

UNIT – II

Planning

2.0 Introduction

In Unit 1, you have seen the importance of getting education. There was a brief discussion on the content as well as skill based subjects. Unit one also included the importance of teaching English in schools. You have also seen some discussion on what planning is and some aspects of planning. In this unit you will see a detailed account of planning and its importance.

2.1. What is Planning?

Planning, as we have already noted in the introduction part of this material, is deciding what curriculum content learners have to learn and how that can be enacted in the classroom setting through the execution of various learning activities and experiences and checking whether or not the learners learnt what we expected of them to learn. As you know planning has a number of purposes :

- ❖ Planning gives a sense of direction to students as to what is expected of them
- ❖ It makes the students aware of goals
- ❖ It ensures smooth flow of ideas, activities and interaction
- ❖ Planning makes it possible to have smooth running classrooms with few interruptions
- ❖ It helps creation of intellectual classroom climate
- ❖ Planning helps to bring about improved results
- ❖ It increases the confidence of the teacher

- ❖ Planning can also help you do your work smoothly in the classroom

Let us look at the different ways in which planning can help. Firstly, when planning, you examine the materials you are going to use for teaching. Most of us use prescribed textbooks in our classes. When examining the materials, you identify not only the teaching point, but also the approach or method underlying the preparation of the materials. In assessing their suitability for use in your situation, you need to consider how you are going to adapt it according to your learners' abilities and needs. Thus the second advantage is to adapt the materials to suit the requirements of your learners. Thirdly, in assessing the materials and planning activities, you have to keep in mind all types of learners, viz, slow, average and above average learners. In short you need to take care of learner variability. Fourthly planning facilitates you to plan the allocation of time to the activities, and the different stages of the lesson. This ensures proper utilization of time allotted to stages, like motivation, presentation practice and communicative practice. Lastly, planning gives you an opportunity to assess your preparedness for teaching a particular lesson. Unless you plan well, you cannot teach with confidence. As you know a teacher who does not plan his lesson thoroughly cannot do proper justice to what is being presented.

We have already seen what planning is and why it is important. When planning for instruction is undertaken, it is generally done in terms of three phases, namely, pre-instructional phase, interactive phase and post-instructional phase. Pre-instructional phase involves activities like yearly planning, unit planning, deciding the content to

be taught, deciding the goals and objectives, deciding the methods and techniques to be employed, determining the motivation activities and the daily lesson planning, etc. The interactive phase involves introducing the matter of instruction, presenting the matter, questioning, providing assistance and practice, making transitions, correcting errors, helping repeat, rephrasing, redirecting, providing feedback, etc. The post-instructional phase involves, relating the lesson with the learners' own experience, testing, praising and criticizing, providing home work, grading and reporting.

The following chart would provide a summary of the various functions involving each phase of planning for instruction.

Pre-instructional Phase	Interactive Phase	Post-instructional Phase
<ul style="list-style-type: none"> ➤ Choosing the content for teaching ➤ Breaking the unit into sub-units, say, grammar, vocabulary, reading composition, etc. ➤ Planning each sub-unit. ➤ Selecting appropriate techniques. ➤ Selecting appropriate teaching aids. ➤ Allocating adequate time to each stage of the lesson. ➤ Deciding the mode of motivation, warm up. 	<ul style="list-style-type: none"> ➤ Presenting the sub-unit using appropriate classroom techniques Questioning ➤ Assisting the learners in participating ➤ Encouraging them to repeat, write, correcting their errors. ➤ Performing demonstrations, using the blackboard whenever necessary. ➤ Giving proper instructions. 	<ul style="list-style-type: none"> ➤ Relating the subject matter with their own experiences. ➤ Giving them home tasks including projects. ➤ Correcting their writing, grading and writing teacher comments. ➤ Giving adequate feedback. ➤ Helping them presenting their views later, etc.

As our success in instruction depends to a very great extent on understanding the various activities of planning, involving each phase, it is pertinent to deal with each of these phases in more detail.

(1) Pre-instructional Phase

In this phase you will have to go through the main tool of instruction, say the textbook. You need to make yourself familiar with the content of teaching. Having done this, you need to divide the main content into sub-units, namely, grammar, vocabulary, reading, composition, etc. and then plan each for actual classroom presentation. This phase is all the more important since the success of teaching depends on meticulous planning and appropriate decision making.

(2) Interactive Phase

As you know this is the second phase of planning. In this phase your main function is to share whatever relevant information you have with your class. In order to do this, firstly, you need to know your students thoroughly. Knowing your students means, knowing their needs, interests, specific requirements, etc. This will enable you to present your teaching points in a meaningful and fruitful way. Presenting your teaching points according to the needs of the learners ensures better motivation on the part of your learners. You may have a number of activities, techniques, materials before you, but your task is to choose the appropriate ones for each stage of the plan. In this stage your task is not only to present various sub-units but also to make it ensure that your learners have learnt what you have taught. So you need to repeat what you have presented a number of times, re-phrase your

questions, help them give correct responses, etc. You may also involve atleast some of them in reproducing what has been presented. In short, in this stage you need to come down to the learners' level and consider yourself as a co-participant.

(3) Post-instructional Phase

This again is an important phase of the whole process of planning. In this phase the learners either reflect upon what they have read or learnt or they relate the learnt item, particularly the prose lesson to their background knowledge, interest or views. You as a teacher trainee has to decide what type of post-instructional activities you would like to give to your learners depending on :

- i) What the unit objectives are namely, developing listening, speaking, writing, reading skills.
- ii) What the prose lesson lends itself to

As a part of such activities the learners have to speak to someone or write to someone, draw a diagram or a combination of both. You could give the learners some writing or speaking activities depending upon the nature of the teaching points. You could give the students some grammar or vocabulary exercises to be done at home.

By now you are quite familiar with all the phases involved in planning for instruction. Now let us move on to the next unit, namely, tools for reflection.