


A SUGGESTED LESSON PLAN		Linguistics Keywords: plan, objective, text, lesson, teacher.
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Abstract	<p>This lesson plan is a way of guidance for teachers who may find it difficult to start. For teachers, there should be a guide of the main points that should be considered besides pedagogical knowledge of the material in question. As a teacher, one should have an idea of what is going to take place: objectives, a suitable text, and an appropriate environment to succeed. A teacher should prepare the right material for his/her class in advance for there are a lot of challenges that face individuals in charge including the method to be adopted, the level of students involved, and their numbers. In this short essay, those points will be addressed, taking into consideration that what is presented here is a sample that might be remodeled according to the case a teacher finds him/herself in. In addition, this topic might attract the attention of researchers who are interested in teaching and learning to pursue this type of research.</p>
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INTRODUCTION

This lesson plan is intended for college students whose native language is not English. It will include a detailed description of what will happen in a class stating objectives, materials needed, activities, procedures, conclusion, and assessment (evaluation). All these elements are of great importance to be known from the beginning. As part of his experience, the researcher has seen some teachers who think that knowledge of the assigned material is enough to start. Well, all related items should be clear and provided in an applicable way (Gregorová, 2019).

There are many researchers who have tried to determine the meaning of ‘lesson plan’, such as Woodward (2004), Sabetra et al. (2021), Jalongo et al. (2007), and Sesiorina (2014). Others link the lesson plan to classroom management, such as Rothsein & Trumbull (2015), Groves (2009), Moradi (2019), and Mohan (2007). This article does not focus on definition or classroom management as much as it is about a set of instructions a teacher should be aware of and should pay attention to because of their role in the success of the entire educational process. S/he should consider this guidance in order to present his/her subject in an efficient way that makes the outcome acceptable.

This plan is intended to help the teacher to be organized and prepared for teaching her/his lesson. However, this plan may be adjusted in class in order to meet students’ needs enrolled in this class and to accommodate class progress. As we know, needs and progress vary from time to time, from level to level, and from place to place.

OBJECTIVES

In many cases, objectives, particularly those stated in some manuals, are platonic more than anything else. People in charge like some eloquent and rhetoric expressions to be included in the relevant description even though they are not needed. The researcher has seen a lot of objectives that are added in the bombastic description of any course; teachers should be careful while dealing with such a description. As an application example for this lesson plan, Beth Henley's *Am I Blue* will be the text of my choice. Any other text could be a teaching target. After reading Henley's play, students will show a general understanding of this one-act play by participating in the class discussion, answering questions, writing reports; items that are applicable and debatable. Students will become familiar of how to apply dramatic terms to the play, such as round and flat characters, plot, structure, setting and tone, etc. There will be some emphasis on parent-children relationship, male-female relationship, individuality, and adulthood as topics of arguments. A part of discussion might be devoted to the play's historical and social context: how the play's two characters' behavior and troubles reflect that period's disturbances. By the way, controversial issues might be avoided; it depends on your place and society (Ashcroft, 2001). Of course, at any place in our world there are ideologies and norms whether written or understood you have as an individual to follow and notice during your daily behavior (Dohal, 2021 & 2022).

MATERIALS

Students should read Beth Henley's *Am I Blue*. Coming to the class, they should bring the text with them for they need to refer to and/or quote from the text-it could be a pdf copy. They have to bring their notebooks because they may need to write some notes from what will be going on in the class. They may be asked at the end of the lesson to write half a page about what they have learnt in the class. Of course, no one is supposed to come to class without a pen. Of course, in a time overwhelmed by technological means, it is important to teach young people to use the hand and accustom them to writing. On the other hand, a black board could be used whenever needed, particularly while explaining some terms and writing some important statements.

PARTICIPATION

Students' participation is imperative. In this plan, they are at the center of learning. This plan is intended to encourage them to express their ideas. This does not mean that they should like the play; they might like some parts or none at all. The point here is that each student is to tell his/her opinion about the play and why he/she thinks so. In doing so, the lesson will help them develop critical and thinking abilities (Dohal, 2020). As soon as they stop their discussion or deviate from the topic, their teacher is to pose a question or guide them to return the class back to the topic. The researcher believes that if students know that they should participate in the class

discussion, they will come to class prepared. Also, when they realize that their teacher is serious about their preparation for the topic, their reaction and performance will be different.

ACTIVITIES

Here is a suggestion regarding distributing the time one has. Yet, the more classes you devote for a text, the more students learn and realize how to study and understand similar works in the future. If you have only one class for this play, then it might be divided as follows:

- 1 – Warm up (7–9 minutes);
- 2 – Question/discussion (20–24 min.);
- 3 – Brief lecture (7–9 min.);
- 4 – Writing half a page report (10 min.); and
- 5 – Conclusion (8–10 min.).

Again, this distribution depends on your class, number of students, type of texts, ideas you intend to present, etc. (Dohal, 2021)

METHODS/PROCEDURES

This lesson plan consists of different teaching techniques: question/discussion, a brief lecture, a brief journal report, and a cooperative learning assignment. These varieties of techniques are meant to assure the students' learning and to overcome boredom in the class. In addition, students will be given a chance to find themselves in any activity they like more.

Entering the class, a teacher may circulate an attendance sheet asking everyone to sign his/her name serially or s/he may call attendance. Whenever there is a chance, s/he should make sure that no absent student is added to the list by any of the attendants. Late students might be added to the list of attendance. Then, the teacher should state the sequence of planned activities. After that, a brief introduction about the author: education and interests might be helpful. This introduction will take between 7–9 minutes.

After that, discussion will start. Students could be asked a question like, “What do you think of this play?” After reading it, they will be given a chance to express their opinions, to talk in front of each other, and to comment on each other's statements. In other words, the teacher should create a learning milieu for the class. Such a discussion will lead them to talk about the plot, characters, structure, and how these elements relate to each other. Whenever the discussion stops, the teacher will pose another question. If some are not engaged in the discussion, s/he will push them forward by asking them personally. They will be asked a question such as: “You read the play, so what do you think of so and so?” However, at the beginning questions will be general such as: What do you think of the play? What are the serious problems that this one-act play deals with? And how does the play solve and/or handle these problems? Then, there will be specific

questions such as: What do Ashbe's actions at the start tell you about her? What does her behavior indicate? What social and personal difficulties is John Polk experiencing? How and why does he want to escape the truth of his behavior? This discussion is intended to take between 20-24 minutes. Time here is relative; it depends on students' knowledge, performance and the number of classes the teacher assigns to teach this play.

Then, it is the teacher's turn to wrap up what has been going on in the class. S/he will focus on the main points in the play: themes, ideas, universality, etc.; issues intended to be explored according to the curriculum and ideology adopted at the school (Pangle, 1992). Although *Am I Blue* is an amusing play, it deals with serious problems: the difficulties of adjustment to adulthood, misconceptions about social problems, unfulfilled dreams, general individual troubles that reflect the disturbances of the late 1960s. Well, the teacher is to pick up what will be of great value to his/her students (Wallen, 1998). This brief wrap-up will take 7–9 minutes. If the play takes more than one meeting, still a conclusion is needed at the end of each class as part of assisting students' memory and understanding.

After that, as a class activity, students will be asked to write in their notebooks what they have learnt in this class in no less than half a page. Of course, they have to write the title of the play and the date on the top of the page. When there is a chance, the teacher will see what they have written. What is meant here is to reinforce their understanding of the play through writing in their notebooks. If they face any difficulty, they will have a chance to ask questions right away. And they will be assisted whenever they need help. They can write half a page in less than 10 minutes. Students who have some educational problems will be encouraged to finish this assignment at home.

CONCLUSION

The teacher may pose questions to be answered individually as homework or divide the students into groups to discuss some issues and bring their ideas to the next class. For example, the teacher may write the following statements on the board:

- Literature consists of hidden moral messages.
- Literature is universal, expressive of transcultural truths.
- Literature is an historical document that draws attention to look at a specific period.

Then, s/he assigns each group to think of one statement and apply it to the play. Each group is to bring a one-page report to the next class. The purpose of this assignment is that the students can learn more from each other. Each student has to participate in the group discussion because the teacher may ask any group member about a point or an idea in the group's report. However, each group is to write the names of its members on the top of the page-report. Then, if they have questions, they will be addressed. Students will be reminded of what they have to read for the next class. "Have a nice, beautiful day," could be the last statement.

EVALUATION

Evaluation of this lesson plan will be based on class participation in the discussion, students' answers to questions, students' journal reports, and the groups' reports or individual homework to the next class. In class, the teacher will run the discussion and try to make it meet the stated objectives of this lesson plan. S/he will answer the students' questions in the class. In the next meeting, the groups' reports will be collected in order to be looked at and guided. If the teacher finds any kind of misunderstanding, such a point will be addressed in class when there is a chance. Whenever there is time, the teacher may read and comment on at least some of students' answers and opinions.

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