

A Study of the Pre-Service Trainee Teachers Problems in Designing Lesson Plans

Maryumah Hejji Alanazi

Department of Curriculum and Educational Technology
Northern Border University
Arar, Saudi Arabia

Abstract

Planning a lesson remains a challenging task for the teachers. The transition from a student into a pre-service teacher and turn out into an effective teacher is a challenging task in the teaching field. We all know the nexus between the significant roles of a lesson plan in an effective teaching-learning process. This study aims to analyze the pre-service trainee teachers' attitudes, ideas, and obstacles in designing lesson plans. The sample involved pre-service teachers who enrolled in a teaching practice course at the College of Education and Arts Northern Border University, Kingdom of Saudi Arabia. Fifty pre-service trainee teachers participated in the research and the data collected through casual informal interviews, daily and weekly lesson plans. This study used a methodological triangulation research design that combined ways of quantitative and qualitative data collection. This method offers better and localized insights about pre-service teachers' attitudes of the lesson plan designing. Also analyze the problems in organizing and arranging the information related to the lesson or topic. The finding of the research revealed that the pre-service trainee teachers were well aware of lesson planning and its importance but, they found some problems during their planning.

Key words: designing lesson plans, pre-service trainee teachers, obstacles in planning, pre-service trainee's aptitudes, of lesson plan designing

Cite as: Alanazi, M. H. (2019). A Study of the Pre-Service Trainee Teachers Problems in Designing Lesson Plans. *Arab World English Journal*, 10 (1) 166 - 182.

DOI: <https://dx.doi.org/10.24093/awej/vol10no1.15>

1. Introduction

Effective Teaching is a multifaceted process which needs meticulous planning, preparation and interest. Also, the teachers needed knowing the required needs of the students. Understanding the students' priorities and incorporating them into the lesson plan helps the teachers to become an effective teacher. Furthermore, the teacher should be aware of the background knowledge of their students, their development in social contexts along with the knowledge of the subject matter, curriculum goals, and teaching (Darling-Hammond, 2006). Finding the answer to the question, how to design an effective lesson plan, and learning to plan it effectively is not an easy task which cannot happen by chance. Persistent innovative hard work, understanding the classroom dynamics and students' needs are the important features to be considered while designing the lesson plan to become an effective teacher. (Holm & Horn, 2003).

Meticulous lesson planning is a deliberative process to enhance students' subject matter, self-learning and social learning. Understanding these 3S (subject matter, self-learning and social learning) is very important in the lesson planning process (Henderson & Gornik, 2007). According to Henderson and Gornik (2007), the teacher is expected to consider the relativeness of the course design, course planning, and unit/lesson planning while designing the lesson plan.

Effective teaching can be done only with effective planning. So, lesson planning is the key to successful teaching. Just filling the details in a given template is not a lesson planning. It is a creative art to pour out the unique thoughts of individuals. Thus, planning for classroom teaching is one of the significant skills that pre-service teachers must gain during their training period.

According to Tashevskaja, (2008), the planning process is difficult for the pre-service trainee teachers. Furthermore, the literature also emphasized that trainee teachers spent more time planning their lessons and find planning to be challenging.

Yildirim,(2003, states that lesson planning is an important skills for the trainees' for gaining experience since it forces them to reflect on the following:

- What to teach?
- How to teach?
- How to evaluate?

According to Johnson, (2000), Rusznyak , Walton, (2011) and Brittin (2005), lesson planning is one of the vital components which Provides an effective teaching-learning environment. Also, they insisted on the teaching and learning environment, i.e., the teachers are required to set up a learning environment in which students can learn effectively, and this involves planning materials, strategies, and timing.

1.1 Literature Review

Lesson planning s the systematic process of deciding what and how students should learn. Lesson Planning is a key responsibility of teachers. According to Borich, (2007), teachers decide about the form and content of their instruction, such as how much presenting, questioning, and discussing to do how, how much material to cover during the allotted time, and depth in the subject to make instructions.

As stated by Richards and Bohlke (2011), “planning a lesson before teaching is considered as a prerequisite process to stay your ground to teach an effective less.”(p.35). Also, planning allows the students to learn effectively in the classroom teaching so that they can gain specific competencies in the classroom teaching.

Rhalmi (2010), insights the planning as a concrete direction for a teacher to move forward and can save and manage his/her time efficiently, Gross.B (2009) said, that through the lesson planning a teacher can manage her time to organize teaching, effort and resources efficiently.

Recently, Malick (2015), exemplifies planning to the same extent as other researchers, that lesson planning prevents time to waste because it helps the teacher to be systematic and orderly. Hibanaz (2010), considers that lesson planning provides step-by-step directions. It checks to understand before proceeding. Thornbury (2012) epitomizes the planning process and the detailed pre-lesson decision-making as a quality of an effective teacher.

Mahon (2011, p. 4) exposed about the lesson plan as, an organized outline for signal instructional periods. It tells the instructor which teaching method is to be used for the lesson, what is to be taught, and in what sequence to present information.

Furthermore, Edge and Garton (2009) insist to clarify the following three questions which will help the teacher to plan:

- i. What are the aims of the lesson?
- ii. How to achieve these aims?
- iii. How to ensure the achievement of the aims?

Haynes(2010) also supports the aforesaid statements, Mishra,(2008,250), talk about the attitude of teachers toward the lesson planning, in particular, experienced teachers. He avowed that “experienced teachers may create mental the picture” but if they want to always shine, they must instigate lesson planning to sustain the formidable stirring classroom atmosphere.

Akin to the aforementioned researchers, Savage (2014:2) also supports above-said ideas about the lesson plan as a focal point of the teaching-learning process. According to Borich (2004), “Planning is an important responsibility of teachers. Teachers are intent to decide about their entire course content such as form, mode of instruction, material coverage, time etc.,”

Wong (2009, p. 81) explains that “the well-managed classrooms are based on well-set lesson plans”:

- i. Students may deeply engage with their work.
- ii. Teachers can get the expected outcomes from the students.
- iii. Teachers don’t need to waste time to organize the class
- iv. Classroom must be a work oriented stress –free pleasant environment

Lesson plan affects not the teacher’s instruction but also classroom management. So, designing the lesson plan is very important to enhance the skills of the students and manage the classroom

as well. Lesson plan designing and implementing in the classroom are differentiated to cater for heterogeneous students' abilities and learning styles. The lesson plan is suitable to adjust the lessons to accommodate the various learning needs of students. It must be developed into units linking syllabus outcomes and learning experiences, considering and accommodating students' prior knowledge and experiences.

1. Aims

This study aims to analyze the pre-service trainee teachers' attitudes, ideas, and obstacles in designing lesson plans. Also, this study is to identify the pre-service teachers' level of competency in the lesson plans designing along with their language skills, strengths, and weaknesses of their readiness in the field at the College of Education and Arts, Northern Border University, Arar, Kingdom of Saudi Arabia.

2.1 Research Context

This study was conducted at the place where the researcher teaches and supervises students. The students registered for various courses at the faculty of Education and Arts, Northern Border University, Arar, Kingdom of Saudi Arabia. Thus the context of the study involves Saudi Arabia, a teacher education program, and a specific course.

2.2 Statement of the problem

The former studies cited above regarding lesson planning explain the importance of lesson planning and hurdles in preparing lesson plans encountered by the teachers, particularly pre-service trainee teacher. The earlier studies make us realize, the importance of lesson planning particularly for the pre-service trainee teachers.

It is an alarming note to know that a large percentage of pre-service trainee teachers who undergo the teachers' education programme are facing problems during their practical sessions. For instance, if the pre-service trainee teachers aren't equipped definitely they will encounter various difficulties and hindrances during their practical sessions.

As a supervisor of pre-service trainee teachers, the researcher tried identifying the real problems in the practical session. Pre-service teachers may face many problems but for this study, the researcher thought the root cause of all other problems is planning the lesson. Lesson planning was main problem of concern in the researcher's mind when this study was conducted.

The development of teaching information and examining the lesson plans they have prepared are facilitated through the lessons to be conducted on the field, and this contributes to the development of prospective teachers. In this context, answers have been sought for two main research questions:

1. What is the general attitude toward designing lesson plans?
2. What were the pre-service trainee teachers' obstacles to designing lesson plans?

2.3 Test group

Since this research focuses on pre-service trainee teachers' outlooks of lesson planning, their experiences of lesson planning were considered important for this research. Pre-service trainee teachers in their final year who enters into the teaching practice sessions (age group between 20-24 years, native female Saudi students) are required to design lesson plans and teach. Therefore, the sample involved pre-service trainee teachers who participated in a teaching practice session during the 2016-2017 academic year. Fifty pre-service trainee teachers take part in the research. Through asking spontaneous questions, the Researcher probes and expands the interviewees' responses to explore the subject in-depth. (Rubin & Rubin, 2005, p. 88).

The participants of this study were fifty teacher trainees studying in the College of Education and Arts, Northern Border University, Kingdom of Saudi Arabia. In this study, the teacher trainee students enrolled in different departments of their undergraduate programme of teacher education. Their schedule allowed them to learn the course and its theoretical ideas before the practicum. It would encourage the students to address the practical issues that might arise during their teaching practice. Since this research focuses on the pre-service teachers' outlooks of lesson planning, their experiences of planning were considered important for this research.

Fifty pre-service trainee teachers participated in this study and submitted their weekly and daily lesson plans. At the end of the practical sessions, the trainee teachers were asked to attend the review session. The observer prepared a questionnaire to know about the trainee teachers' competence in teaching and designing lesson plans, also consisting of a list of informal interview questions to know about their pre-service teaching experience. The review process provided an opportunity for them to give their individual opinion.

The interview and review process were held at the university and conducted at times that were suitable both for the pre-service teachers and the researcher. Each interview took approximately 30 minutes. The researcher informed the pre-service teacher trainees about the importance of the study. The pre-service teacher trainees were then divided into three groups based on their preference:

- i. Interest in using readymade teaching kit
- ii. Interest in using own creative teaching kit
- iii. Interest in using both the teaching kits.

An analysis of the open-ended items and field notes from the informal interviews were done after reading and re-reading the daily and weekly lesson plans.

2. Methodology

This study used methodological triangulation research design that combined procedures of quantitative and qualitative data collection. This analysis to provide better and localized insights about the pre-service trainee teacher's attitudes of the lesson plan designing and problems in organizing and arranging the information in the findings part. Methodological triangulation research design involves using more than one method to gather data, 1 interviews, observations, questionnaires, and documents.

The suggested method was considered to be an appropriate research method design. The first part was the review process. The second part involved interviewing the pre-service trainee teachers to review their rationale for their preferred lesson plan design.

3.1 Informal Interview

In addition to observing the pre-service trainee teachers' teaching practices the researcher formulated additional interview questions based on observed occurrences. Questions are related to their field challenges, flexibility of unit plans, and the goal of each lesson and objective of the lesson achieved or not.

1. Did you face any challenges while preparing the lesson plan?
2. Do you think your lesson plan is flexible to accommodate any special needs?
3. Did you think about the students' needs while preparing the lesson plan?
4. Did you consider the lesson /topic objectives while preparing the lesson plan?
5. Do you think the students can achieve the objective of the topic or the lesson at the end of the session?

3.1.1 Interview -Analysis

During the implementation of the lesson plan submission, the analysis showed that few participants experienced different challenges as discussed in their interviews.

One of the students discussed the challenges in teaching and designing lesson plans. She ensures that this teaching experience has helped her to achieve lesson's end goal. She also said that, "I think the great challenge is always finding the suitable materials as well as activities according to the objective of the lesson".

Although other few students experienced challenges when implementing the daily lesson plan. Their challenges were unrelated to the areas expressed by other students. Instead, this student discussed challenges only about time constraint.

3.1.2 Review session

It is very important to review the teaching process done by the pre-service teachers to enhance their professional teaching. All 50 different lesson plans collected from the pre-service trainee teachers were reviewed using the following indicators:

1. Designed with the proper objectives
2. Time Management
3. Scheduling of assessment
4. Materials and methods
5. Activities
6. Originality
7. Creativity

Daily and Weekly Lesson Plans

Daily Lesson Plans: The requirement of the practical session was each student would submit a daily lesson plan. Students were required to provide the complete teaching kit on that particular day of their teaching before entering the class.

Weekly Lesson Plans: The weekly lesson plan is required to be submitted before a week. All daily and weekly lesson plans were submitted to a supervisor (researcher).

3.2 Data Analysis

The following components were looked over in the collected lesson plans:

1. Designing plans (incorporating all the necessary requirements)
2. Scheduling of the assessment (whether the exercises and testing are meeting the objectives or not)
3. Assigning the task
4. Creativity

The above-mentioned components were analyzed into two different aspects:

- i. Designing the lesson plan
- ii. Planning the activity

3.2.1 Research Study Question -Analysis

The results are reported for each research study question (Q). Assertions about the findings of the study questions are indicated as tentative declarative statements and evidence for them is stated in numerical values or quotations. Along with this the researcher's explanations and discussions are provided.

Q1. Which of the teaching material kit was preferred to design the lesson plan by these pre-service teachers and why?

The Participants preferred using the ready-made teaching kit to design the lesson plan based on their preference and convenience. Majority of the pre-service trainee teachers, i.e., 80% of the pre-service trainee teachers preferred the ready-made teaching kit, Out of 50 pre-service trainee teachers 14 % of them preferred both, only six percentages of the trainee teachers preferred the use of their own teaching kit or lesson plan. The justifications for their preferences appeared to be contained in their personal views of each teaching kit.

Q2. What are pre-service teachers' personal views of the lesson plans designing?

The pre-service trainee teachers believed that using their own innovative teaching kit to design the lesson plan was better and effective. But many constraints prevent them to design their own lesson plan. Still, a maximum number of the students are very much interested in using their own innovative teaching kit.

Many students preferred to use the external resources and readymade teaching kits to design the lesson plan and felt they are indeed helpful for them. One student said, "*It gave me self-confidence. I now understand how to design the lesson plan in the future. I understand my ability*". Another student stated, "*The lesson plan designing tasks gave me lots of confidence in my ability to create new tasks*". This feedback was very constructive.

About 20% of the pre-service trainee teachers said: "I discovered my ability to design and write a lesson plan and do effective teaching since I prepared and designed the lesson plan."

According to another student, “This is the first time I learned how to write and design the lesson plan. I learned what it took to design an effective lesson plan.”

The disadvantages and negative responses, about the use of readymade teaching kits in their lesson plans, were exposed by some pre-service teachers.

Other trainee teachers complained: “we don't have experience in designing the lesson plan and we feel it is not fair to have this readymade teaching kit”; Other 25% of the trainee teachers said, “The classroom teaching is very new but the lesson is simple still we were dispersed”; 35% of the trainee teachers indicated, “we could not find suitable activities also not able to think. 30% of the trainee teachers said that the teacher didn't understand that it's our first time designing the lesson plan and taking the class.” Time allotment to complete the lesson plan was insufficient; 25% said, “The time given for this lesson plan designing was not enough; another 25% indicated, because of the time constraint and being new to this task we became so stressed.”

Q3. What are the problems pre-service teachers been facing in the lesson plans designing?

The majority of participants indicated that lesson planning is a challenging and time-consuming task. Most of the participants pointed out that teaching in the field was a new and exciting experience, that they gained experience.

One student declared that “I came out of the shell, really broke through my fear of facing an audience when I take the class. I feel proud now that I can be a teacher. Another participant said, “In the teaching practice session the lesson planning was the best part because it made a difference for how I feel about my ability to prepare a lesson plan and take my class. “One student suggested, “Lesson planning taught us how to enhance the teaching to succeed. Other students commented: “my individual effort and creativity made me able to see how it helps to succeed in teaching. Lesson planning taught me how planning is important in teaching. It taught me to know how to become an effective teacher.

Q4. Why did the pre-service teachers select combined teaching kit?

The pre-service trainee teachers justified their preferences relating to their personal problems and real challenges in following different teaching kits.

A large percentage of the participants (60%) reported the combined teaching kit was superior to the own teaching kit. Both the teaching kits are having advantages over the teaching methods while teaching in their schools. At the same time, all types of teaching kits involved new expectations and difficulties. They claimed they did not have enough time to get to know students regarding their needs, characteristics, levels of learning, etc., and these issues influence their planning. Therefore, designing a lesson plan became very challenging.

The results suggest opportunities should be created for pre-service teachers to get acquainted with the students during their practice. The lesson plans produced by pre-service teachers showed that the pre-service teachers have demonstrated progress in designing lessons and

making conjectures of student's learning. This backed the sessions for teaching practice; pre-service teachers were able to selectively employ various methods and learning tools to support students' learning.

3.2.2. Casual Interview -Analysis

All the pre-service trainee teachers who participated in the research stated they planned their lessons during their practice, but they also indicated they had some difficulties during their planning:

Many students (pre-service trainee teachers) said they found it difficult to design the appropriate activities to the students' requirement. Then they plan their lessons, most of the time they might have difficulty in choosing the activity. The pre-service trainee teachers always get confused finalizing the appropriate activities for the children. Many students felt that since they didn't know their students, their capability and need, the activities they prepared were not appropriate, either difficult or too easy. Many of them repeatedly said the same answers in a different way.

After analyzing the pre-service trainee teachers' teaching during the practical sessions it came to lights that they needed many more sessions before starting their practical teaching at schools to acquire a wide range of experience. As a result, they do not have an opportunity to make familiar with the students they teach. Some students had an opinion that if the class consisted of students with visual intelligence and interest, it was easy for them to consider and use the visual aids. This answer indicates the pre-service teachers should consider student's multiple intelligences when they prepare their lesson plans. Few of the pre-service trainee teachers said they faced problems to identify the appropriate teaching methods while they were practicing in the school. They said: "We don't know the how to apply the teaching methods consequently we found it difficult to during the classroom teaching." These students claimed they didn't have proper exposure regarding the teaching methods and techniques. This issue draws attention to the importance of education courses. This issue gave a spark to the researcher to analyze and find out the causes and solutions.

Lesson plans show differences according to the different subjects. For example; in Islamic, Special Education, and English, each student prepares activity-based lesson plans in which students can be active. In each subject, the methods, techniques, activities, and materials what they use is different. Therefore, lesson plans are different. Aims are different in each subject and this influences the lesson plans.

3.2.3 Lesson Plan Review -Analysis

Use of information sources for designing Lesson Plans

After analyzing all (50) lesson plans prepared by the pre-service trainee teachers based on the following criteria:

1. Following one's own innovative teaching kit to design the lesson plan
2. Following the external resources teaching kit to design the lesson plan
3. Following both external resources own teaching kit to design the lesson plan

During the informal interviews, it was found that the pre-service trainee teachers were of the opinion that using own innovative teaching kit in designing a lesson plan is more effective. But when the researcher was reviewing the lesson plan the researcher found out that only 56% (28) of the pre-service trainee teachers tried to apply their own creative teaching and logical thinking in designing their lesson plans. 18 % of the pre-service trainee teachers (19) used the lesson plan design with suitable modification according to their subjects which were given in the classroom as an example; they haven't paid any specific interest to design lesson plans. 26 % of the trainees (13) used both interpersonal sources, web sources / external resources teaching kit and own teaching kit materials to design the lesson plan. In fact, it was the fabricated lesson plans, there was no originality and creativity.

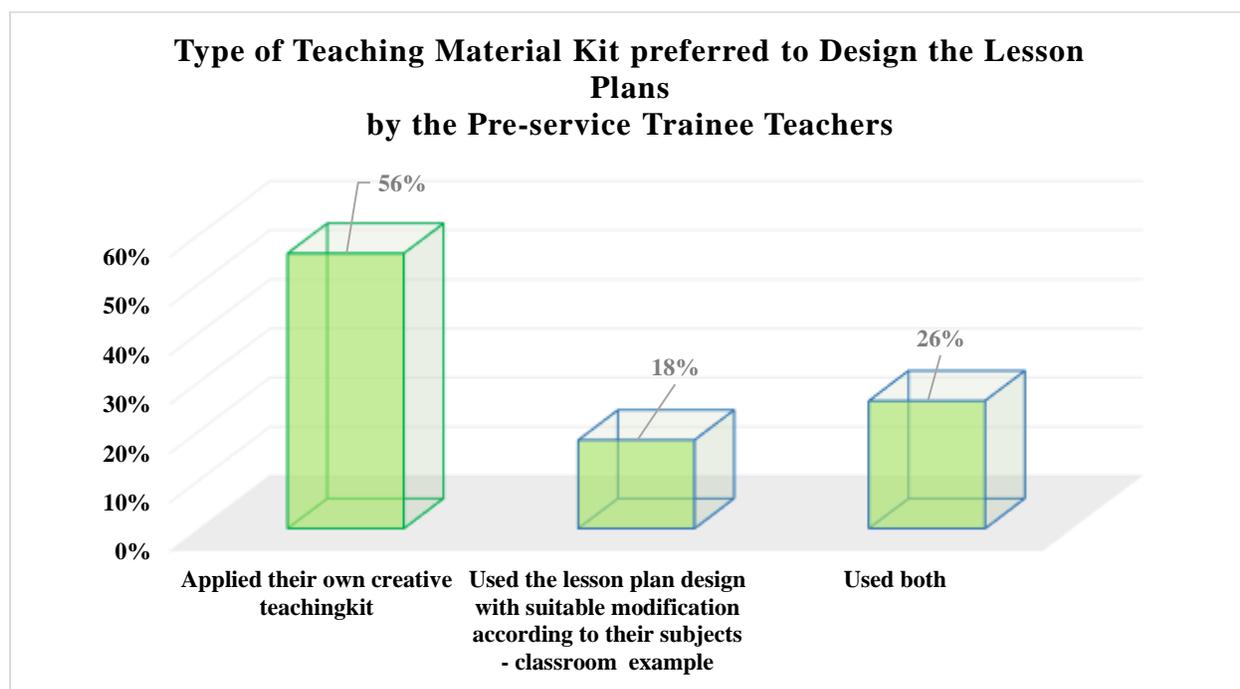


Figure-1. Type of Teaching Material Kit Preferred to Design the Lesson Plan by the Pre-Service Trainee Teachers

The majority of the students, 56% (28 of them), utilized only the web resources and readymade templates. These results showed that maximum number of the pre-service trainee teachers 18 % (9 of them), couldn't design their lesson plan on their own; 26 % (13 of them), or tried but because of their time constraint and inconvenience they were unable to complete the lesson plan on their own and so made use of fabricated lesson plans.

This result is an alarm for the teacher trainers to focus more on the lesson plan designing and to emphasize the importance of designing a lesson plan.

3.2.4 Planning and Assigning Activities- Analysis

The two important components which the teacher should keep in mind while designing the lesson plans.

1. Activities
2. Rubrics

The teacher must match the activities with the real, factual world. This would enhance the students' awareness and interest in specific topics. So they must incorporate it in the concluding part of the lesson plan.

The second but major component is rubrics, which accordingly to the trainee teachers must be prepared and used to evaluate the students' in the planned activities. The pre-service trainee teachers must know and be aware of the importance of rubrics and an evaluation method. So that the pre-service trainee teacher can prepare the rubrics themselves to achieve their best. If they realize the significant role of rubrics, the trainee teachers must prepare the rubrics on their own, according to their subject and the classroom teaching. Correspondingly, they should inform and alert the students at the beginning of the class to get good grades or to plan for their examinations.

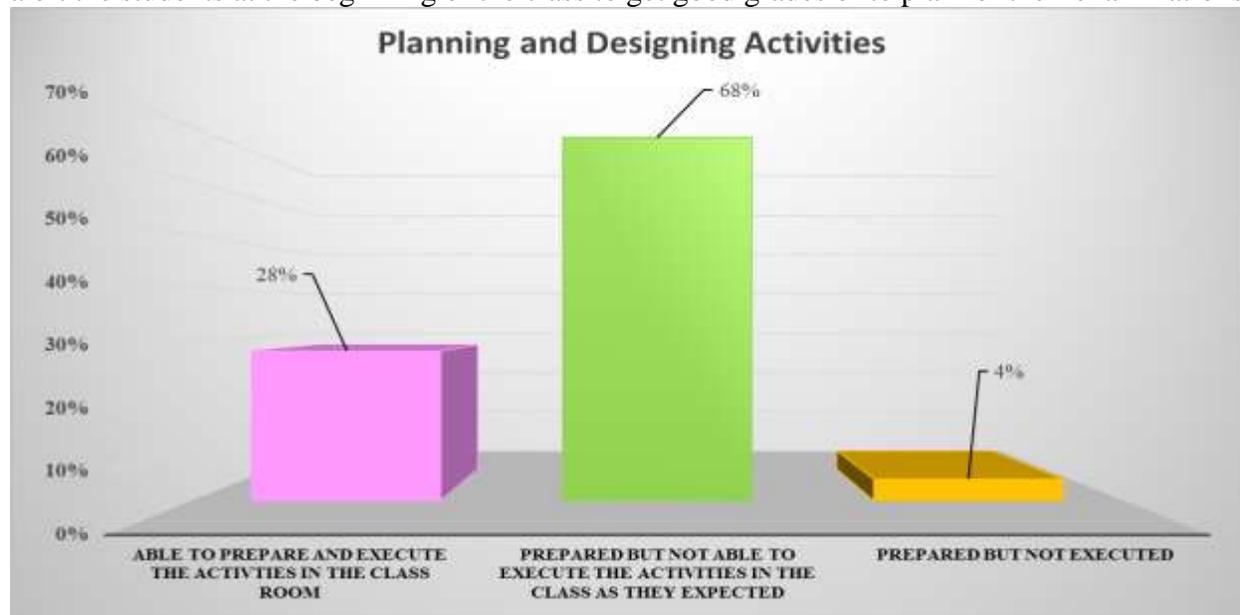


Figure 2. Planning and Designing Activities

Only 28% of the trainees were able to prepare and apply the activities as per the plan in the classroom. Other 68% of the trainees used the off-the-rack tasks which are mentioned in the plan because of this they were not able to understand the structure of the class and level of the students, so they were not able to execute the plan as they expected. Remaining 4% of the trainees prepared activities; it's merely readymade and not at all used in the classroom.

4. Discussion

Pre-service teachers who were all participated in the research pointed out that they have difficulty in finding appropriate activities for their students' learning levels. Supporting this finding, Nilsson (2009), stated that pre-service trainee teachers lack experience regarding planning and managing teaching activities.

Pre-service trainee teachers meet their trainer every day in the field. However, if the pre-service trainee teachers do not meet their trainers before their visits to schools, they have difficulty in understanding the students' level of learning, needs, and expectations. However, it is important to note that the only limitation this research faced was, it only focused on pre-service trainee teachers' opinions and problems in designing a lesson plan. Therefore, exploring the teachers' views about the teaching practice in addition to analyzing the pre-service trainee teachers' lesson plans will help us to acquire a deeper understanding of how pre-service teachers learn to plan their lessons.

5. Conclusion

The findings regarding the lesson plan designing conclude that the use of information and resources of the trainee teachers vary depending upon their knowledge. This current finding showed a clear picture of the pre-service trainee teachers' interest and competency level. This research finding may help the educators and trainer to think and execute the far-reaching teaching strategies to motivate the trainees to excel in their plan designing tasks.

Pre-service teachers used a broad selection of information channels and resources in their lesson plan design. Few trainees actively seek information for their lesson plans from external information sources, but the entire information taken from web sources. This is the foremost objectionable feature among the trainees.

These external sources cannot provide entire information regarding a particular lesson what they desire to teach. However, out of laziness or their own problems, trainees are interested to take the readymade materials and reluctant to prepare on their own. At the time of teaching, the trainee teachers perplexed and fail to execute the assigned task. Eventually, they are unable to deliver the teaching task effectively and lose their confidence. It is very important to mention that; the creative skills of the pre-service trainee teachers were at best as they designed the activities for their teaching practice session. Majority of the teacher trainees were good in preparing and arranging aids. This effort clearly showed their creative skills.

As an observer, the researcher found two contrast practices among the pre-service trainee teachers. One of trainees were competent enough to attract the class because their engagement plan was supple and adept. Hence, it was easy for them to execute the plan and accelerate the class. Moreover, the trainees conducted the activities suitable to the standard and the interest of the children using the rubrics. The researcher could notice and understand the material which was prepared and designed by them showed their communicative competence. It is important to give a optimistic note that these pre-service trainee teachers' lesson plan designing and execution were commendable. It was very obvious the trainees who were not successful in their teaching were using the off-the-rack materials without any rehearsal. Actually, they are all ignoring their literary skill and purely relying on the prefabricated materials.

During the first few days of training the trainees felt nervous and out of excitement became anxious. It was observed during the whole training period that the majority of the students were

struggling in administering their plan. The researcher could feel there were some problems in their plan and its execution.

But, the pre-service trainee teachers' perception regarding specific information cannot be indicated only in terms of their current lesson plan. They may instantly access well-known information resources to sufficiently complete the designing lesson plan task. The readymade teaching kit and jerry-build lesson planning materials are extremely simple and easy to use, but it impedes the students from thinking and writing on their own. Moreover, they felt that this practice i.e., the training session is merely to score marks and complete the course. This clearly indicates that the pre-service trainee teachers failed to recognize the importance of the training sessions.

Another important obstacle is designing the lesson plan; it is a very new notion for them. In this context the main issue is time. So, just to teach them to manage the time is very important. In addition to that, making them understand the information acquisition is a very important factor in the process of designing the lesson plan also which in turn will help them to design the task on their own.

Predominantly, the findings of this research offered insights into the pre-service trainee teachers' point of view of designing lesson plans. The findings revealed that although most of the pre-service trainee teachers are aware of the importance of lesson planning, they found it difficult to develop a lesson plan.

It is assumed that the pre-service trainee teachers are not spending considerable time to design the lesson plan. If they, pre-service trainee teachers spend more time on designing lesson plans, they will become meticulous in designing and excellent in executing it.

So, the study concludes that the trainers must focus and give special attention to the trainees to design the lesson plan effectively. Also, insist the pre-service trainee teachers spend enough time to plan their lesson.

About the Author:

Dr. Maryumah Hejji Alanazi is an Assistant Professor of TESOL at the College of Education & Arts at Northern Border University in Arar, Saudi Arabia. Her research interests include issues in Language learning and teaching, Educational Technology, teacher Education, and professional development. <https://orcid.org/0000-0002-5250-7693>

References

- Amani K. Hamdan Alghamdi (2013), Pre-service Teachers' Preferred Methods of Assessment: A Perspective from Saudi Arabia, *Australian Journal of Teacher Education*, Volume 38, Issue 4 Article 5, <http://dx.doi.org/10.14221/ajte.2013v38n4.6>
- Ayşegül Zıngır Gülten, (2017), Am I planning well? Teacher trainees' voices on lesson planning, *Journal of Education and Training Studies*, Vol. 5, No. 2, ISSN 2324-805X E-ISSN 2324-8068, Published by Red fame Publishing.
- Borich, G. D. (2007). *Effective teaching Methods, Unit and Lesson Planning*, six edition, Pearson, Merrill Prentice Hall, Ohio.

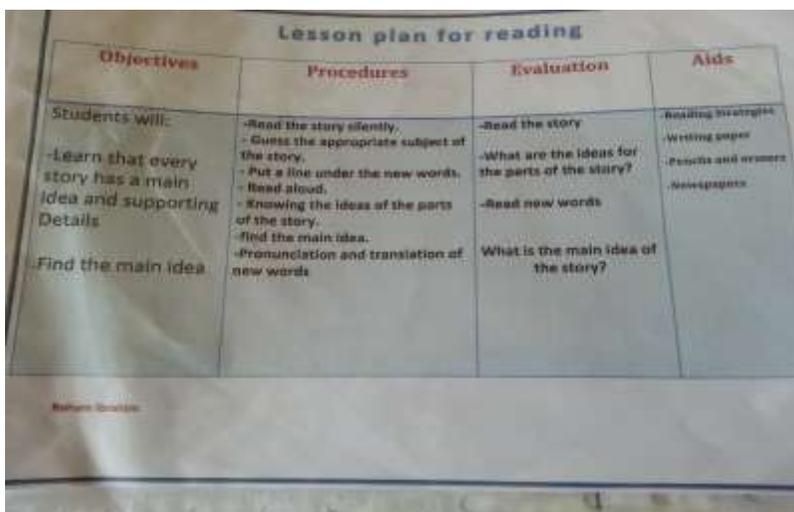
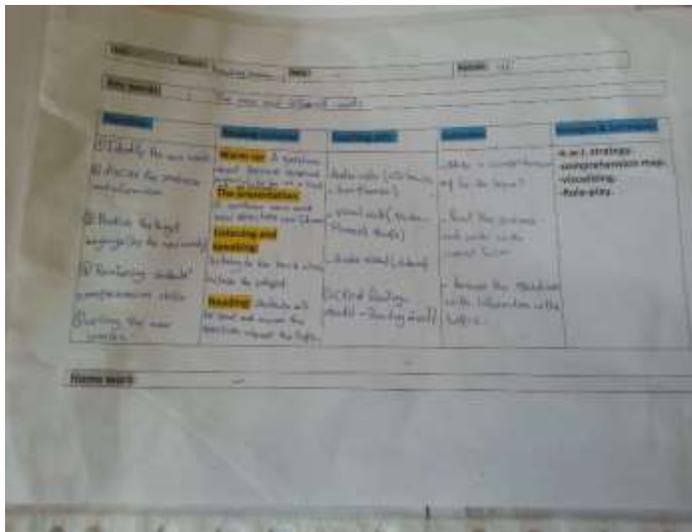
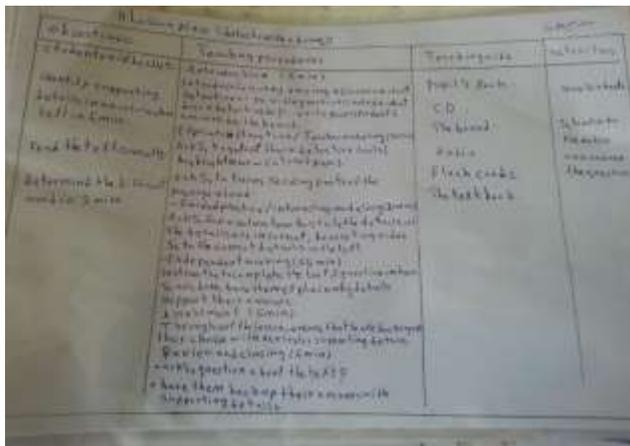
- Brittin, R. V. (2005). "Preservice and Experienced Teachers' Lesson Plans for Beginning Instrumentalists", *Journal of Research in Music Education* 53(1), 26–39.
- Cigdem Sahin-Taskin, (2017) Exploring Pre-service Teachers' Perceptions of Lesson Planning in Primary Education, *Journal of Education and Practice*, www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, (57)300, 300-314. doi:10.1177/0022487105285962.
- Donna Walker Tileston ,(2004). *What Every Teacher Should Know About Student Motivation*, Corwin Press.
- Edge, J., & Garton, S. (2009). *From Experience to knowledge: Oxford Handbook for language Teachers* (p. 90). China: Oxford University Press.
- Gross, B. (2009). *Tools for teaching* (2nd ed., p. 03). United state of America: The Jossy-bass higher and adult education series
- Haynes, A. (2010). *100 Ideas for Lesson Planning* (p .2, 64, 66). New York: Continuum International Publishing Group
- Haynes, A. (2010). *The Complete Guide to Lesson Planning and Preparation* (p. 02, 48, 51, 56, 64. London: Continuum.
- Henderson, J.G. & Gornik, R. (2007). *Transformative curriculum leadership*. Upper Saddle River, NJ: Pearson Education, Inc.
- Rubin, H. J., & Rubin, I. S. (2005): *Qualitative Interviewing – The Art of Hearing Data*. 2. Edition, Sage Publications, Thousand Oaks, London, New York.
- Hibahnaz (2010), Importance of Lesson Planning -Part One Retrieved from - <https://hibahnaaz.wordpress.com/2010/06/24/importance-of-lesson-planning-part-one>.
- Holm, L. & Horn, C. (2003). Bridging the gap between schools of education and the needs of 21st-century teachers. *The Phi Delta Kappan*, 84(5), 376-380.
- Jensen, L. (2001). Planning lessons. In M. Murcia, *Teaching English as a second or foreign language* (pp. 403 - 413). Boston: Heinle&Heinle Publishers.
- Johnson, A. P. (2000), "It's Time for Madeline Hunter to Go: A New Look at Lesson Plan Design", *Action in Teacher Education*, 22(1), 72–78.
- Malick H., (2015), what is the Importance of Lesson Planning? Retrieved from-<http://www.preservearticles.com/2012041730598/whatis-the-importance-of-lesson-planning.html>.
- MC. Mahon, A. (2011). *Lesson Plan to train like you fly: A flight instructor's reference for scenario based training* (p. 04). Washington: Aviation supplies and academic. INC.
- Mishra,R.C.(2008). *Lesson planning*. New Delhi: A P H publishing corporation.
- Nijveldt, M. (2007), "Validity in Teacher Assessment. An Exploration of the Judgment Processes of Assessors". Unpublished doctoral dissertation, Leiden University, The Netherlands.
- Pernilla Nilsson, (2009), From lesson plan to new comprehension: exploring student teachers' pedagogical reasoning in learning about teaching , Pages 239-258 ,Published online: 09 Jul <https://doi.org/10.1080/02619760802553048>
- Rhalmi M., (2010), The importance of Lesson Plans- Retrieved from <http://www.mvenglishpages.com/blog/importancelesson-planning/>
- Richards, J., & Bohlke, D. (2011). *Creating effective language lessons* (p .03, 302). Cambridge: Cambridge University Press.

- Rusznyak, L. & Walton, E. (2011), “Lesson Planning Guidelines for Student Teachers: A Scaffold for the Development of Pedagogical Content Knowledge Education As Change” 15(2), 271–285.
- Savage, J. (2014). *Lesson planning: key concepts and skills for teachers*. United State of America: Routledge (Taylor and Francis group).
- Tashevskaja, S. (2008), “Some Lesson Planning Problems for New Teachers of English”. CELTA Syllabus and Assessment Guidelines. (www. Cambridge. EFL. org_ teaching).
- Thornbury (2012), The Importance of Lesson Planning | Making a Difference July 26, 2012- Retrieved from. [https:// teach and learn with georgia.wordpress.com/2012/07/26/](https://teachandlearnwithgeorgia.wordpress.com/2012/07/26/)
- Tileston D. W. (2004). *What Every Teacher should know about Instructional Planning?* California: Corwin Press, Thousand Oaks.
- Vdovina, E. & Gaibisso, L. C. (2013), “Developing Critical Thinking in the English Language classroom: A Lesson Plan”, *ELTA Journal* 1(1), 54–68.
- Wong, H. K.; Wong, R. T. (2009) *The First Days of School: How to Be an Effective Teacher*, Harry K. Wong Publications, 12, 81, 87,
- Yıldırım, A. (2003). Instructional planning in a centralized school system: Lessons of a study among primary school teachers in Turkey. *International Review of Education*, 49(5), Pp: 523-543.
- Zeynep Başkan Takaoğlu1 ,(2017), Challenges Faced by Pre-service Science Teachers during the Teaching and Learning Process in Turkey, doi:10.11114/jets.v5i2.2132, <http://dx.doi.org/10.11114/jets.v5i2.2132>

Appendices

Sample Lesson Plans





Participant Consent form- Sample

Consent to Take Part in Research

Title of My Research : A Study of the Pre-Service Trainee Teachers Problems in Designing Lesson Plans

I, Ms./Mrs.....

agree to participate in this research study.

understand that I will not benefit directly from participating in this research.

agree to my interview being audio-recorded.

understand that all information I provide for this study will be treated confidentially.

understand that in any report on the results of this research my identity will remain anonymous.

understand that disguised extracts from my interview may be used in your publications

Signature of research participant ----- Date: -----

I believe the participant is giving informed consent to participate in this study

Signature of researcher

Date.....