics and task (procedure)?
4. what are the most appropriate methods?
5. how should the teaching and learning be evaluated?

### **2.3.1. Instructional Objectives**

An old proverb, which denotes the importance of defining objectives, is forwarded by Young (1979:) as, " If you don't know where you are going, any road will take you there. " This saying indicates that one has to decide first where one would go. One reaches to point A if only he/she has decided to reach point A. Otherwise he/she goes everywhere and that journey is of no use.

In this sense instructional objectives are objectives that show the teacher the direction where to go. They are ends to be achieved at the end of any lesson as the result of instructional activities. Mager (1984 ) breaks an instructional objective into three parts: performance, condition, criteria.

#### **Performance**

Most scholars agree that instructional objectives should be explicit or measurable. This means, the student should be observed doing some activity. Brown (1975: 24) said that explicit instructional objectives are preferable for they allow us to evaluate the success of the teaching and so to improve upon it. Clark and Sarr (1986: 176) also indicated that the lesson objective should describe precisely what is to be learned in the lesson. They further argued that objectives should be quite specific at the instructional level. According to Hogben (1972:42) the advantages of stating objectives in measurable terms are:

- They provide clear cut end points or goals toward which students and teachers can work
- They facilitate the measurement and evaluation of curriculum outcomes because of their focus on terminal performance expressed in terms of observable behavior (exactly what the student should be able to do).

As stated above, if teachers have clear and unambiguous objectives, the instructional process and measurement of the achievement become easier.

But opponents of specific instructional objectives contend that stating objectives in measurable terms delimits the capacity of the learner only to these measurable terms. And the additional fear of these people is that the instructional process may focus only on these specific activities forgetting the unpredictable ones. Eisner (cited in Hogben, 1972:42) pointed out that the particular amount, type and quality of learning that occurs in any classroom is largely unpredictable, and therefore, the outcomes are far too numerous, and complex to be covered by any list of objectives set down in advance.

The writer of this paper argues for stating instructional objectives in specific terms. Specific terms have more advantage over the general or implicit ones. It is difficult to measure the implicit terms such as know, understand, appreciate and other related terms. As Mager put it clearly, we cannot peer into another's mind to determine what knowledge or attitude might reside there in. How can one know if the learner has understood or known a given content? What is the indicator of his/her knowing or understanding? The understanding of the instruction about the multiplication of decimal numbers has to be shown by multiplying decimal numbers. It is then that one can guarantee that understating has been achieved. Instead of saying the student will know how to transform past active sentences into passive, it is better and effective if we say, "The student will be able to transform past active sentences into passive;" and

work for the achievement of these objectives. Specific terms are much better than implicit terms in that the attainment of specific terms implies the attainment of implicit terms, i.e. if one multiplies it is clear that one has known how to multiply. Therefore the verbs in the instructional objectives should be the ones that enable the learner say and do, such as: list, calculate construct, explain, summarize, analyze, make complete, etc.

As far as objectives of affective domain are concerned expression of love or hate, or appreciation of a given phenomenon is inward behavior. A person's love to or appreciation of something may be expressed on the spot or through time. Is it credible if a learner says that he gives value to clothing? Can we believe a person if he/she says that he/she loves his/her country? In these two cases, what is credible is the wearing of clothing and the learner's participation in the building and protection of his/her country leaving any risk aside. What is expected from the learner at the moment of instruction is clarifying the use of cloth, comparing the life in the motherland and foreign country or stating the advantages and disadvantages of motherland.

Generally, specific objectives are more useful than general or implicit objectives. They are easy to evaluate and can indicate the attainment of the implicit one. According to Heinich et al (1989:39), vague terms, such as, **know**, **understand**, and **appreciate** do not communicate our aim clearly; therefore, the terms we use in our instructional objectives should be specific terms which would require the learner to demonstrate in the classroom by doing or saying or both.

### **The Condition**

The condition under which the learner shall demonstrate the behavior indicated through the specific term is one element of the instructional objective. As Mager (1984:49) pointed out, simply specifying the terminal act may not be enough. To make the objective very clear, conditions are very necessary. Students should be given

references or conditions where they might be able to show their performance. It is not enough to say that the student will be able to list animals. It should also be indicated where the students will be able to list animals. This may be clarified as:

- **Given a list of animals, the learner will be able to underline the domestic ones.**

In another instance an objective may be formulated as:

- **Given a non-operating machine, the student will be able to identify the problem within the machine.**

In the above two statements, " Given a list of animals" and " Given a non operating machine" are conditions under which the learners can demonstrate their capacity in underlining the domestic animals, and identifying the failure with the machine respectively.

It is indicated here that the inclusion of condition in an instructional objective is very important. This does not mean that all instructional objectives should necessarily contain conditions. With regard to this point, Borich ( 1988: 86) said:

*If the observable learning outcome is to take place using particular materials, equipment, tools, or other resources, then the conditions must be stated explicitly in the objective. When the conditions are obvious they need not be made explicit, because to do so would add nothing new. On the other hand, when conditions can focus learning in specific ways eliminating some ideas of study and including others, the statement of conditions can become critical to the attainment of the objective and, therefore, must be included.*

So what one understands from this excerpt is that conditions may or may not be included in the objective according to the type of the lesson or content.

## The Criteria

Here the main question raised is, " To what extent do we require the learner to perform the objectives (all, half, quarter)?" Regarding this, Heinich and others (1989: 40) said that a well stated objective has to indicate the standard by which acceptable performance will be judged; what degree of accuracy or proficiency must the learner display. Mager (1984: 71) said that:

*If we can specify the acceptable performance for each objective we will have the means for determining whether our instruction is successful in achieving our instructional intent. If, for example our best experience and wisdom tell us that we must not consider a student competent until that student can perform within a strict time limit, then we know that we will have to instruct and assist that student until the desired performance level is reached. We would know-and the student would know-the quality of the performance to work for or exceed. What we must try to do, then, is indicate in our objectives what the acceptable performance level will be by adding words that describe the criterion of success.*

In Mager's words, the criteria can be split in to two: the time limit to perform a given activity and the accuracy level of the activity. How much time is required (to complete a given content by the learner) needs to be specified. Only accuracy may not be helpful in most cases. This is to say that it is not enough, to repair a fault in a machine accurately. In the world of competition, the repair has to take relatively as short time as possible so that the machine gets to work.

A learner whose training is not guided by time limit may fail in his/her performance in circumstances where the work of the firm in which he/she is employed is time dependent. In such cases the training of the learner becomes incomplete. Therefore



when objectives are formulated the inclusion of criteria becomes crucial. The following example clarifies an objective, which contains criteria.

**Given a list of food items, the learner will be able to group them in to vitamins, carbohydrate and proteins in 5 minutes.**

In the example that the student will be asked to group the food items in to three is accuracy criterion, whereas, *in five minutes* is the time or speed criterion. Generally speaking, defining criteria enables the teacher to what extent his or her students are able to carry out a given activity, or what extent of the activity the students are able to do. Unless criteria are defined, it is obscure if students are expected to carry out all, half or quarter of the activities, and how to judge the learner, i.e when to say "excellent," satisfactory "or" poor"

## **2.3 THE CONTENT TO BE PRESENTED**

According to Borich (1988: 125) the content to be presented is the heart of the lesson plan. It is this part of the lesson plan which the students are expected to master. For this reason, the content to be presented to a class has to be predetermined and wisely arranged in light of pedagogical and psychological principles. It is difficult to forward all the content and all the knowledge to a class. As Borich (1988: 126) pointed out not everything in a text, workbook, film, lecture, on the chalkboard will be of equal importance to the day's objective. He concluded that highlighting the key aspects for the text and workbook provides important guidance for helping students selectively perceive and retain the main parts of the lesson. Furthermore, the contents that are relevant for class presentation, discussion and practice have to be selected and organized carefully in a way students can take in easily. Of the contents of the text that can be read and practiced by the students on their own and the ones that need the involvement and guidance of the teacher have to be decided. The points that need a

great deal of time and attention, and the practice and understanding of which may give way or hint to the practice and understanding of another have to be selected and presented in the classroom.

Having made such selection and arrangement the teacher has to indicate in his /her lesson plan the main points to be dealt in the classroom in the order of better presentation and good understanding or practice.

## **2.4. THE PROCEDURE**

This part of the lesson plan is given different names by different scholars for the same purpose as: procedure, didactic elements and presentation. Since the term, procedure gives much more representation of the activities in this part of the lesson plan, this term is used in this paper. Thus procedure encompasses the activities and methods of carrying out the activities by both the learner and the teacher.

One of the procedures, which has to be included in the lesson plan, is the techniques the teacher designs to get the attention of his/her 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. Especially from second or third period on wards, student's curiosity and motivation for learning a new lesson begins to decline. This loss of motivation and curiosity is a hindrance to the attainment of the new content. Every attempt has to be made to attract the attention of the learners to the new material so that the objective can be achieved successful. Concerning this issue Borich (ibid, 109) wrote;

*Like any good performance lesson needs an effective introduction. In many respects the introduction sets the time for the rest of the lesson. It*

*alerts the class to the fact that the business of learning is to begin. If it is exciting. Interesting or innovative, it can create a favorable mood for the class.*

Borich further asserted that it is difficult to develop an exciting introduction, and that lessons can be introduced by reviewing the previous lesson, by raising odd questions that may stimulate or sometimes bewilder the learners, and by using diagrams, pictures, films and other attention getting aids?

The writer of this paper does not agree with Borich's idea in using revision of last lesson as only attention getting aid. It is true that revision of last lesson, or relating what the learners know with the new lesson can motivate the learner. But revision of previous lesson should not be considered as only attention getting aid. Attention getting aids or openers may vary from lesson to lesson and may be ignored sometimes. However, since 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. In this regard, revision of the previous lesson may be considered as both attention getting aid and part of the lesson. This means no other attention getting aid or opener should substitute revision of previous lesson.

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 learner to ensure his/her active involvement in the activity.

Regarding methods, it is used here to indicate the means the teacher and learners employ to achieve the intended objective. According to Harmer (1991) good lesson planning is the art of mixing methods, activities and materials in such a way that an

ideal balance is created for the class. What we learn from this statement is that method is one of the main elements of a lesson plan, which our teachers should consider in their planning. When the teacher plans an activity he/she should also plan how to carry out this activity.

Klafki, (1995 13-29) taking 'didactic analysis' as the first step of planning, and 'method' planning as the second step said that:

*methods planning is concerned with the 'how ' of teaching, more precisely with the question: which ways can lead to the fruitful encounter between the children and the content (the pedagogical significance and structure of which have been established by didactic analysis) and what can follow for a fruitful encounter between the two to be achieved.*

According to Klafki, once the teacher has made didactic analysis, or decided the relevant content to be learned, he/she has to plan how he/she would present, or the learner would learn this content more successfully. There are dozens of methods such as the lecture, discussion, inquiry, demonstration, story telling, dramatizing, experimentation, project and others. Which of these methods is/are relevant to achieve the intended objective? For instance, if the content is on soil erosion, which context is more helpful, the classroom or the field? Why?

From the point of view of individual difference theory, a good teacher may classify his/ her students according to their needs to decide which methods better help which students. Regarding this point, Borich (1988:140)wrote:

*Just as the carpenter, electrician, and plumber must select the proper tool for a specific task, the teacher must select the proper instructional strategy for a given type of learning outcome.*

Since there are individual differences within a classroom, the knowledgeable teacher should seek ways and strategies that may meet these different needs of the learners. As Borich indicated there are two reasons for being aware of the individual differences among learners in a classroom. First, by knowing these individual differences a teacher may be able to match or adapt the instructional method to the individual learning needs. Second, even when the use of different instructional approaches with different groups may not be possible, it is important to understand the powerful effect that individual differences can sometimes have on instructional methods. Borich's strong view is that teachers should use various methods to give various chances to learners in their encounter with content. According to Borich, adaptive teaching techniques attempt to apply different instructional strategies to different groups of learners so that the natural diversity that prevails within the classroom does not prevent any learner from reaching the common goal. There are different learners who prefer more: to hear than to read, to see than be told about, do than watch others do, and vice versa.

## **2.5.THE INSTRUCTIONAL MATERIALS**

Materials, here, refer to things through which a given content can be learned. In this sense materials can be: realia, models, specimen, graphics and the like. Since teaching materials enhance the understanding of a given content, selection of appropriate materials and utilization are two of the basic tasks a teacher has to do.

The aim of discussing materials in this paper is not to give details about the type and advantages of teaching materials. But to say some words about the importance of them in enhancing the understanding of a given content, Amare (1999:1) has pointed out clearly by saying that no one disputes the role and function of instructional materials in enhancing the quality of education.

On arguing for the importance of instructional materials, Wittich and Schuler (1979:xix) said that information and ideas could best be communicated by a proper combination of materials and methods rather than by the printed and spoken word. As we also know from, Dales (1969) cone of Experience the printed and spoken words are put at the end of the cone showing their abstract nature.

This does not mean that the prints are unnecessary. What is being said here is that teachers should use various materials as much as possible to give the learner the chances where he/she can make use of most of his/her sense organs. In relation to this statement, Dale (1969:152) said that a systematic use of varied audiovisual materials can make subject matter clear and appealing to students of diversified backgrounds and varying abilities. This means we encounter a lot of learners in the classroom with lots of varied needs because of varied experiences and backgrounds. Thus, to meet the different needs of these different learners, and also to motivate the different sense organs (the eye, the ear) teachers have to employ various instructional materials. Using one or no instructional material is so boring that learner participation is discouraged.

When the teacher uses various instructional materials daily, learners become motivated and learning increases. Our appetite is more highly ready to eat when we are supplied with various food items in a dish than only one or two. One who has lots of clothings is happier than one who has to wear only one clothing throughout the week. In general

we all need variety and change (Dale, 1969: 151). From this we understand that learners take lots of advantages from various instructional materials. In Dale (1969: 140) it was also said that properly prepared audiovisual materials can help us teach our subject matter with increasing effectiveness at all levels of learning.

## **2.6. ASSESSMENT TECHNIQUES**

The word 'Assessment' is used here to indicate what activities teachers design to check whether the learners have understood what they have been taught.

As scholars who wrote on lesson planning indicated, assessment is one of the components of a lesson plan. For instance, Callahan and Clark (1988:109) said that if a teacher wants to give homework assignment this has to be included somewhere in the lesson plan. Teachers are expected to indicate in their lesson plans how they would assess the teaching learning process. As Heinich et al (1989:37) pointed out the ultimate question in the instructional process is whether or not the students have learned what they were supposed to learn.

Assessments can be carried out through assigning homework, class activity, observation and other related techniques. As Callahan stated these techniques have to be indicated in the lesson plan. It is not enough to say that the teacher would assign homework; stating what the homework would be about is very important. If the teacher is to prepare his own activities these activities have to be shown in the plan. If the teacher is to assess the learners through the activities prepared in the text, this has also to be clarified in the plan.

## **CHAPTER THREE**

### **3.1 DESIGN AND RESEARCH METHODOLOGY**

As the title of the problem suggests, the methodology of this research is Content Analysis of teacher-made lesson plans . In this methodology, it was attempted to conduct quantitative analysis of the teacher made lesson plans by basing the analysis on theoretical and research findings of lesson planning.

### **3.2 TOOLS OF DATA COLLECTION**

Tools of data collection that have been employed for this study were coding sheets and observation sheets. Coding sheets were used to indicate the presence or absence of each category in the lesson plans and to show the quantity or frequency of these categories. Observation sheet was used to check if the criteria stated in the sheet were carried out by teachers in the actual classroom.

### **3.3 SAMPLING**

#### **3.3.1 The Population and Sampling of Lesson Plans**

As stated above the population of this study is lesson plans made by teachers in Kafa zone for teaching English in grade seven, in the year 2001. Among the grades, this grade was chosen for the study since it is in this grade that English commences as a medium of instruction in SNNPR.



Since English for grade seven is given five periods in a week, and there were thirty three school weeks in the year, a teacher of this grade and subject prepares 165 (13 x 5) lesson plans in a year. There were also 18 teachers who taught in the year in grade seven. Therefore the population of the study was 2970 (18 x 165) lesson plans. For the sake of manageability the researcher planned to include fifteen per cent ( 445) of this population in the study. Again this percent of the population was divided among the eighteen teachers to decide the number of lesson plans which would be included in the analysis from each teacher. This totaled 25.

The questionable and difficult thing was how to sample these 25 lesson plans from each teacher. It was difficult to collect all the 2970 lesson plans from which 445 would be random - sampled. This is because, first the researcher has to wait until June in order to collect all the lesson plans from these teachers. Second, there was no habit in most of our teachers to file and keep daily lesson plans till the end of the school year. Considering that there would not be much difference if one collects all the lesson plans and takes out sample lesson plans, or if one takes consecutive lesson plans of a month or two, the researcher found the second alternative easier and more appropriate . And, fortunately, this was proved in the analysis in that all plans of teacher almost followed the same pattern; what varied was the objectives and contents. The way they indicated the contents, the language they formulated the objectives, the procedures they followed and the assessment techniques they applied were almost the same.

The remaining issue was to decide which lesson plans of the school months should be included in the study. As school experiences show, in most cases, it is in the months, November and December, when stable teaching learning process is conducted. As the result , the lesson plans prepared in the consecutive five weeks of these months were included in the analysis.

The lesson plans were not fully sent to the researcher as planned because of various reasons. Only 11 teachers delivered 25 lesson plans each as planned. But the rest four

delivered only two-to-four week lesson plans (three teachers twenty lesson plans each, one teacher fifteen lesson plans). This totaled 350, in which 80% of the sample had been reached. It was also planned to include all the 18 teachers to send their lesson plans. Three teachers (15 %) abstained from sending their lesson plans.

### **3.3.2 The Sampling of Schools for Observation**

Since observation is time consuming, all the teachers whose lesson plans were included in the analysis were not involved in the observation; five teachers of the eighteen teachers were observed. With regard to the selection of these five schools simple random sampling technique had been applied among the 18 schools ordered alphabetically. These schools were Addiya, Chena, Dimbra, Mera and Shishinda.

## **3.4 PROCEDURES OF DATA COLLECTION**

### **3.4.1 Lesson Plan Analysis**

The analysis of the lesson plans was based on one of the formats given by Clark and Starr (1986: 183). This format encompasses five components in a lesson plan. These are: **instructional objectives, content, procedure, instructional materials and assessment techniques.**

Data have been obtained through two methods : the analysis of the lesson plans, and observation of teachers' usage of lesson plans. Regarding the analysis of the lesson plans, lesson plans of English prepared in the first five consecutive weeks of November and December 2001, collected from all the teachers who taught English in grade seven were analyzed by the researcher and an expert from Kafa Zone Education Department.

### **3.4.2 Observation**

Observation as a method of data collection for this study was crucial to see if teachers make use of their lesson plans in their presentation of lessons. It is not only planning

that matters, teachers should also refer to their notes in the lesson plan to ensure effective presentation. 60% of the schools were observed by the researcher while 40% were observed by two supervisors from the zone. The observation was carried out on the basis of an observation sheet developed with a purpose to check the complementarity of the findings of lesson plan analysis and observation. The observer was assigned to sit at the back of the class and fill in the observation sheet. It was not only the activities which conform to the observation sheet that were noted down, the observer might also take down relevant information to the study.

### **3.5. CATEGORY CONSTRUCTION AND UNIT OF ANALYSIS**

The unit of analysis for this study was the entire pages of the lesson plans for each period.

The Categories of the analysis were constructed according to the research questions. The basic research question for the analysis of lesson plans was stated as, " How appropriate are teacher made lesson plans in guiding the teacher in light of

- formulation of the instructional objectives
- the indication of content
- the organization of procedure
- the selection of instruction materials
- the selection of assessment techniques"

First four major categories (objective formulation, procedure, instructional materials, and assessment techniques) with their minor ones were constructed in question form under coding sheet A to decide the presence and absence of these categories in the lesson plans. Second, the coder was asked to indicate the number of these categories, under coding sheet B, whose presence had been proved by Coding Sheet A. Counting the number of these categories that are present in the lesson plans enables the researcher to be more quantitative than qualitative. For instance, if one says most of

the objectives contain performance terms, this statement gets better acceptance if the number of both performance and non performance terms is given.

Before these categories were applied for the final analysis of the lesson plans they were given to two people so that they forwarded comments for improvement. One of these people was my advisor, and the other being my colleague in the Zone Education Office. My colleague was given three lesson plans of three teachers for analysis. There was almost total agreement between this person and the researcher. We agreed on nine out of ten categories in the first lesson plan, on all categories in the second and third lesson plans. The problem for the discrepancy in the first lesson plan was that my colleague did not see one of the methods designed for the learners (group work). My advisor also gave some constructive comments for the improvement of the categories. These constructive comments gave basis for the refinement of the categories which appeared in the final analysis.

The coding of the lesson plans was carried out by the researcher and an expert from the Zone Education Bureau. Since we had established common ground concerning the categories before coding, no debatable differences of coding were observed between us, but for mechanical variations in counting the categories. Since the coding was routine and laborious, elements of some categories were jumped while we were counting. In such occasions or when variations in counting occurred, we recounted the categories and reached agreement.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND PRESENTATION

As indicated in the First Chapter of this paper , this research is aimed at analyzing lesson plans made in Kafa Zone for teaching Grade Seven English.

The lesson plan analysis was aimed at answering the basic questions:

a. How appropriate are teacher made lesson plans of English in guiding the teacher towards successful classroom interaction in light of

- the formulation of instructional objectives
- the indication of content
- the organization of procedure
- the selection of instructional materials
- the selection of assessment techniques?

b. Do teachers make use of lesson plans in the teaching learning process?

In order to find answers to these basic questions two methods of data collection were used: 1. Analysis of teacher made lesson plans of English and 2. observation of English classes.

# Land Scape

Table 1 above indicates the presence and absence of the categories.

Before counting the number or quantity of each category in the lesson plan, the researcher wanted to know the presence of these categories in the lesson plans using table 1. As this table shows, if not for frequency, all the categories were found to be available in the lesson plans except criteria and condition within the instructional objectives. Regardless of frequency in some categories or components of a lesson plan, it is encouraging that almost all the components (instructional objectives, contents, procedures, assessment techniques and materials) are indicated in teacher made lesson plans.

#### 4.1.1 The formulation of Instructional Objectives

**Table 2:** Number and types of Instructional objective

Categories	T E A C H E R S															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total
No of Non performance objectives	02	30	03	01	4	8	0	5	7	0	0	0	0	0	0	60
No of performance objectives	13	10	30	09	33	34	20	27	33	27	16	16	24	19	25	336
Total No. of objectives	15	40	33	10	37	42	20	32	40	27	16	16	24	19	25	396
Total No. of lessons	25	25	20	15	25	25	25	20	25	25	25	25	25	20	25	350 - 4

Regarding the presence or absence of instructional objectives in each lesson plan, teachers G,D, L,K and A taught 16% , 28%, 36%, 37.5% and 40% of the lessons without objectives respectively. The rest taught at least 0% and at most 5% of the lessons without objectives. In general 12% ( 42) of the lessons were taught without objectives whereas 88% or 304 lessons were taught with objectives.

As it is also shown in table two, these three hundred and four lesson plans or lessons had three hundred and ninety six instructional objectives. If we divide this number of instructional objectives by the number of the lesson plans, each lesson had only 1.1 instructional objective. To find each lesson to contain no or one objective is very surprising. Because if learners are provided with insufficient number of instructional objectives, these learners are denied various chances to show their performance. In

addition to this, teachers also remain with only a few points of attention which may not fully cover the lesson.

One of the reasons which resulted in the formulation of insufficient number of objectives could be the lesson plan format. There were two types of lesson plan formats as far as the spaces provided for writing instructional objectives is concerned. One is the format which requires the teacher to write these objectives on the top of the page; the other is that which requires the teacher to include these objectives in the columns. A glance at the two types of formats below gives the reader a clear understanding of the point.

**Fig 1:** A specimen of lesson plan format to compare the two formats for writing objectives



Fig 2. A second specimen lesson plan format for writing objectives

The format which requires the teacher to put the instructional objectives at the top of the page was designed by the Ministry of Education in 1980 E.C. whereas, the other format might have been improved by teachers. From the analysis's, it was learned that different teachers used the format differently; some used A-4 size paper for three or more lessons, and others used it for one lesson.

The counting of instructional objectives indicated that more objectives are formulated in the columns than at the top of the page. Five teachers who indicated the objectives in columns (teachers B,C,F, I and J) formulated instructional objectives, whereas the rest formulated two hundred and fourteen objectives. This means, if five teachers formulate 182 instructional objectives 10 teachers would formulate 364 instructional objectives. But the findings are much lower. This indicates that the modification of the format made by the teachers is encouraging. Teachers who use one page of A-4 size paper for more than two lessons are short of spaces to include sufficient

instructional objectives for each lesson. Teachers who include objectives in the columns opposite to each content of the lesson formulate at least one objective for each lesson; teachers who use the other format teach some contents without instructional objectives, as shown in the tables.

The result of the analysis also indicated that most of the instructional objectives used performance terms which is quite encouraging. Out of 396 instructional objectives 336 or 85.% contained performance or behavioral terms. As one can see from Table one, seven teachers formulated objectives with only four their objectives. In other words, only 10.5% of the objectives of these teachers were found to be non-behavioral objective. The teacher whose instructional objective contained the most non-behavioral terms is teacher B. The rest three teachers varied from 4 (15% to) 8 (or 19%) in using non-behavioral terms in their instructional objectives. Excluding teacher B, who used more of non behavioral terms (75%) than behavioral or performance terms, all the teachers made use of performance terms quite encouragingly while the problem with teacher B might be that of individual problem.

On the other hand, no instructional objective contained the elements condition and criteria as shown in table 1. This shows that all the instructional objectives lack two important components of an instructional objective. Of course, this does not mean that all the objectives should contain these components. As given in the review of literature. Borich said that there might be situations in which the indication of conditions may not be necessary, if the condition is obvious. But to come across with no condition and criteria in all these instructional objectives may inform that there is some problem in stating objectives with conditions and criteria. For instance, the learners may be supplied with, or prohibited from using notes of texts while writing an essay. In this case, there would be a possibility that such conditions may be indicated.

Moreover, the objectives formulated by the teachers do not seem to be given emphasis or attention. For instance, the underlined objectives in the following photocopy of two lesson plans are vague or are activities of students.

1/2 Page

**Fig 3. Lesson plan specimen to analyze objective formulation**

In figure 3, it is indicated that the topic of the lesson is reading passage. The students are also expected to read the passage and answer comprehension questions at the end of the lesson. If the reading and answering comprehension questions are to be carried out at the end of the lesson, what would the students do through the lesson? Is reading an activity or an objective or a terminal goal at this stage? It is difficult to give answers to these questions. Of course, comprehension attained after reading a given text can be an objective. So the objective should be formulated in the direction of what the student

would do at the end of the lesson as the outcome of the activities. Answering some questions of comprehension, summarizing the message of the text in the students' own words, and other similar performances may be the objective of reading. Concerning this issue, Perrott (1982 :13 -14) wrote :

*... it is inadequate simply to state as your instructional objectives, 'pupils learn about locomotion in aquatic animals'. Although this states a desired learning outcome, it does not indicate how learning is to be observed or evaluated. On the other hand, it is also inadequate to state the objective in terms of a pupils activity. For example ' Given six aquatic animals, the pupils will work in groups observing them.' Although this may be a worthwhile activity for the pupils and may lead them to some outcome; it is not the outcome itself.*

On the basis of this discussion what about the word ' Guess'? Though the verb of the objective is not a behavioral term, the objective, ' the student will develop the ability of guessing the meanings of new words from the context ' may be a good way of expressing the activity of guessing. Here guessing is not an end, it is an activity. Therefore, having guessed the meaning of a given word, the student should be expected to use this word in his/her own sentence, or to identify the words with similar meanings. Furthermore, it is aimed at (in the two lessons) reading and answering the comprehension questions. A short glance made at the textbook informed the researcher that there were only eight comprehension questions. It is not convincing to take such amount of time (80 minutes) to deal with eight comprehension questions, even half of a period may suffice.

In another instance, Figure 4 given below may inform the header how objectives are formulated.

Fig 4. A specimen of lesson plan to analyze objective formulation

As can be seen from Figure 4, the objective is formulated as:

**" The students will be able using some adjectives'.**

**" The students will be able using some time adverbs."**

Irrespective of the grammar, the two objectives do not specify how the student will use some adjectives and time adverbs and which these adjectives and time adverbs are. Will they be given some incomplete sentences into which they would fill in the correct adjective and time adverbs, or are they expected to construct their own sentences using adjectives and time adverbs, or are they expected to underline adjectives and time adverbs from sentences? All these should have been made clear if the teacher really planned the lesson. Because planning includes all these and other issues.

Generally speaking, two main problems of objective formulation may be derived from the analysis: one hypothesis, may be, lack of skills in objective formulation and the other could be neglect of the importance of lesson planning . One of the studies included in database compiled by Amare and others. (2000 ) is the study carried out by Bensa and others. As reported in this database Bensa and his colleagues made a research on the instructional planning of primary school teachers of Addis Ababa Region. As reported in the **data base** one of the findings of this research was that most teachers fail to have knowledge of basics of planning. Similarly, the problem of formulating instructional objectives with these teachers can also be attributed to lack of skill of lesson planning. In any case the objectives formulated by these teachers were weak.

#### 4.1.2 Content Indication

As the data in Table 1 indicate, there were variations in which the contents were indicated. These are indicating the contents in general, specific and unclear terms. Teachers who indicated in general terms put the contents as in " writing skill, Reading skill, Speaking and listening , or some times as in pronouns, verbs , nouns etc . whereas the ones who indicated the contents in specific forms splitted verbs as in regular verbs or irregular verbs, definite and indefinite pronouns. The rest who were labeled to put the contents in unclear forms put number of exercises and their directions given to do these exercises. As far as the percent of share of each component is concerned contents put in general forms took the highest share (49%), while the contents put in specific forms took a share of only 14% . This implies that there are problems with our teachers in indicating the content of the lessons.

Teachers who put the contents in unclear terms may lack the ability to identify the elements of language from exercises. And that was why they put instructions for exercises, and the number of exercises. Unless the teachers have no ability to identify

language elements from a given exercise, both the teacher and the students may lack the hint where to direct their attention.

The organization of the text, and also the absence of teacher's guide might have contributed to this inability of content indication. The organization of the contents of grade seven English seems to be complicated unless the teacher's guide is provided.

Teachers have to read more about a given language element in order to present it easily and clearly. This is done well when the teacher is able to identify what element of language his/her lesson will deal with.

For instance a language element may deal with **Verb to Be's**. In order to be specific in content indication, it has to be shown which of the **Verb to Be's** (all, one, etc.) will be raised in the lesson. In addition to this, **Verb to Be's** are followed by different types of words and phrases - by the-ing form, or past participle form of a verb when they are used as a helping verb in the sentence; by nouns, adjectives and adverbs when they are used as a main or linkverb. So it has to be indicated which of these collocations is/are to be addressed in the lesson.

There may also be a lot of points and issues in lessons. It might be difficult to raise all these issues and points in a short period of time. Therefore, it becomes crucial to give more attention to the main points of the lesson according to the objective formulated. And it is these points of attention that should be indicated in the lesson plan.

### **4.1.3 The procedure**

The Indication of Openers

As indicated in the literature, procedure is the instructional process both the learner and the teacher are expected to do. One of the procedures which the teacher has to use

is giving introduction or using openers so as to start the very lesson of the day. As shown in Table 1, the investigation of the lesson plans indicated that all teachers used openers in different frequencies, in which the highest frequency was 25 and the least frequency being 5. This implies that some lessons are started without openers, may be, without attracting the attention of the learner. While I was conducting classroom observation some students were found doing exercises of the previous subject. Of course, the teacher had revised the previous lesson, but the students were not attentive. Perhaps, revising the previous lesson may not sometimes attract the attention of some students. They may need some other motivative openers like jokes, odd issues, etc.

In any case, teachers are expected to use various openers before they start a lesson in order to attract the attention of their learners. As the lesson plan analysis and classroom observation showed, teachers used only revision of previous lesson to open or start their new lessons. Of 346 lessons analyzed, only two hundred and seventy seven lessons were started with openers. One might hope that teachers may use unwritten openers in their actual lessons. But the classroom observation indicated that no teacher used other types of openers except the mentioned.

Table one also shows that only two teachers (teachers G and L) didn't indicate openers, while teacher F indicated only in one lesson out of 25 lessons. The rest 12 (80%) teachers almost indicated openers in almost all of their lesson plans.

#### The Indication of Methods

Categories	T E A C H E R S															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total
No of expository methods	25	25	20	14	25	25	24	20	24	25	24	25	25	20	25	346
No of participatory	0	34	14	8	12	9	6	0	12	0	7	16	0	12	0	130
No of group work	0	8	8	8	7	4	5	0	8	0	0	5	0	5	0	58
No of pair work	0	1	6	0	5	5	1	0	4	0	2	5	0	7	0	36



No of individual work	0	0	0	0	0	0	0	0	0	0	5	6	0	0	0	11
No of discussion	0	25	0	0	0	0	0	0	0	0	0	0	0	0	0	25
Total No. of types of methods	25	59	34	22	37	34	30	20	36	25	31	41	25	32	25	476

The second component of procedure is method. Table 3 indicates that all the teachers made use of expository, and that 10 (75%) teachers indicated both expository and participatory methods. Out of a total of 476 frequencies, participatory methods were found to be as frequent as 130 (27%) times, while the expository methods were frequent 340 (73 %) times. In addition, five teachers never indicated the participatory methods. Even the teacher who indicated better participatory methods than others pointed out only 57.6%. This shows that expository methods are most employed by teachers. In the classroom observation, it was also felt that teachers took much time in presenting the lessons, rushing to cover the content.

It is also shown in Table 1 that teachers mostly gave priority to group work while indicating in their lesson plans. This is thought to be the result of instructions given in the textbook. In most cases, it is indicated in the textbook how the student would do the exercises. In the text book, too, group work and pair work took wider frequency. In 36 pages covered by most lesson plans, 11 group works and pair works were indicated in the textbook. Also in this analysis, out of 130 frequencies, group work was found to be as frequent as 58 (45%) times, while pair work, discussion and individual work are as frequent as 36(28%), 25(19%) and 11(8%) times respectively. Although Discussion is indicated by teacher B in all his lessons, it is not clear if discussion were necessary, and held in all these lessons. It is not enough to indicate only the word 'discussion' in the lesson plan; it should also be indicated what the point of discussion would be, and how the discussion would be held ( in pair, in groups, as a whole).

A point should be made here that teachers should apply more methods than these to give the learner wider chances of learning a given content. As a result, teachers should have indicated out-of-class activities, such as field trips, from which learners may

develop various language elements and apply the classroom situation into real life situation.

#### The Indication of Student Activities

Categories	T E A C H E R S																Total
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O		
No of passive and active verbs against learner activity	Passive	10	29	50	31	62	43	47	05	36	09	27	42	18	84	19	532
	Active	29	25	19	21	40	27	0	26	56	4	54	20	25	0	25	371
	Total	39	74	69	52	102	70	47	31	92	13	81	62	43	84	44	903

The third component of procedure analyzed in the study was the verbs used by the teachers to express student participation in the teaching learning process in the column of learner activity. As Table 4 shows, it is quite encouraging that most of the teachers indicated more of active verbs than passive ones. It is indicated in the Table that 60% of the verbs used in the column are active, while 40% are passive. On the

contrary, it is discouraging that these verbs were used either in word form or in phrase form with other complements, like: reads, takes notes, participates, working in groups, makes sentences, discusses in group, etc. Moreover, these verbs were repeatedly used for several lessons by ditto as if the learner would react to different lessons in the same way. For instance, one teacher used three or four verbs throughout the lessons. These verbs were "**listening, observing, acquiring, responding**". It is true that the learner may listen to the teacher and other classmates in all lessons; that the learner may acquire some thing from any lesson; that the learner may respond to questions raised in the lesson. But the question is," Are these the only verbs or activities the learner should do? Are there or will there be conditions in which the learner would get chances to observe? It is difficult to

answer these questions in the affirmative. First, most of the lesson plans did not indicate things or processes to be observed. Second, there are so many other verbs which may express the activities of students in the learning process. When the teacher uses the word ' discuss' the issue on which the discussion would be made has to be indicated ( Callahan and Clark P. 108) .

There is a problem either within the teacher or the format. Since the format is divided into four main columns, there might be no sufficient space to indicate specific activities horizontally. But there was no any problem if the teacher indicated specific activities vertically. The format itself orders that the teacher indicate all the necessary information as specifically as possible. However, the teachers did not seem to abide by this format, or develop their own formats in which communicative instructional information would be indicated.

The thing that discourages to the worst is that the teachers used a page of A- 4 size paper for three to five lessons. How could a teacher indicate sufficient instructional

information having divided a page for five lessons? As the counting indicated, seven teachers used the page for five lessons, four teachers for three lessons, one teacher for two lessons, and three teachers for one lesson, which means that 66% of the teachers used the page for three to five lessons. Here, a question may be raised as, 'Are the preparations of teachers who used the page for one and two lessons as specific as possible, or better than that of the others?' Not so. Specimen of lesson plans by two teachers may inform the reader about the issue.

Fig 5. Specimen of Lesson Plans to see how teachers divide and use the format

When one refers to the first lesson plan indicated in Figure 5, one of the objectives of the teacher was revising the previous lesson plan. But it was not indicated how he/she would revise, and what the content of revision would be. Furthermore, the teacher planned an activity to summarize the lesson, but he/she didn't give the points of the summary. Quoting what Clark said regarding these points may strengthen the discussion.

*It is not enough to say, 'lecture on the amoeba-fifteen minutes.'  
You should plan what will be in the lecture. It is not enough to state that there will be a discussion on the civil rights law, you should plan the direction the discussion will take, the main points it will bring about, and the questions you will use. It is not enough to state that we shall have some problems done at the chalkboard; you should plan which problems and work out answers.*

The second lesson plan indicated in Fig 5 is better than the first one. First, as Clark put it, the teacher indicated the point of revision, though general. He /She also indicated some adjectives which would be included in the presentation. But more specifically, he /she should have jotted down the main points of revision on nouns used as verbs. For instance, he /she might list down the words with this characteristic. He/she might also indicate the method of revision (explanation, question and answer, etc).

So, what one learns from the analysis is that there was no much difference if the teacher used the page for one lesson or more. This indicates that teachers do not give good time and devotion for lesson preparation.

It has been stated that teachers' use of more of active verbs in the lesson plans is encouraging . But if teachers really had indicated more of active verbs for learner activity on purpose or deliberately, they would have also indicated more of participatory methods than the expository methods. When one does not complement the other, there is some problem in the planning. Teachers who indicated only expository methods didn't also indicate more of the active verbs as compared to the teachers who indicated both expository and participatory methods. As in Table 3, the five teachers who didn't include participatory methods in their lesson plans also refrained from including as several active verbs as possible in their plans, as in Table 4. The number of active verbs indicated by these five teachers were 61(36%), whereas that of the teachers who indicated both methods was 471 (64%). This means, sixty four percent of the verbs of other teachers is active, whereas only thirty six percent of the verbs of the five teachers is active. In this case one datum complements the other in that teachers who indicated both expository and participatory methods also indicated more of active verbs than the passive verbs.

#### The Indication of Assessment Techniques

Categories	T E A C H E R S															Total
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
No of class work	25	25	18	14	23	27	23	20	24	24	24	25	25	20	25	340
No of Homework	0	0	7	4	4	0	0	0	24	0	0	0	25	0	0	75
Others	0	11	0	0	0	0	2	0	1	0	1	0	0	0	0	4
Total assessment techniques	25	36	25	18	27	25	25	20	49	24	25	25	50	20	25	419

The fourth component of procedure is assessment technique. As it is shown in Table 5, teachers used three techniques of assessment: class work, homework and tests (referred to as ' others') . Of the 419 frequent assessment techniques, class work took the largest share of frequency which was 81% or 340. The least frequent was test provision, whereas homework took a share of 18% or 75. This shows that the attention given to homework and test is little. The test provision was carried out by only (20%) teachers ( one teacher two times).

That the learners were given more chances to practice language in the classroom is not bad. But it is not only in the classroom that the learners should practice the language. Situations have to be created to enable the learners to do language practices everywhere at home, outside the classroom, etc. The learner who did language exercises in the classroom has to do at home too as homework, project work. Learners have also to practice some assignments under the observation of the teacher.

#### 4.1.4 Instructional Materials

**Table 6:** The indication of Instructional Materials

Categories	T E A C H E R S															Total
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
No of direct Instruction materials	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2
No of Iconic Ins. Materials	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
No of Symbolic Ins. Materials	0	3	3	0	0	3	0	0	0	4	0	0	0	9	0	22
Total No of instructional materials	0	4	3	0	0	5	0	0	0	4	0	0	0	9	0	25

As Table 6 shows, ten ( 75%) teachers did not indicate instructional materials in their lesson plans. Out of the 346 lessons analyzed, it was only in thirty one ( 9%) lessons that the instructional materials were indicated as shown in Table 6. From this one can

understand that instructional materials are rarely or not used in language classes. This was also supported by supervisory reports which stated that language teachers rarely used school pedagogical centers, because there is a belief in the teachers that language classes do not need instructional aids.

Also in support of the information found in the lesson plan analysis, it was observed in the classroom that all the teachers who were observed did not use instructional materials. Asked why, in the same way as the supervisor report, four teachers said that language classes do not need instructional materials. Teachers who rarely used the materials in the SPC, or who rarely prepared their own instructional materials in these SPC's were language teachers.

As far as the information in Table 6 is concerned, the teachers who made use of instructional materials employed more of symbolic materials (71%). Direct materials were used eight times by three (20%) teachers in which one teacher used six times. Some materials indicated as direct materials in the lesson plans did not seem to be usable. For instance one teacher indicated in his lesson plan that he would use a baby in his presentation. But he did not indicate if he would bring a real, a model of a picture of a baby to the class. It does not seem to be necessary to bring a real baby or to make a model for the lesson. The lesson was about expressing learners' activities when they were babies, using 'used to'. The importance of bringing a baby or killing time making a model is little, unless the intention is to teach about babies or the word 'baby'. Other two teachers also indicated in their lesson plans: that they would use real objects, pictures and models in their lessons. But they didn't specify which real objects, pictures and models of which issues and things they would use. Still, another teacher indicated in his lesson plan that he would use a picture of 'our daily lives'. It is not clear for the researcher how our daily lives could be shown in a picture. In general, instructional materials were given little attention by the teachers.



## 4.2 CLASSROOM OBSERVATION

Table 7: Results of Classroom Observation

R N		A		B		C		D		E		Total	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	The teacher prepared a lesson plan	✓		✓		✓		✓		✓		5	0
2	The teacher entered the classroom with the lesson plan		✓	✓		✓		✓		✓		4	1
3	The teacher used the lesson plan		✓		✓		✓		✓		✓	0	5
4	The learners were informed about the objectives of the lesson		✓		✓	✓			✓		✓	1	4
5	The teacher used openers to gain the attention of the learners	✓		✓		✓		✓		✓		5	0
6	The teacher used instructional materials		✓		✓		✓		✓		✓	0	5
7	The instructional process was conducted as planned		✓		✓		✓	✓			✓	1	4
Total		2	5	3	4	4	3	4	3	3	4	16	19

(The above table was designed to tick 'yes' or 'No' in the space provided as the criteria occur or do not occur).

As far as the information obtained through observation is concerned all the teachers who were observed prepared lesson plans, but they did not refer to their lesson plans while they were teaching. One of the observed teachers kept his lesson plan in his locker, whereas the rest brought into the classes. The ones who brought the lesson plans into their classrooms put them in their text books. Since it is usual that the teacher should show his/her lesson plan to the observers, these teachers gave the observers their plans which stayed with these observers upto the end of the period. No teacher asked the observers to give him back while he was teaching.

Generally speaking, lesson plans are prepared for reference. But the teacher may study by heart what has been written down on the lesson plan. The point is, 'was it necessary for all the teachers observed to refer to their notes in their lesson plans while

teaching? The answer to this question is partly 'yes'. Because there were some teachers who missed some points in their presentation. There was also one teacher who presented what hadn't been planned. When asked, this teacher replied that he did this since he did not cover the previous lesson. If he had not covered the previous lesson he shouldn't have planned a new topic for the whole period.

The teachers were correct when they did not use their lesson plans. As it has been indicated in the analysis of lesson plans, all the lesson plans did not have the power to guide the teacher; they seemed to be meant to abide by the regularities of the school, not to inform and guide the teacher. In this case, reference made to the lesson plans might not give satisfactory information. This might be a good reason why teachers did not make use of their lesson plans.

As the observation schedule indicates it was aimed at seeing if teachers inform the learners about the objectives of the lesson. As Table 7 shows, it is fair to say that most of the teachers did not inform the learners about the objective of the lesson. It was only one teacher who told the learners the objective of the lesson. Since the objectives formulated in the lesson plan were meant for the learners, the learners should have been informed about the objectives so that they could know their destination. Moreover, it is when learners are told what they would do at the end of the class that they attentively participate in the lesson.

As perceived in the lesson plan analysis, this Table also indicates that all the teachers did not use any instructional materials.

It has been said earlier that the lesson plans were not powerful to guide the teachers. In this case it is difficult to say 'yes' or 'no' if the instructional process was conducted as planned. Some teachers were observed deviating from what had been planned; others misused the time indicated for each procedure, or what are called didactic elements. Still, others dominated the lesson explaining the materials whereas it was indicated in

the lesson plan that much of the instructional process would be exploited by learners through group discussions and activities. One teacher indicated in his lesson plan that he would give class work, but he did give homework which was not indicated in the lesson plan. Some teachers indicated in their lesson plans that they would hold group discussion. In one class ( may be in the school) students are arranged in groups for fixed months in fixed desks. But no group work was assigned or done, except facing each other.

Concerning using openers or introductions in order to attract the attention of the learners to the new lesson, the result found through observation was the same as that of the lesson plan analysis. Lesson plan analysis showed that almost all teachers revised the previous lessons to gain the attention of the learners; if teachers should use openers, these should be revision of previous lessons. All the teachers observed revised the previous lessons as an introduction to the new lesson. It is interesting that teachers review their previous lessons as an introduction. But review of past lesson should be part and parcel of the lesson . Additional openers such as jokes, odd questions as ' why should blue color represent water ( Borich 1988: 122-123) have to be used to gain the attention of learners. If review of previous lessons is taken as introduction and is repeated now and then, they may become boring so that some learners may ignore what the teacher is doing , a case in point is the learners who were observed doing some other assignments in the English class, as stated above. What was discouraging in the observation was that the revision was made by the teachers only. The main intent of reviewing past lesson is to know the level of the learners and to relate the previous knowledge to the new knowledge . If the revision is made by the teachers only, it is not clear how the teacher would know if the student had good understanding about the previous lesson.

## **SUMMARY OF THE FINDINGS**

In this study it was attempted to analyze teacher made English lesson plans for Grade Seven.

The main aim of the study was to answer the basic research questions;

- a. How appropriate are teacher made lesson plans in guiding the teacher towards successful classroom interaction in light of : the formulation of instructional objectives, the indication of contents, the organization of procedure, the selection and use of materials, the selection of assessment techniques?
- b. Do teachers make use of lesson plans in the teaching learning process?

Using content Analysis as the method of the study, the researcher found out that most of the lesson plans were not appropriate for successful teaching and learning interaction. Moreover, most teachers did not make use of their lesson plans in actual classes.

More specifically, the analysis of teacher made lessons plans has indicated that these lesson plans have got both strong and weak sides of lesson planning in our teachers.

Regarding the strong sides:

1. There is tendency in some teachers ( schools) to improve the existing format to formulate sufficient instructional objectives.
2. All of the teachers plan their lessons and enter the classroom with their lesson plans.
3. Most teachers use performance terms in their objectives
4. Most teachers used active verbs to express the activity of their learners in their lesson plans.

Regarding the Weak Sides

1. In some / all teachers there seems to be carelessness or lack of skill in formulating instructional objectives in that they

- exclude condition and criteria from the objectives
  - intermingle activity and objective
  - formulate insufficient number of objectives for a given lesson.
2. All the teachers were found to use only one type of opener-revision of previous lessons
  3. In most cases class work is widely indicated whereas the frequency of other types of assessment techniques is minimal or neglected
  4. The expository method outweighed other type of methods
  5. The contents indicated in the lesson plans were found to be both general and unclear in which the teacher and the learners lack the opportunity to select points of attention.
  6. Teacher and learner activities were not clarified or specified.
  7. Almost all the teachers did not indicate instructional materials in their lesson plans . The ones who indicated gave emphasis to the symbolic instruction materials.

In general the lesson plans prepared by the teachers were not good materials of communication. The things written on these lesson plans seem to be carelessly selected; few substitutes, even the planners, may use these lesson plans successfully.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

As scholars in the field indicate every lesson should be planned, since this helps the teacher to be familiar with the material he/she would present to the learners. Not only familiarity, confidence to face the learner and to present the content is also attained if the teacher plans his/her lesson. Teachers who entered the classroom without planning used to ask the learners where they stopped the previous period; to read the textbook or notebook in front of the learners; to feel restless and emotional when unexpected questions came from learners, and so forth (Posamentier 1986:3).

For this and other various reasons planning a lesson or developing a lesson plan has to be the first activity of any teacher so that he/she may present a successful lesson to the learners. With this view in mind, the writer of this paper decided to analyze or investigate the appropriateness of teacher made lesson plans of English. From the analysis of these teacher made lesson plans, several findings have been achieved. Based on the findings given above, it can be concluded that the attention given to the importance of lesson plans is negligible. Although all the teachers prepare lesson plans, what is written in the lesson plan is not powerful to guide and inform the user.

According to the findings of the study, the lesson plans prepared by teachers were not dependable to guarantee successful instruction.

One of the factors to this problem could be the ready-made format designed by the Ministry of Education in 1980 E.C. This format is widely used by most of the teachers in which some teachers have made some modifications inserting the space for objectives in the columns. The format is very compact horizontally and does not provide enough horizontal space to indicate the specific procedures to be carried out by both teachers and learners. The literature does not give or indicate any standard format on which lesson plans may be prepared. But there are indicators that teachers or schools may develop their own formats for lesson planning. What matters is what the lesson plan contains, but not which format it has employed.

The second factor to the problem could be neglect of attention to lesson plans by both teachers and schools. For instance, using a page of A-4 size paper for five lessons, or even if they use it for one lesson, refraining from indicating sufficient information in the plans is one main indicator of neglect of lesson plans. Another indicator of neglect of lesson plans is that teachers' presentation of lessons without instructional materials. It is clear that instructional materials do not favor any specific subject, all teaching learning process may successfully be completed if relevant instructional materials are wisely used for every subject. When scholars advocate the use of instructional materials, they do not give specific attention to any subject. It is known that language expresses the reality. In this sense, the learner has to be provided the chance to express the reality in the classroom and other situations to give life to the learning context. To ignore instructional aids in language classes in light of the belief of the teachers reported by supervisors is to ignore the use of language for communication. According to Communicative Approach, language is learnt for communication (Richards and Rodgers (1986: 67). A third indicator of neglect of lesson plans is that instructional objectives were poorly formulated, in that the objectives lack conditions and criteria. Moreover, the objectives are also found to be very few that some lessons were taught without instructional objectives because of the limited space indicated on the top of the page of the ready-made format. If a teacher uses a page of this ready made format for five lessons, the maximum number of objectives written on the space provided does not exceed three, in which two lessons are taught without objectives. Furthermore, some objectives were carelessly formulated in that they did not identify learning activity and the objective of learning. In all, the neglect of instructional materials, the failure to formulate appropriate instructional objectives and refraining for indicating sufficient instructional information in the lesson plans seems to be neglect of lesson plans.

## **RECOMMENDATION**

Based on the findings and conclusions above, the following recommendations are forwarded to improve the existing situation in lesson planning.

1. Teachers and schools should be given the right to develop their own formats to prepare lesson plans of sufficient instructional information.
2. Systems have to be designed in which teachers within and neighboring schools have talks and discussions on such issues.
3. Training colleges should give wider coverage to these issues in their course offering.
4. Supervisors, head teachers and other people concerned should give attention to lesson plans in their professional encounter with teachers.
5. Seminars and workshops must be offered to in service teachers and supervisors.
6. Teachers should be provided with the teachers' Guide.
7. Sufficient budget has to be allocated to schools so that teachers indicate specific instructional information provided that they have sufficient stationery.
8. Of the factors that contribute to the absence of behavioral change in the students, lesson planning may take the most share. Therefore, great effort has to be made:
  - a. to develop the skill of lesson planning.
  - b. to introduce the importance of lesson plans.
  - c. to insure wider acceptance and usage of lesson plans.



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