



STUDENT-TEACHERS' PERCEIVED PROBLEMS:

**FROM PLANNING TO IMPLEMENTING
TO REFLECTING ON THEIR ENGLISH LESSONS**

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Purpose of the Study

- Instructor & Trainer
- Graduates → Problems with:
 - Lesson Planning
 - Lesson Delivery/Implementation
 - Classroom Management
 - Reflection Skills



Research Questions

Teacher Preparation Program (TEFL)

- 1-Planning /Implementing Lessons in Schools?
 - 2- Reflect on Taught Lessons in Schools?
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Participants

- Lebanese Univ., Faculty of Pedagogy (1+2)
- 17 female Student-Teachers = Senior (3rd year)
- 21-24 years old
- 5th semester → TEFL Practicum course II
- 2012-2013 → Not Their Trainer

Study Design & Tools

- **Research:** Qualitative
- **Method:** Descriptive, Analytical
- **2 Tools:** - Reflection Survey (2nd Lesson)
 - 3 Sample Lesson Plans (Portfolios)
 - 4 Reading, 1 Writing, 11 Grammar*

Reflection survey (2nd Lesson)

- **Q 1- Perfect Lesson includes:**
Objectives, Procedures, Time, Extra Activities, SS centered, Active SS, Plan B...
- **Q 2- Problems in Planning 2nd Lesson:**
 - Activities: Choice, Time Allocation
 - Time Consuming
 - Not Cooperative Teacher

Q 3 Delivery

- **Problems during Lesson Delivery:**

- a-Tech, Electricity

- b-Interruptions by: Teachers, Friends, Supervisor, Trainer

- c-Class Management: Undisciplined pupils

- d- Students' Background: poor English → *Arabic*

- e-Time issues: Activities, Repetitions

Q4 Reflection

- **Descriptive Reports**
 - **NO Reflection on:**
 - **Lesson Plan**
 - **Managerial Problems**
 - **Critical Incidences**
- **Trainer's Feedback**
- End
Course
Reflection
+ / -

Written Lesson Plans

→ More Teacher Oriented (T say & do)

- **Reading LP:** I read, students listen.... (G3)
- **Writing LP:** one to one rather than interactive **Game on emotions**
- **Grammar LP:** Teacher explains and gives examples on Action Verbs
 - *NO Re-Written LP → Improvement*

Educators & Lesson Planning

- Lesson Plan (LP) $\xrightarrow{\text{Transition}}$ Lesson Delivery (LD)
- Student-Centered LP
- + Quality LP \rightarrow + Quality Delivery
- Universally designed template
 - \rightarrow Effective Class Performance

Educators & Lesson Delivery

- Undisciplined Pupils
- Class Management
- Time Issues
- Dealing with Critical Incidences
 - *Vignettes* : What Would You do IF....

Educators & Reflection

- **TRAIN** the Trainers → Reflection skills
→ SS Reflective Practitioners

- **REPORTS**

Problem: Descriptive *instead of* Reflective

→ **Descriptive Q's:** 1) What did I intend to do? *LP*

2) What did I do? *LD*

→ **Reflective Q's:** 3) What would I do differently if I were to teach this lesson again?

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