

Achieving Course Learning Outcomes through Efficient Planning of Teaching: A Case Study

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Abstract

Teachers, in general, would face great difficulty in being able to conduct a lesson in such a way, as he/she would not be in a good position to deal with some of the language problems that may arise from unplanned classes; therefore, may lose the their normal running and administration. Thus, the investigator tried to find out to what extent EFL teachers plan their lectures efficiently and successfully. This was carried out by administering a questionnaire handed out to (13) males and (13) females teaching staff at the English Language Center (ELC) in Taif University, KSA. The results of a (T) test performed at the (0.05) significance level suggest that class or lesson planning is crucial for effectual language teaching and learning. It ascertains success for the teacher as well as the learner. It is essential for teachers to draw up a mechanism for making decisions about the principle of their lessons, which enables in achieving learning outcomes. Teachers need to plan for the situations that he or she will teach, and the techniques, methods and procedures he or she will use.

Abstract: Learning outcomes, Lesson plan, Effective teaching, EFL teachers, EFL students

Introduction

Attaining knowledge is a mission, which we, as university instructors, have successfully mastered. However, that is not a final destination meaning that something is insufficient. At some point, we will be evaluated, not only by to what extent we have learned, but also by what degree that we can impart knowledge to our students in the classroom. We think that a lot of what goes into teaching others can be learnt, practiced, and constantly improved upon (Sharp and Diamond, 1983). Thus, classes or lectures can be characterized as a type of structured event that takes place in all academic contexts. According to Brookfield (1995), lectures inevitably differ in subject matter, time, place, context and approach but they are basically connected with learning as their main aim incorporate the engagement of learner(s) and teacher(s), and are confined and pre-scheduled regarding time and place. Lecture planning means taking into the consideration what to do with the students during the time they are in the classroom, enabling them during this time to do something new with the language. This planning is presented in a written form, as lecture notes. This preparation serves as a guide and reference for the teacher, reminding him what to do, how to do it, and for how long. The good preparation will enable the teacher to go to class confident. This confidence indicates to the learners how seriously the teacher takes his English-language lectures, and this increases the students' attention and interest. Also, the lecture notes are useful if the teacher has to teach the same class the next year, for they are only to update them to allow for changes required by the differences in individual students. Later these lecture notes can be used as research material (ibid). Some very experienced educators in the field dispute against the idea of planning a lecture, assuming that teaching and learning should be spontaneous according to the wishes and reactions of the students towards a theme of that lesson. However, the researcher would explain that there are some teachers who would be at their ease only walking into a class with no clear idea of what will be achieved in the lecture. The researcher indicates that teaching should be responsive; students must have an effect on what teachers teach and how they teach accordingly this will have a great impact on the flow of the class. The researcher would like to know to what extent the teaching staff, both males and females, plan their lectures effectively. The present study intends to investigate the most authentic procedures of lecture plan to see to what extent these procedures have been met in teaching staff lecture plans. The following null hypotheses were tested in this study

Ho 1. There does not exist any statistically significant difference between male and female teachers as far as formulating lesson plans in written forms is concerned.

Ho 2. There does not exist any statistically significant difference between male and female teachers as far as formulating achievable learner-centered learning outcomes is concerned.

Ho 3. There does not exist any statistically significant difference between male and female teachers as far as following their formulated lesson plans is concerned.

Ho 4. There does not exist any statistically significant difference between male and female teachers as far as using appropriate materials and teaching aids according to the requirement of their lesson plans is concerned.

Ho 5. There does not exist any statistically significant difference between male and female teachers as far as formulating interactive activities to motivate students' critical thinking is concerned.

Ho 6. There does not exist any statistically significant difference between male and female teachers as far as arranging lecture topics according to their importance is concerned.

The researcher designed a questionnaire as a tool for data collection. It was given to the teaching staff at the English Language Center (ELC) in Taif University. The responses of this questionnaire were tabulated and analyzed statistically by using (SPSS) program.

Literature Review

In fact, achieving course-learning outcomes depends largely on delivering and planning classes successfully. This needs active participation from the students' side and continuous reactivation from the teachers' side. Class planning itself is series of interconnected stages and timings play a great role in implementing and assessing these stages. Learners will respond to what is happening in the class if they find themselves involved in these stages by presenting a clear and straightforward plan. Careful lesson planning makes the presentation of new language for students more challenging and motivating. Teachers need to consider when implementing lesson stages to quieten new materials down or to stimulate learners up, when to ask them to work on a task, or to reduce unnecessary material (Riddle, 2003). In brief, a good lecture plan has clear, appropriate and achievable aims. It includes a variety of activities and interaction. Conveniently, both students and teachers are in need to know how the class is going and how the stages are closely correlated (Ur, 1997). The most popular method for imparting knowledge in education is the lecture in all of its forms. However, the efficiency of the conventional lecture approach is seriously questioned. Although the lecture approach is widely utilized in education, Arredondo et al., (1994) note that some teachers are not frequently prepared in providing successful lectures. According to Swanson and Torracco (1995), the lecture was explicitly approved as a teaching

strategy hundreds of years ago. It began with the instructor reading aloud-significant portions from the book, was followed by the teacher's interpretation of the text, and was concluded with the expectation that students would sit, pay attention, and take notes. According to Vella (1992), a lecture is a formal presentation of material by a teacher (who is an authority on the subject) for students to learn from and recollect for exams. The lecture, according to Ruyle (1995), is merely an oral presentation of course information. Conversely, according to McIntosh (1996), lecturing is a bad teaching method since it is often a one-way conversation with no immediate practice. The necessity for student engagement with the lecturer is typically not addressed in descriptions of lectures from the instructor's perspective. In fact, Munson (1992) argues that one of the main drawbacks of the conventional lecture is the absence of interaction. Additionally, when given copies of the lecture notes or a text, a sizable portion of students would choose to read them than attending courses with little to no interaction (Edlich, 1993). Active learning techniques, such as case study analysis, problem-solving activities, student presentations, and group collaboration are advised by Vella (1992). Recent research has indicated that the majority of college students are active learners who require learning situations that engage their senses, according to Twigg (1994). It is advised to use a variety of teaching methods when evaluating the learning preferences of students, with a focus on experiential and interactive learning (Cavanagh et al. 1995). In effective and active lectures, the teacher engages students through a highly interactive and participatory approach while utilizing a range of teaching strategies, as opposed to ineffective lectures. Students are engaged in the lesson and feel a connection to the teacher as a result of the teacher's questions, interaction, and involvement. Conversely, in ineffective, passive lectures, there is little involvement from the students. Students will therefore find it challenging to focus after a short while because there is little to no stimulus. One of the most thrilling and satisfying components of a teacher's duties can be giving a well-received lecture. It is more likely that an instructor will be effective in assisting students in meeting the learning objectives if they are able to retain participant attention with an engaging, dynamic delivery while utilizing a variety of instructional techniques. As the instructor and students communicate, talk, ask questions, and collaborate, the time and effort put into planning pay off (Beitz, 1994).

Asking and encouraging questions is one of the best ways a teacher can assure interaction during a presentation. Questions can be used to start lectures, encourage discussion throughout the presentation, and warm up the subject matter. Engaging students through questions helps to keep their attention, which is essential when lectures are lengthy and the subject matter is complicated. Targeting a question at a particular student is advisable,

according to Sullivan and Wircenski (1995). This method can be utilized to involve more student when the audience size is small. Additionally, it is critical to encourage students when they reply. This encouragement will help to foster a really pleasant environment and inspire more students to participate in the conversation. A successful lecturer uses a range of strategies to engage students, keep them interested, and prevent monotonous lecturing. Utilizing the lecture notes created during the planning stage is only one of many strategies that can be used to make a lecture more engaging and effective. Reminders and essential ideas from the lecture's introduction, body, and conclusion are included in the notes. During the lecture, a teacher should make an effort to connect with the students. It is important to keep looking into students' eyes. Eye contact serves to convey a caring attitude on the part of the teacher and provides feedback on how well students understand the subject matter. A number of audiovisual media are also used. Moreover, to seamlessly segue between sections of the speech. The teacher may highlight and add to the lecture notes anything from a quick overview of the next subject to a review of the agenda in between topics, a change in medium, and an interim summary before a new topic. It is obvious that the lecture plan's basic material cannot be used as the format because it is too brief and generic (Ngongwik, 1990). Beitz (1994) suggests once more that a teacher makes the lecture more interactive by using brainstorming, discussions, problem-solving exercises, case studies, and games. Additionally suggested by Stafford and Kelly (1993) is the use of a checklist that will aid in reviewing the lecture plan before it is delivered. By assisting them in identifying problem areas and their causes, it might also be helpful when they reflect on their lectures. The lecture format may be an engaging and very effective way to teach students new material with careful planning and presenting strategies. If the lecture is thoroughly organized, the teacher will have a specific goal in mind and will have taken into account the logistics of the class size, number of students, time allotted for the lecture, and media that will be used. Planning will also make it more likely that the lecture will be introduced, delivered, and concluded using a variety of methods. Outlined lecture notes will assist the instructor delivering a compelling presentation.

Methods

There are many research methods at the reach of the researcher. He has designed a questionnaire and he considered it is a suitable instrument for such a survey. It helped the researcher to describe, analyze and then discuss the data.

The population of this study is a group of university teaching staff from English language Center (ELC) in Taif University, KSA. This

population consisted of a considerable number of lecturers, assistant and associate professors at the English language Center (ELC) in Taif University, KSA. They had reliable teaching experiences. The selection of the sample was done from the total group of the teaching staff who represented the community of the English language teaching staff at ELC. They were (13) males and (13) females. The questionnaire consisted of (27) items which were intended to test the research hypotheses. The researcher wanted to find out professors' and instructors' academic behaviours towards lecture planning and related classroom practices. He used the Likert Scale of the five degrees where the respondents chose from the options of (strongly disagree, disagree, neutral, agree, strongly agree). After the researcher designed the questionnaire, it was shown to some specialists in the field of Applied linguistics. They suggested some modifications in the wording of the questionnaire as well as in its content. Their comments were carefully considered and some amendments were done to the final version of the questionnaire. This step was mainly intended to check the clarity of the questionnaire instructions and items to achieve the face validity. The statistical method needed for the questionnaire analysis was done through Statistical Package for Social Sciences (SPSS) programme. The researcher used descriptive analysis, Independent Samples Test procedure and percentages to analyze the participants' responses

Results and Discussion

The data collected through the instructors' questionnaire are analyzed. The responses of the (26) male and female instructors are tabulated and their responses are computed by applying the arithmetic mean (\bar{x}) and the standard deviation (SD) for each statement to test the hypotheses round the mean by using the Independent Samples Test at the level of significance (.05).

Table (1). Descriptive Analysis

No.	Questionnaire items	N	Min.	Max.	Mean	SD
1	I believe that lesson planning is important for effective teaching.	26	2.00	5.00	4.5306	.8191
2	I always plan my lessons.	26	1.00	5.00	4.2245	.8482
3	I prepare written lesson plans.	26	1.00	5.00	3.4898	.9815
4	I plan my lesson but do not write everything.	26	1.00	5.00	3.8980	.9627
5	I formulate lesson plan learning outcomes according to the level of my students.	26	2.00	5.00	4.1633	.8253
6	I formulate lesson plan learning outcomes according to the interests of my students.	26	2.00	5.00	3.5714	.8660
7	I formulate lesson plan learning outcomes according to the course outlines.	26	2.00	5.00	4.3265	.7184
8	I formulate lesson plan learning outcomes according to my priorities.	26	1.00	5.00	2.9796	1.3306

9	I believe that teaching and learning are spontaneous.	26	1.00	5.00	3.2449	1.2671
10	I divide my lesson plan into the stages of formal lesson planning format.	26	2.00	5.00	3.4898	.9157
11	I strictly follow the stages of my lesson plans.	26	1.00	5.00	3.3673	1.0546
12	I make frequent changes in my lesson plans.	26	1.00	5.00	3.3673	1.0546
13	I strictly follow the time assigned to various stages of my lesson plans.	26	2.00	5.00	3.5306	1.0821
14	I have unexpected situations during my lessons that need me to change my lesson plans.	26	1.00	5.00	3.7959	.8893
15	I add some extra activities if some point is not clear with the planned activities.	26	1.00	5.00	4.1020	1.0051
16	Audio visual aids are a waste of time.	26	1.00	5.00	2.1224	1.3483
17	Audio visual aids help me in my teaching.	26	1.00	5.00	4.0816	.9318
18	Audio visual aids are an integral part of my lesson plans.	26	2.00	5.00	4.0612	.9221
19	I use latest technology in my teaching.	26	2.00	5.00	3.8163	.7819
20	I prefer explaining each and every point to my students.	26	2.00	5.00	3.6122	1.0958
21	I provide my students with the opportunity to get the answers before providing them with the answers.	26	2.00	5.00	4.3469	.8050
22	I encourage the students to ask questions.	26	2.00	5.00	4.5714	.7360
23	I engage my students in group/pair work to ensure mutual interaction.	26	2.00	5.00	4.4898	.7394
24	I arrange lecture topics according to their importance.	26	1.00	5.00	3.5306	1.0021
25	I arrange lecture topics according to their familiarity.	26	1.00	5.00	3.4082	1.0392
26	I arrange lecture topics according to their complexity.	26	1.00	5.00	3.4898	.9601
27	I start out my presentation with broad principles before moving on to more detailed notions and theories.	26	2.00	5.00	4.1633	.7997

Table (2). Independent Samples Test

	Questionnaire items	Group	N	M	SD	t	df	p value	
1	I believe that lesson planning is important for effective teaching.	male	13	4.3333	.9608	-1.919	47	.061	p > 0.05
		female	13	4.7727	.5284	-2.029	41.762		
2	I always plan my lessons.	male	13	3.9259	.9578	-2.939	47	.005	p < 0.05
		female	13	4.5909	.5032	-3.118	40.803		
3	I prepare written lesson plans.	male	13	3.4815	1.0874	-.065	47	.948	p > 0.05
		female	13	3.5000	.8591	-.067	46.968		

4	I plan my lesson but do not write everything.	male	13	3.8889	.9740	-.072	47	.943	p > 0.05
		female	13	3.9091	.9715	-.072	45.069		
5	I formulate lesson plan learning outcomes according to the level of my students.	male	13	4.2593	.8590	.900	47	.373	p > 0.05
		female	13	4.0455	.7854	.909	46.334		
6	I formulate lesson plan learning outcomes according to the interests of my students.	male	13	3.6667	.8771	.850	47	.399	p > 0.05
		female	13	3.4545	.8579	.852	45.403		
7	I formulate lesson plan learning outcomes according to the course outlines.	male	13	4.2222	.8006	-1.129	47	.265	p > 0.05
		female	13	4.4545	.5958	-1.163	46.664		
8	I formulate lesson plan learning outcomes according to my priorities.	male	13	3.4815	1.2518	3.193	47	.003	p < 0.05
		female	13	2.3636	1.1770	3.214	45.993		
9	I believe that teaching and learning are spontaneous.	male	13	3.2593	1.3183	.087	47	.931	p > 0.05
		female	13	3.2273	1.2318	.088	46.075		
10	I divide my lesson plan into the stages of formal lesson planning format.	male	13	3.5926	.9306	.868	47	.390	p > 0.05
		female	13	3.3636	.9021	.871	45.548		
11	I strictly follow the stages of my lesson plans.	male	13	3.6667	1.0377	2.297	47	.026	p < 0.05
		female	13	3.0000	.9759	2.312	45.991		
12	I make frequent changes in my lesson plans.	male	13	3.4074	1.1184	.292	47	.772	p > 0.05
		female	13	3.3182	.9946	.295	46.605		
13	I strictly follow the time assigned to various stages of my lesson plans.	male	13	3.6296	1.1815	.706	47	.484	p > 0.05
		female	13	3.4091	.9591	.721	47.000		
14	I have unexpected situations during my lessons that need me to change my lesson plans.	male	13	3.8889	.9337	.808	47	.423	p > 0.05
		female	13	3.6818	.8387	.817	46.515		
15	I add some extra activities if some point is not clear with the planned activities.	male	13	3.7778	1.1875	-2.655	47	.011	p < 0.05
		female	13	4.5000	.5118	-2.852	36.834		
16	Audio visual aids are a waste of time.	male	13	2.5556	1.6251	2.641	47	.011	p < 0.05
		female	13	1.5909	.5903	2.861	33.999		

17	Audio visual aids help me in my teaching.	male	13	3.9630	1.1596	-.987	47	.329	p > 0.05
		female	13	4.2273	.5284	-1.057	37.893		
18	Audio visual aids are an integral part of my lesson plans.	male	13	4.1852	.9214	1.043	47	.302	p > 0.05
		female	13	3.9091	.9211	1.043	45.027		
19	I use latest technology in my teaching.	male	13	3.7778	.8916	-.379	47	.706	p > 0.05
		female	13	3.8636	.6396	-.392	46.332		
20	I prefer explaining each and every point to my students.	male	13	3.7037	1.1030	.643	47	.523	p > 0.05
		female	13	3.5000	1.1019	.643	45.038		
21	I provide my students with the opportunity to get the answers before providing them with the answers.	male	13	4.1481	.8182	-1.972	47	.055	p > 0.05
		female	13	4.5909	.7341	-1.994	46.526		
22	I encourage the students to ask questions.	male	13	4.4074	.8884	-1.766	47	.084	p > 0.05
		female	13	4.7727	.4289	-1.884	39.049		
23	I engage my students in group/pair work to ensure mutual interaction.	male	13	4.4074	.7971	-.862	47	.393	p > 0.05
		female	13	4.5909	.6661	-.878	46.959		
24	I arrange lecture topics according to their importance.	male	13	3.7037	.9533	1.351	47	.183	p > 0.05
		female	13	3.3182	1.0414	1.339	43.202		
25	I arrange lecture topics according to their familiarity.	male	13	3.5926	1.0473	1.390	47	.171	p > 0.05
		female	13	3.1818	1.0065	1.395	45.682		
26	I arrange lecture topics according to their complexity.	male	13	3.7037	.8234	1.765	47	.084	p > 0.05
		female	13	3.2273	1.0660	1.720	38.948		
27	I start out my presentation with broad principles before moving on to more detailed notions and theories.	male	13	4.1852	.9214	.210	47	.834	p > 0.05
		female	13	4.1364	.6396	.218	45.949		

Based on the statistical data of item (1) in tables (1) and (2), the mean was (4.33) at (p) value which is more than (.05). Thus, the members of the sample emphasize that lecture planning is important for effective teaching. However, some teachers indicate that teaching and learning are spontaneous. Referring to items (5, 6, 7 and 8), the significance value is greater than (.05) and it is essential to define the objectives or learning outcomes in the same order of priority. Another significant result is found in item (11) which has a reasonable value that is less than (.05), it indicates teachers strictly follow the stages of their lesson planning. Furthermore, in item (15), teachers add some

extra activities if some points are not clear with the planned activities. This reflects that teachers consider individual differences. Teachers can encourage both the able and the less able students to share in classroom activities. In this respect, teachers can vary their exercises to suit all students' capacities. Items (17, 18 and 19) focus on the use of audiovisual aids, (p) values are greater than (.05). This explains that teachers rarely use audiovisual when delivering their classes. The statistical result of item (22) in tables (1 and 2) concludes that the (p) value is greater than (.05). It is important to encourage the students to ask questions. The highly interactive question-and-answer technique overcomes the problem of the traditional lecture and makes it an effective learning experience. Instead of providing all the information by the teacher, the students can elicit it through direct questions or unfinished statements. Item (27) presents whether the teachers begin their lectures with general concepts. It is found that (p) value is more than (.05). This means there is no a significant difference. Teachers can use an engaging opening to their lectures, such as sharing a tale or anecdote relating to the lecture's subject matter. They can also demonstrate the students what they will be able to perform by the conclusion of the lecture in a demonstration before the lecture even starts. They can also connect the lecture's contents to the readings from earlier classes, their assignments, or current affairs.

Hypotheses Testing

The independent samples test is used to evaluate the study's hypotheses. The significance threshold is set at (0.05). There is a significant difference if the significance value is less than (0.05), and there is no significant difference if the significance value is more than (0.05). The goal of this process is to accept or reject the hypotheses.

H₀ (1): The statistical results of item (3) in tables (1 and 2) with means of (3.48) and (3.50) and with (p) value which is greater than (.05) which indicates that there does not exist any statistically significant difference between male and female teachers as far as formulating lesson plans in written forms is concerned.

H₀ (2): According to the statistical data of items (5, 6, 7 and 8) in table (2), the (p) values are greater than (.05) except for the item (8). These results point out the partial acceptance of this null hypothesis and there does not exist any statistically significant difference between male and female teachers as far as formulating achievable learner-centered learning outcomes is concerned.

H₀ (3): Referring to item (11), the (p) value falls short of (.05). The results reject this null hypothesis because exist statistically significant difference between male and female teachers as far as following their formulated lesson plans is concerned.

H₀ (4): In items (17, 18 and 19), both females and males have high means and their (p) values are greater than (.05). This signifies that there does not exist any statistically significant difference between male and female teachers as far as using appropriate materials and teaching aids according to the requirement of their lesson plans is concerned.

H₀ (5): Although items (21, 22 and 23) scored the highest means, yet their (p) values remained slightly greater than (.05), confirming that there does not exist any statistically significant difference between male and female teachers as far as formulating interactive activities to motivate students' critical thinking is concerned.

H₀ (6): The statistical analysis presented in item (24) confirms that there is no difference that is significant because the significance value is higher than (.05). This confirms that there does not exist any statistically significant difference between male and female teachers as far as arranging lecture topics according to their importance is concerned.

Conclusion and Recommendations

Teachers, especially new ones and trainees, need help in learning how to decide what to include in a lesson. Teachers generally know the types of activities to include in a lesson, and how to present the lesson. However, it is necessary for them to develop a process for making decisions about the basics of their lesson, which enable in achieving learning outcomes. The general method of conveying the new items to be taught- by demonstration, group work dramatization that could be considered. After this, some way of testing or measuring whether the new knowledge or acquired behaviour is also necessary. Lesson plans enable the teacher to realize how much the students have learned and how much remains to be learned. In addition, the teacher will be informed, about whether he has been expecting too much from his students too soon or moving too slowly for his class" (Rivers, 1968: 372). If the teacher is aware of the possible occurrence of some problems when performing his lesson, either he can adopt a strategy in the execution of the lesson, which will help to overcome the problem, or he can quickly rethink that part of the lesson so that the problem does not arise. The teacher must think about the level of language he uses in giving instructions or explanations, and ensures that it does not confuse the students. Some good teachers may not have the personality or presence to carry out a lesson successfully that has been prepared with a certain type of arrangement in mind. It is expected that a lesson that looks good on paper fails because the teacher is not able to carry it off. The teacher who recognizes this before entering the classroom can either change the lesson, or work on changing his style and presence. The later remedy is especially recommended if the teacher feels that lesson with chosen arrangement are better lessons. The

teachers realize that the students will not overcome learning problems simply by knowing what they are and with limited practice. The problems will not be overcome once and for all unless they are consciously understood and practiced massively with a focus on genuine communication. The goals of the lecture are determined in light of the unique instructional circumstances that the instructor must deal with. It is important to foresee the linguistic abilities that the learners will find most useful. Observing if the desired behavior has changed is the best approach to determine whether the goals have been met. This principle will help in selecting the teaching material, deciding on procedures whereby the teacher can systematically improve his teaching and evaluate the performance of the students. It is important to know the learners for whom the lesson is prepared, for this will help identify the appropriate level of difficulty of the exercises and the types and duration of the activities. The class and attainment level help the teacher to know, in general, the type of work the students can do in English, while the number and sex of the students will help in the organization of group work or working in pairs. Based on these results, the researcher recommends the following:

1-Teachers can use a checksheet to develop their own individual decision-making process about what to use in a lesson and how to organize it. Such a process may then be applied to others aspects of the lesson preparation, and to other checksheets that are already in use.

2- Bonwell and Eison (1991) offer several ideas for creating an interactive classroom environment. For instance, they suggest using quizzes during the lecture period to help students master the material they have just heard. Quizzes also allow students to consider their opinions, concerns, and the remaining questions about the topic, and they give the teachers the opportunity to assess the effectiveness of their lectures. Another idea is to try demonstrations which accompanied by the questions like, "What do you think might happen if we do such and such?".

3- Teacher should think about the level of language he uses in giving instructions or explanations, and ensure that it does not confuse the students.

4- If the teacher is aware that his lesson will be assessed by such a question, then he should make sure that he uses appropriate teaching aids in the execution of the lesson. This may seem to satisfy the practical need of having aids (Ahmed, 2018). In practice, it often happens that when it comes to the actual lesson execution, the aids do not work effectively, or the teacher suddenly finds that he does not know how to use them.

5-The instructor ought to be well-versed in the topic. Prior to the class, he should thoroughly review each unit of work, paying particular attention to any potential learning challenges his students may have. According to (Al-Hamash & Younis, 1985; Ahmed, 2019), he should

prepare for the scenario in which he will teach and the strategies, methods, and processes he would use.

6-The teacher's linguistic proficiency must go beyond what is found in the textbook. More significantly, he should be able to modify the textbook to meet the needs of his students by adding emphasis of his own, supplementing in various ways, and developing, leaving out, and rearranging what he deems essential. He should also remember that there are other sources for the lesson outside the textbook. Supplemental readers, workshops, wall charts, flannel boards, record libraries, slides, filmstrips, and similar materials are other significant sources.

7-The teacher must carry out his activities with all confidence, never hesitating as to what to do next. This can be guaranteed only when the lesson is carefully considered and prepared.

8-While planning his lesson, the teacher should consider this principle: Students should do in class what they cannot do at home. This means that the students will do on their own only those activities that they can do with reasonable expectations of success. Other activities should have sufficient classroom practice under the teacher's supervision.

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