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Planning and Delivering a Lesson through the Madeline Hunter's Model and the 3 P's Model:

The case of first year students at the Department of English,

University of Bejaia

A dissertation submitted in partial fulfilment of the requirements for a Master's degree in linguistics

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Dedication

I would like to dedicate this work

To my dear mother

To my dear father

To My brothers sofiane and rafik

To my sister karima and my nephews Rayane and Mohamed

To all my friends

Acknowledgements

First of all, thanks are due to 'Allah' who gave me patience, courage, and

willingness to fulfill this work.

I would like to express my gratitude to my supervisor Mrs. Meriem Djabali-Azzi

and to thank her for her precious help.

Abstract

The aim of the present study is to explore the concept of lesson planning by investigating the procedures to elaborate it and the experience of delivering it in a real situation context. The research at hand is a comparative study. It tries to compare the Madeline Hunter's Model of planning a lesson to the 3P's Model and to compare the researcher's own instructional experience of delivering a lesson through these two models. To this end, a lesson on phonology has been selected to be planned and delivered. This lesson is part of the module of "Initiation to Linguistics" designed to first year EFL students. To conduct this experience we have chosen to realize it on the first year students at the Department of English of the University of Béjaïa during the academic year of 2018/2019. This research is divided into two chapters. The first deals with theoretical part which includes an overview about lesson plan. The second is a practical part which deals with a comparison between the Madeline Hunter's model and the 3P's model. The findings reveal that the stated models are two distinctive models that differ in several aspects.

Keywords: Lesson planning, Lesson delivery, Madeline Hunter's Model, 3P Model, First year EFL students.

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CHAPTER TWO: THE PRACTICAL PART

List of abbreviations

3P: Presentation, Practice and Production.

4M: Manageable- Measurable- Made first- Most important.

ARCS: Attention- Relevance- Confidence- Satisfaction.

CRT: Culturally Responsive Teaching.

EFL: English as a Foreign Language.

WIPPEA: Warm up, Introduction, Presentation, Evaluation, Application.

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GENERAL INTRODUCTION

1. Statement of the problem

Lesson planning is a purposeful activity in which all instructors are involved. No matter what the topic is, the learner's level or the teaching expectations, teachers need to prepare their course by establishing a plan of action in which they describe the teaching procedures, the learning objectives and the required activities that will guide them to improve their teaching and promote learning. The concept of lesson planning is viewed as a key feature of successful teaching since it provides a clear picture of the learner's needs and strategies to achieve them. In this respect, Atienza et al., (2007:41) claim that "a teacher's success depends upon effective planning and presenting of his subject".

There is no single format for preparing a lesson plan. Some teachers prefer one lesson plan format, others prefer a different one. So, it may vary from teacher to teacher according to the subject matter, the objectives, the audience and the experience level. In other words, lesson plans may be varied and connected to the type of skills and activities teachers want to achieve. Several models of lesson planning have been proposed in the last century. Among these models, the Madeline Hunter's model and the 3P's model are considered as the most classic ones used in the teaching process. The first model is developed by Madeline hunter who is an American educator. She suggests that no matter what the teacher's style, grade level, subject matter or the reason for needing a lesson plan, a productive lesson plan contains seven elements that are crucial for enhancing learning. These essential stages are; anticipatory set, stated objectives, teaching input, modeling, guided practice, independent practice and closure. The second lesson plan is the 3P's model. It consists of three phases, namely the presentation phase, the practice phase and the production phase. It would be very interesting to shed some light on these two models by investigate the way they differ from each other and how the experience of delivering a lesson may differ according to the two models of lesson planning.

2. Research questions

The present study seeks to answer the following two main questions.

a. How does planning a lesson through the Madeline Hunter's model differ from planning it through the 3P's model?

b. How does the experience of delivering a lesson planned through the Madeline Hunter's lesson plan model differ from the experience of delivering it through the 3P's model?

3. Aim of the study

The present study aims to explore the concept of lesson planning by investigating the procedures to elaborate it and the experience of delivering it in a real situation context. Furthermore, this research endeavors to compare between two different models of lesson planning, namely the Madeline Hunter's Model and the 3P's Model in order to provide some practical solutions that may assist teachers in improving their teaching.

4. Significance of the study

This study is significant to the teaching/learning process because lesson planning constitutes a crucial aspect in enhancing teaching. It may act as an instructional guide to provide learners with valuable instruction and create a good atmosphere in the classroom. Our finding would be beneficial for teachers in their way of preparing and delivering a productive lesson.

5. Research design and procedures

In the present study, we will try to describe the process of preparing and elaborating a lesson plan by using two different models and relate the experience of delivering it in real classroom context. The study is comparative. It tries to compare the Madeline Hunter's Model of planning a lesson to the 3P's Model and to compare the researcher's own instructional experience of delivering a lesson through these two models. To this end, a lesson on phonology has been

selected to be planned and delivered. This lesson is part of the module of "Initiation to Linguistics" designed to first year EFL students.

6.Organization of the study

This project work is divided into two chapters. The first chapter is theoretical. It presents an overview of the existing literature about our variable. It is devoted to lesson planning, its definition, importance, its fundamental elements and principles, its types, in addition to its models and approaches. The second chapter is practical. It starts with a short reminder of the research objectives, questions, design, as well as its population and sample. Then, it deals with a presentation of two different lesson planning templates designed for this study and their comparison. Finally, it provides some recommendations for further study followed by a general conclusion and some limitations of the study.

CHAPTER ONE

THE THEORETICAL PART

Introduction

This chapter will be devoted to the notion of lesson planning that has received a great deal of interest from different scholars and researchers. First we will give a comprehensive definition of the concept. Then, we will shed some light on its importance. The fundamental elements and principles of an effective lesson plan will then be stated together with its different types. Next, an overview of the different models of lesson planning will be presented. Finally, we would explore the two main approaches to lesson planning, namely the general approach and the herbartian approach.

1.1.Definition

Many people think that teaching is an easy task and that it is just a simple word, but the meaning behind it is very profound indeed, In this respect, teachers tend to prepare and organize their lessons in a systematic way in order to meet the needs of their learners. This process is called lesson planning which is an essential element in enhancing the effectiveness of teaching and learning. Mc leod et al., (2003:128) provides a simplified definition to lesson planning. For him, ''Planning is the key to delivering a successful lecture''.

Different scholars have defined the notion of lesson planning. However, they all share the same meaning and some common points. Harmer (2006: 308) considers lesson planning as "the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work with and react to". It means that an effective lesson plan should provide learners with various types of skills, instruction and materials in order to accomplish the desired objectives. According to Doff (1988:101), "a good lesson plan should give a clear picture of what the teacher intends to do in the lesson". In other words, a lesson plan is a framework of how the lesson is to be delivered to students in the classroom.

Planning for teaching is a systematic process in which teachers are engaged before conveying their lesson. It takes a large significance in the teaching/learning process. A well-

prepared lesson determines the effectiveness of the teachers' instruction. This is why it must be planned thoroughly and contains all the basic components. Stiliana Milkova (2012:37) defined lesson plans as "the instructor's roadmap of what students need to learn and how it will be done effectively during the class time". In this way, Hinkel (2015:141) clarifies the concept of lesson planning as a detailed and timed description of the course of instruction for one class. It is constructed by the teacher to guide instruction and manage class time.

Lesson planning represents the heart of being a proficient teacher because it helps teachers to manage their strategies, materials, time and content, and enable them to communicate to learners what they will learn and how their goals will be achieved. In this respect, Coetzee, S.A, et al., (2008:27) stated that "planning determines in advance which learning outcomes must be achieved at a specified time in the future and how they will be achieved".

A lesson plan is a detailed step by step guide that summarizes the teaching objectives and how to accomplish them effectively. According to Mohan (2007:227), "a lesson plan is an outline of the important points of a lesson arranged in the order in which they are going to be presented to students by the teacher". In other words, it is a teachers' roadmap for teaching a lesson. For spratt et al (2005:91), a lesson plan is:

> *"A set of notes that helps us to think through what we are going to teach and how we are going to teach it. It also guides us during and after the lesson, we can identify the most important components of a lesson plan by thinking carefully about what we want our learners to do and how we want them to do it."*

1.2.Importance of lesson planning

An effective lesson plan is an essential tool used to focus the attention of both the teacher and the learner to the purpose of the lesson. Harmer (1998:121) states that:

"For students, evidence of a plan shows them that the teacher has devoted time to thinking about the class. It strongly suggests a level of professionalism and a commitment to the kind of preparation they might reasonably expect...For the teacher, a plan - however informal – gives the lesson a framework, an overall shape"

A detailed lesson outline acts as a guide that the teacher must follow in order to achieve the expected results. It can also be a source of inspiration for the teacher in improving his/her future teaching sessions. According to harmer (1998:121), lesson planning enables teachers to know where they are going and gives them the opportunity to prepare materials and content for the following lessons. We may say that a well-prepared lesson plan plays a major role in facilitating students' learning and classroom management. It can also serve as an evidence of a teacher's professional performance.

Moreover, planning a lesson is important because it provides a foundation for effective teaching and learning. According to Singh (2008:28), lesson planning is significant for the following reasons:

- During the preparation of his/her lesson plan, the teacher will pre-determine which approach or method s/he will incorporate to each sequence of content. And how to pay attention to the student's individual differences

- A lesson plan is considered as a roadmap that the teacher must follow to facilitate teacher-students activities.

- When the teacher is preparing his/her lesson plan, s/he has the possibility to select the appropriate activity for each sequence of content.

- A well organized lesson plan will enable the learner to focus on the relation between the new knowledge and the previous one.

- It helps the teacher to control and dominate learners in the teaching classroom; and enable him to gain confidence.

- It guides the teacher to respect the different steps of the structure to prevent any derivation.

Jensen (2001:406) claims that a teacher with a plan is a more confident teacher. A lesson plan gives the teacher confidence and helps him/her to overcome the feeling of nervousness and anxiety. This happens since s/he knows exactly that which has preceded and what will follow. S/he will not waste time thinking of what to do next. In addition, it helps the teacher to be organized and well-structured in his/her teaching.

According to Young. et al., (2018:15), planning a lesson allows teachers to evaluate their own knowledge. For example during the planification of a lesson of phonetics , the teacher has the opportunity to prevent some pronunciation difficulties that s/he can face during the course. These difficulties can, then, be remedied before the course because it is not a pleasant situation for the teacher when a learner asks how to transcribe a word for which s/he doesn't know the correct pronunciation.

Furthermore, Jensen (2001:403) stated that lesson plans can be useful for a substitute teacher. It can be very beneficial when the teacher is absent on certain days. the substitute teacher who will be in charge of taking class in the absence of the original teacher will use the lesson plan to continue the teaching topic from the part it is left .

Lesson planning has a lot of benefits that is why it is viewed as an important variable for achieving a valuable teaching experience. According to Mohan (2007:227), a lesson plan is needed due to the following reasons:

- It develops the teacher's self esteem and gives him/her an instant confidence boost.

- It helps teachers to organize their work and make it in a systematic way.

- It is time-saving.

- It assists teachers in managing their materials and aids.

- A well-prepared lesson contributes in keeping learner's attention and attracting their interest.

- It guides teachers to be well-structured and coherent in their lessons.

1.3. Elements of Lesson Planning

Sharma and Chandra (2003:506) defined lesson planning as a written guide in which the content of a given unit is detailed. They have described lesson planning through eleven elements that are fundamental to all lesson plans. These elements are:

a- General and specific aims: It refers to what is intended that students will be able to do and what the teacher want his/her students to accomplish by the end of the lesson.

b- Previous knowledge of students: The teacher should have a clear idea about what has been learned previously and what are the topics already discussed.

c- Appropriate strategies, tactics and techniques of teaching: The choices of how to proceed in order to accomplish the desired outcomes are significant.

d- Teaching aids: It refers to the materials and tools used by teachers to facilitate the learner's understanding.

e- The correlation between the new knowledge of pupils and other subjects: It refers to the relation that exists between the new knowledge and other concepts and subjects already known.

f- Teacher's activities: It is important for the teacher to prepare previously the activities and task that will be performed by learners to engage them in learning.

g- Evaluation of the knowledge acquired by the learners: It is viewed as the most significant component of the teaching process. It refers to the methods for assessing the student's knowledge.

1.4. Principles of lesson planning

There are many points that characterize a good lesson plan. Sharma and Chandra (2003:509) have identified eleven main principles of an effective lesson plan:

a) **Clarity of objectives:** The lesson objectives should be simple, understandable and well-defined.

b) **Knowledge of the subject:** The teacher should master the subject and have in his/her mind a clear idea about the subject matter in order to convey the lesson in a best way without any disruption. According to Atienza, et al., (2007:41), the teacher " must have mastered the subject matter because he cannot teach knowledge and skills that he does not possess".

c) **General knowledge of all subjects:** In addition to mastering the subject, the teacher should also know the different areas that are connected and concerned with the topic of the day.

d) **Knowledge of the maxims and strategies:** The teacher should know the different strategies used in the teaching process in order to decide which strategy would be most effective.

e) **Knowledge of the student's nature:** Knowing the student's nature is an important parameter that guides the teacher to make the appropriate instructional decision and enables him/her to decide what method is required.

f) **Clarity about previous knowledge:** During the lesson planning, the teacher should keep in mind what his/her learners already know and use this knowledge to help learners to acquire new knowledge.

g) **Knowledge of class level:** It is important to know the students' level of proficiency in order to meet their instructional needs.

h) Division of units: During lesson planning, the teacher should divide the topic into different units and decide what strategy is required for each unit and select the appropriate activities.

i) Use of material aids: While preparing a lesson, the teacher has the opportunity to predetermine what are the needed materials.

j) Flexibility: The teacher has the possibility to make adaptations within the lesson plan or change a component by another.

k) Time sense: Effective time management skills are required in order to convey a complete and well-structure lesson.

1.5. Types of lesson planning

Before engaging in the preparation of a lesson plan, the teacher should seriously think about the kind of lesson plans required to achieve his/her teaching objectives based on the type of the lesson s/he will present, the course content and his/her teaching approach. We can identify three different types of lesson plans; detailed lesson plans, semi-detailed lesson plans, and brief lesson plans.

1.5.1. Detailed lesson plans

It is the kind of lesson plans in which the learning instructions, objectives and activities are clearly defined through a detailed description of the lesson procedure and steps. Atienza et al., (2007:41) stated that "both teacher's activity and student's activity are presented, questions and expected answers are written". This kind of plans is generally used by novice teachers because it contains what the teacher should say and what the learner is expected to say or do.

1.5.2. Semi-detailed lesson plans

It provides a general description of the course contents. For Amparo and Campos (1999:451), this type of lesson plans includes the procedure of the lesson and some pivoted questions but the pupil's activities are omitted.

1.5.3. Brief lesson plans

It is generally used by experienced teachers. It contains only the lesson's main parts. For Atienza et al, (2007:41), teachers are allowed to design this kind of lesson plans when they have to teach successive subjects or when they have straight teaching.

1.6.Types of lessons

Lesson planning is a fundamental process for a successful teaching experience. It helps the teacher to prepare all the materials needed in the course and it prevents him/her from eventual difficulties. However, a single lesson plan format cannot possibly fit all types of lessons that is why the teacher should pay attention to the type of lesson plan that s/he teaches. Three different types of lessons are developed by Sharma and Chandra (2003:511) on the basis of the learning objectives. These types are: knowledge lessons (based on cognitive aspects), skill lessons (based on conative aspects) and appreciation lessons (based on affective aspects)

1.6.1. Knowledge lessons (based on cognitive aspects)

The main focus of this kind of lessons is to assist learners in the process of absorbing and storing new information. According to singh (2008:38), "the purpose of a knowledge lesson is to provide the factual information regarding the contents or subject matter". It is concerned with the process of teaching concepts and facts such as teaching history, geography and philosophy or linguistics.

1.6.2. Skill lessons (based on conative aspects)

This type of lessons emphasizes on how to process and how to do things. Aggarwal (1996:335) stated that:

> *A skill lesson aims at forming and developing some kind of manual or other skill. For example of skills are reading, writing, speaking in languages, singing, dancing, modeling, handling, apparatus, and gymnastics etc.*

A skill lesson is concerned with teaching learners how to acquire competences, such as speaking reading and writing.

1.6.3. Appreciation lessons (based on affective aspects)

The main concern of this category of lessons is the learners' feelings and emotions. It refers to the combination of understanding and enjoyment to instruct learners to appreciate something and boost their affective aspects. It is mainly used to teach singing dancing and poetry.

1.7. Techniques for lesson planning

1.7.1. Backward design

It is a concept which is developed by Wiggins and Mc Tighe (1998:13). According to them, in order to accomplish a successful teaching experience, instructors should start their learning instruction with the desired outcomes in mind and then proceed backward in order to achieve them. They suggest three-step process:

a- Identify the desired results: Before starting, the teacher should have the teaching objectives in mind by determining what learners are expected to learn. Wiggins and McTighe (1998:14) suggest that teachers ask themselves the following questions:

➢ What content should learners encounter?
➢ What knowledge and skills should learners master?

b- Identify acceptable evidence: It comes after determining the teaching objectives. It is the stage where the teacher elaborates assessment to check for the learner's comprehension and considers what evidence indicates their students understand.

c- Plan learning experience and instruction: It is the final stage of the backward design in which the teacher engages in elaborating strategies, techniques and methods s/he will incorporate into a lesson. These strategies should align well with the desired outcomes identified in the first stage. The most important questions at this stage are:

➢ What learning activities promote understanding and students' interest?

➢ What will need to be taught? And what is the best way to do it effectively?
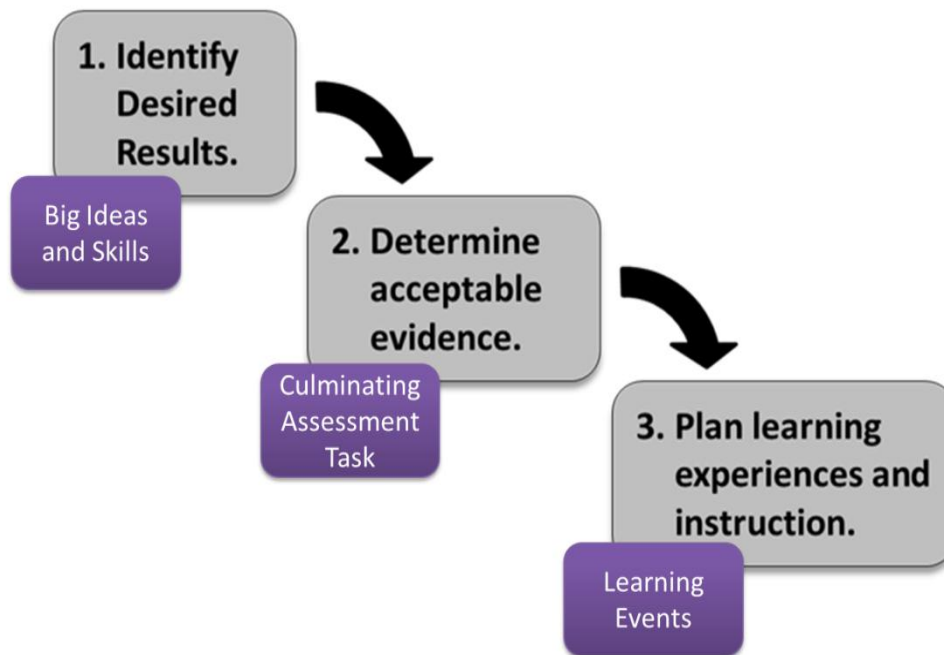
Figure 1.7.1. The backward design (Adapted from: Wiggins and Mc Tighe, 1998: 13)

1.7.2. The 4M technique

It is an acronym that stands for Manageable, Measurable, Made first and Most important. According to Lemov (2015:137), "if you are able to ensure that your objectives meet these criteria, your chances of starting with an effective one are high".

a. Manageable: It is important to note the number of minutes allotted for each activity. The teaching goals must be adapted to the course duration. Before determining the lesson objectives, the teacher should make sure that s/he has enough time to accomplish them without compromising the quality of his/her teaching.

b. Measurable: The teaching objectives should be clearly stated by the teacher in order to consider them after the course and evaluate how well the desired outcomes have been achieved.

c. Made first: The learning objectives should be achieved in a chronological way. In this respect, each specific objective will be connected to the student's needs and the activity designed to accomplish it. According to Lemov (2015:139), "an objective should be designed to guide the activity, not to justify how a chosen activity meets one of the several viable purposes".

d. Most important: A productive lesson aims to reach the general and specific goals with a different level of importance.The most important goals must be achieved first and followed by the less important ones.

1.8.Models of lesson planning

1.8.1. The Madeline Hunter's Model

According to Madeleine Hunter (1982; 1985), an effective and organized lesson plan contains seven essential components. According to Mishra (2008:24) "the Hunter's plan had seven steps and a closure activity. It was easy to follow and seemed to give good advice and keep things under control in a classroom". These seven steps are:

a- Anticipatory set: Before starting the lesson, the teacher should provide a task or activity that aims to tap into the learner's prior knowledge. The purpose of this stage is to attract the learners' attention and keep them focused to the course content.

b- Objective/purpose: The teacher should determine what s/he wants his/her learners be able to do and identify the lesson's objectives. The latter should be shared orally with the students.

c- Teaching/input: During the preparation of the lesson plan, this is the stage in which the teacher clearly defines how the lesson will be presented to students. It could include handouts, text books or videos. When learners know the lesson concepts, they can focus more on the course content.

d- Teaching/modeling: it is the phase where the teacher provides more illustrative examples. S/he demonstrates what has been learned in order to increase the learner's understanding.

e- Guided practice: After the presentation of the lesson, this is the time where the teacher evaluates whether his/her learners can replicate what s/he wants them to do correctly by providing them with activities to perform under his/her supervision.

f- Independent practice: After practicing under the teacher's supervision and in collaboration with their classmates, learners are given the opportunity to apply through individual practice tasks. It can occur in class or at home.

g- Closure: In the closure section, the teacher will determine what his/her learners accomplished and what they learned by asking short questions or charging them to give examples of the concept taught.

1.8.2. The "WIPPEA" Model

The acronym WIPPEA represents the first letter of each stage in the lesson planning model namely, **W**arm-up, **I**ntroduction, **P**resentation, **P**ractice, **E**valuation, and **A**pplication. It is the applied form of the Madeline Hunter's Model. In the WIPPEA Model, each learning concept builds on the previous one.

a- Warm-up: It occurs before beginning the lesson. It involves creating a pleasant environment for learning and reviewing previously learned content. Mishra (2008:238) stated that "the purpose of a warm-up is to help students get in the mood for class".

b- Introduction: It is the stage in which the teacher prepares for a new lesson by establishing the objectives of the lesson and mentioning them on the black board. It aims to motivate learners and focus their attention on the new lesson.

c- Presentation: At this stage, the teacher is called to provide clear instruction and new information by introducing a variety of activities such as; visuals, explanation, description or written texts. The goal is to prepare learners for practice and check their level of understanding.

d- Practice: Learners are given the opportunity to practice new information, skills and concepts. The role of the teacher in this level is to make it safe for them to make mistakes, model each activity and provide feedback.

e- Evaluation: After giving learners the occasion to practice under his/her monitoring, the teacher evaluates if learners can perform the skills just practiced by designing for them oral or written tests.

f- Application: In the last step, the teacher provides an activity that requires students to apply new information or skills in new situations.
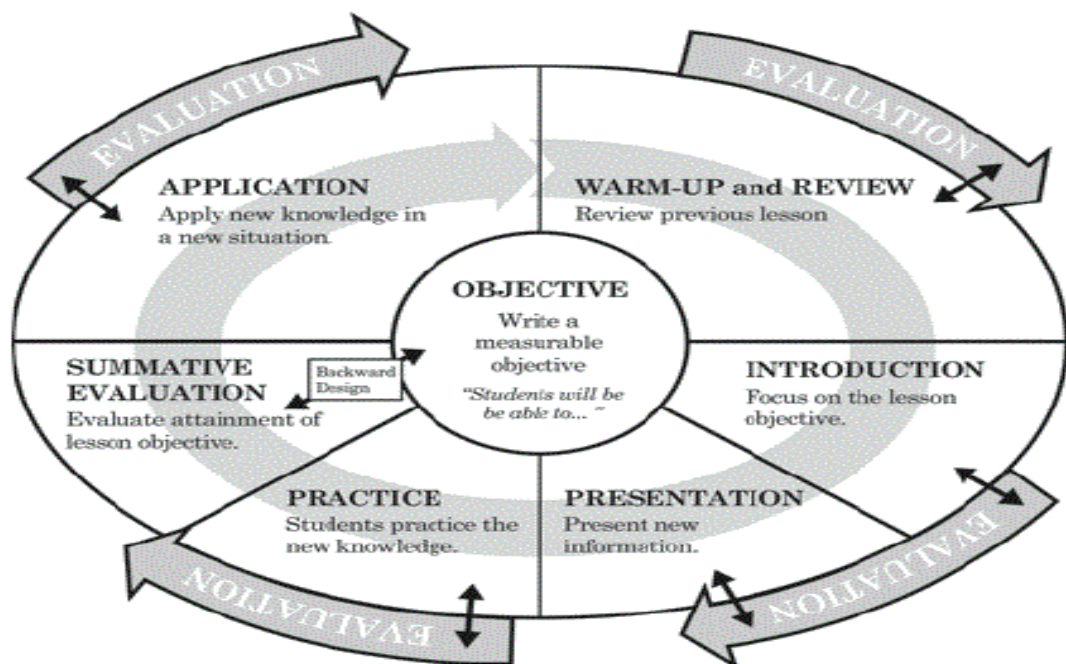
Figure 1.8.2. : The WIPPEA Model. (Cited in Barroso and Pon, 2004)

1.8.3. The 3P's Model

The 3P's lesson plan is a flexible model of lesson planning that can be adapted to different types of teaching. It provides a clear and simple structure of the lesson. In this respect, Maxom (2014:59) states that the 3P's model is "a tried and tested method that takes the teacher and the students through logical and progressive steps". It is also known as the PPP model. It refers to presentation, practice and production.

a. Presentation: It is the stage in which the teacher introduces new words and language items to make learners familiar with the new topic. For Knapp et al., (2009:344), "it represents the introduction to a lesson, and necessarily requires the creation of realistic situation requiring the target language to be learned".

b- Practice: After presenting new content, the teacher is supposed to provide learners with activities and give them the opportunity to practice the learned knowledge under his/her monitoring. According to Richard and Schmidt (2010: 448), it is the stage in which "new items are practiced, either individually or in groups. Practice activities usually move from controlled to less controlled practice.

c- Production: In the final stage, learners are given the chance to perform in a free environment and apply their learning in new situations. The teacher's role in this stage is to provide feedback and evaluate learners. According to Nunan (1996:46), at this stage students "are involved in actively using the target items in meaningful situations".

1.9. Approaches to Lesson Planning

Lesson planning is an important activity and a major part of any teacher's job. In the light of this, a good and a well-designed lesson planning reflects a proficient teacher. Accordingly, two approaches have been proposed in order to help teachers create and prepare a lesson, namely the general approach and the Herbartian approach.

1.9.1. The General Approach The general approach focuses on some aspects of the teaching and the learning process like the objectives of teaching, the nature of content…etc. This approach is, in its turn, divided into four categories which are as follows:

a. The Tyler Model

This model is designed by Ralph W. Tyler in 1949. It is also called "Objective Model" because the curriculum development has to begin with serious consideration of objectives. He put the accent on the fact that the curriculum should be dynamic with a constant evolution and development. For him, this model is constituted of four main principles of curriculum design:

- Specify the Objectives: What are the learning purposes that the learner needs to achieve in order to be successful

- Select Learning Activities: It refers to the learning experiences that should be developed in order to meet the objectives stated previously.

- Organize Learning Activities: How can these learning experiences be well- structured and organized?

- Specify Evaluation Procedures: How can the teacher determine if the learning objectives are being accomplished or not?

b. The Culturally Responsive Teaching

Culturally Responsive Teaching or (CRT) claims that teachers should consider the culture of the learner since it affects how people communicate, learn, reason and think. According to Ladson-Billings (1994:111), CRT is the understanding of the importance of including student's cultural references in all aspects of student learning. Therefore, he suggested six principles to make teaching and learning culturally responsive.

- **Communication of high expectations:** The teacher must have good communication skills in order to communicate clearly to his/her students what is expected of them. It is important to be transparent with them concerning the learning expectation.

- Learning within the context of culture: It refers to incorporating the cultural context into the teaching/learning process. The teacher should pay attention to the cultural background of his/her students and adapt his/her lesson to the cultural and social environment to maximize learning opportunities.

- Student-centered instruction: It is a teaching style in which the focus shifts from the teacher to the learners. In fact, in order to develop the learners' autonomy, the latter should be active and engaged in their learning under the teacher's supervision.

- Culturally-mediated instruction: It refers to the type of instruction in which different ways of understanding are incorporated. It involves creating an environment in which students share and exchange their cultural and social experiences.

- Positive perspectives on parents and families: It is important to have conversations with the learner's parents in order to engage them in their child's education because the family is an important parameter in the learner's life.

- Teacher as a facilitator: the teacher should act as a monitor and guide. S/he should not control all the classroom activities but should provide resources. S/he intervenes only to assist the students and supervise the learning activities.

c. The ARCS Model

The ARCS Model is developed by Keller (1984; 1987). It is a method for improving and creating motivation in a learning environment. It aims to help teachers in designing different strategies to increase student's motivation and engage them in the classroom activities. The ARCS model is an acronym that stands for attention, relevance, confidence and satisfaction.

- Attention: It refers to the techniques and methods used to help teachers in attracting student's attention and getting them ready to receive instruction, such as: visual/auditory stimuli, interesting dilemmas and problems to solve.

- Relevance: It may be achieved by creating activities to help learners knowing how this lesson is related to the previous lessons, how they will proceed to meet their needs and how they will benefit from the lesson.

- Confidence: This is accomplished by providing positive feedback in order to help students to gain self-confidence and believe that they can succeed.

- Satisfaction: In this final step, the teacher should increase positive feeling about the students' accomplishments and allow them to make use of their knowledge.

d. Kolb's experimental learning theory

David Kolb's Experiential Learning Theory is one of the best known educational theories in higher education (Kolb, 1984; Kolb and Fry, 1975). Kolb (1984:38) stated that "learning is the process whereby knowledge is created through the transformation of experience". This theory represents a way of structuring and sequencing the curriculum and indicates how a course may be taught in order to improve student's learning. What is important in this theory is that the different stages are associated with distinct learning styles. The Kolb's theory suggested four stages of the learning cycle, namely Concrete Experience, Reflective Observation, Abstraction and Conceptuazation and the last one is Active Experimentation.

1.9.2. The Herbartian Approach

Johann Friedrich Herbart (1776-1841) is a German philosopher and educator who developed an approach to lesson planning which involves five steps. He claims that when receiving new knowledge, learners tend to link it to their existing knowledge. According to Davar (2012:61) "apperception played an important role in Herbart's educational theory. The teacher should focus on a child's apperceptive mass or ideas in relation to the material being taught". The steps involved in this approach are:

a. Preparation: The teacher should prepare his/her students to accept instructions by linking the new knowledge to their prior knowledge.

b. Presentation: This is the step in which the teacher introduces the lesson concepts by presenting, explaining and demonstrating new materials.

c. Comparison / Association: In order to clarify the content just learned in their mind, learners should compare it and associate it to concepts and situations related to their daily life.

d.Generalization: It involves reflective thinking and drawing conclusions. According to Davar (2012:62), "the students should arrive at generalizations for themselves. A teacher should only facilitate this process by guiding them wherever appropriate".

e. Application: It is the stage in which learners apply what they have just learned through activities and practices given by the teacher in order to increase their comprehension.

Conclusion

Teachers should keep in mind that planning a lesson is a complex activity. It is a crucial aspect of an instructional design. When presenting a lesson, teachers sometimes face different kinds of difficulties that can be related to many parameters such as the teaching approach and the classroom environment. So, a lesson plan comes as a roadmap that assists teachers in delivering their teaching instructions. It serves as a guide in which is described what learners are expected to learn, what the needed materials are and how to achieve the desired outcomes. However, before engaging in the process of lesson planning, teachers should know when, why and how to plan a lesson and the issues related to this process.

CHAPTER TWO
THE PRACTICAL PART

Introduction

The present study attempts to analyze the process of planning a lesson and delivering it through two different models, namely the Madeline Hunter's Model and the 3P's model.This part is devoted to describing the methodology adopted in our research by providing a short reminder of the objectives of the study, a description of the research design and the presentation of the population and the sample who participated in the study. Then, we will present the lesson plans adopted and the analysis of how different they are from each other. Besides, an evaluation of the researcher's teaching experience will be presented when using the two different models. A general conclusion is, then, drawn followed by recommendations for further research and the limitations of the study.

2.1. Objectives of the study

A lesson plan is a hugely useful tool used to describe and detail the essential components of a lesson. It is an activity in which is involved all teachers regardless of their experience, their level of proficiency or the subject matter. The current study is carried out to explore the process of planning lessons through the elaboration and the comparison of two different models, namely the Madeline Hunter's model and the 3P's model. The second concern of this study is to describe the experience of delivering the stated models in a real classroom situation. It seeks to answer to the following two main questions:

1. How does planning a lesson through the Madeline Hunter's Model differ from planning it through the 3 P's Model?

2. How does the experience of delivering a lesson planned through the Madeline Hunter's Model differ from the experience of delivering it through the 3P's Model?

2.2. Research design

This research is a comparative study. It tries to compare the Madeline Hunter's Model of planning a lesson to the 3P's Model and to compare the researcher's own instructional experience of delivering a lesson through these two models. To this end, a lesson on phonology has been selected to be planned and delivered. This lesson is part of the module of "Initiation to Linguistics" designed to first year EFL students.

2.3. The research population and sample

The research population who participated in the present study includes the first year students of the English Department at the University of Bejaia during the academic year 2018/2019. The sample is limited to 54 students.

2.4.Presentation of the lesson plan of phonology

2.4.1. Lesson plan of phonology according to the Madeline Hunter's Model

The Madeline Hunter's lesson plan is a great drill model of lesson planning that provides an effective teaching methodology. It is based on seven elements that the teacher should follow thoroughly in order to convey an effective and productive lesson. These components are; phase one : the anticipatory set, phase two: objectives and purposes, phase three: teaching input, phase four: teaching modeling, phase five: guided practice, phase six: independent practice, phase seven: closure. On the basis of these seven phases, we have designed a plan for the lesson on phonology. Our plan comes as bellow:

Class: 01 Module: initiation to linguistics Lesson: phonology Duration: 1h30		
Lesson phase	Instruction/activities	time
Anticipatory set	- write "linguistics" on the board - ask students what are the different branches of linguistics - Write their answers on the board: -semantics -syntax -morphology -phonetics -phonology - Underline the two words: phonology and phonetics - Tell students that they will learn about phonology and that they will also deal with phonetics because they are two branches of linguistics that are closely related. - Ask students what they know about phonetics. - After taking their ideas, give a comprehensive definition of phonetics. - Identify and explain the different fields that it studies: -auditory phonetics -acoustic phonetics -articulatory phonetics - Explain how it is related to phonology.	10 min

Objective/purpose	• State clearly the objectives of the lesson. -A the end of this lesson learners will have a clear idea of what phonology means and what are the fields concerned with it. - To enrich their comprehension, students will be able to contrast it with other fields within linguistics such as phonetics -Students will explore the different sound patterns of language. -They will be able to recognize them and distinguish between them.	5 min
Teaching: input	• Present the different concepts related to phonology. • Give a clear definition of phonology by identifying its concerns. • Compare between phonology and phonetics • Introduce and define the different sound patterns of language: -phonemes and allophones. -Minimal pairs and minimal sets. -free variation. -Assimilation and elision.	20 min
Teaching/modeling	• Re-explain thoroughly the different concepts. • Use visual illustrations on the board. • Provide more demonstrative examples. • Ask short questions. • Ask them to provide examples to check for their understanding.	20 min

Guided practice	• Write on the board pairs of words and ask learners to identify the distinctive phonemes • Write on the board words with different allophones, and ask learners to identify the allophones and determine how it is pronounced in each case. • Ask students to give examples of minimal pairs and minimal sets. • Ask students to give examples of free variation. • Write on the board examples of assimilation and ask learners to identify the sound which changes. • Write on the board examples of elision and ask learners to find the dropped sound. • Assist them and provide feedback	15 min
Independent practice	• Provide learners with a worksheet that contains multiple choice questions already prepared for this stage. • Ask them to practice it individually by circling the right answer. • Collect the worksheets after 10 minutes.	15 min
closure	• Recapitulate in few minutes what has been learned. • Ask short questions. • Ask students if they have any lasting questions.	5 min

2.4.2.Lesson plan of phonology according to the3P's Model

The 3P's Model is characterized as a flexible model of lesson planning since it is relevant for different types of teaching and it can be adapted to multi-grade classrooms. It consists of three phases; phase one: Presentation, phase two: Practice, phase three: Production. The following template is a representation of our lesson of phonology by adopting the 3P's stages.

Class:02

Module: Initiation to Linguistics

Lesson: Phonology

Duration: 1h3

Lesson phase	Instruction/activities	time
presentation	• Tell students that today we are going to learn about phonology. • Ask students what they know about phonology. • After taking few students ideas, write clearly on the board the course content. -definition of phonology. -phonology vs. phonetics. -the sound patterns of language. -phonemes and allophones. -minimal pairs and minimal sets. -free variation. -co-articulation effects. • Define and explain them one by one by providing examples for each concept.	30 min
practice	• Ask short questions. • Ask them to provide examples for each concept.	30 min

	• Provide learners with a worksheet already prepared for this stage. • Ask them one by one to read a question and select the right answer. • Do this activity in group orally and under my monitoring.	
production	• Ask students to provide three examples for each sound pattern of language. • Tell them that it is an individual and a written task • Collect their works at the end of the session.	30 min

2.4.2. Lesson Plan of Phonology According to The 3P's Model.

2.5. Comparison between the Madeline Hunter's Model and the 3P's Model of lesson planning

The Madeline Hunter's model of lesson planning and the 3P's model are two distinctive models of instructional teaching that serve the aim of organizing and structuring the lesson elements. Both of them are models of outlines developed by teachers to describe the learning activities, procedures and the different materials which will be incorporated to the course. After accomplishing our experience that consists of preparing a lesson of phonology through the Madeline Hunter's model and the 3P's model, we have deduced that the stated models differ in many points.

2.5.1. Components:

In terms of components, both the Madeline Hunter's model and the 3P's model contain phases of presentation where the topic is introduced in addition to a phase of practice that gives

learners the opportunity to practice what they have just learned under the teacher's monitoring and a phase of independent production which consists of applying the new knowledge and skills in new situations by themselves. However, the Madeline Hunter's model is clearly more detailed and sequenced than the 3P's model since it breaks down each aspect of the lesson and provides re-teach sequences. So, we can say the Madeline Hunter's model is a more complete and coherent lesson plan because it contains some phases that we don't find in the 3P's model. Such as:

- The anticipatory set phase which refers to the warm-up task and activities designed to review previously learned content and attract the learner's attention.
- Stating objectives phase which is accomplished by communicating clearly to students the learning objectives and purposes.
- Re-teach phase which consists of increasing the learner's comprehension.
- The closure phase which represents the final stage through which the teacher reviews and clarifies what has been learned.

2.5.2. Flexibility

When conveying their lessons, teachers can encounter some unexpected difficulties related to the learner's needs interest and curiosity in addition to the learning environment and context. In fact, the lesson cannot proceed exactly as the teacher planned it. Sometimes the course takes more time than expected. Sometimes learners need to review content to increase their comprehension. So, it is important to have a flexible lesson plan. In this regard the 3P's model of lesson planning seems to be more flexible and malleable than the Madeline Hunter's model. The 3P's model can be adjusted to the context and the learner's individual needs unlike the Madeline Hunter's model which is more detailed.

2.5.3. Teacher's experience

The teacher's experience is a key parameter that is involved in the process of designing a lesson plan. In fact, experienced teachers tend to design their lesson plans by mentioning only the

basic teaching procedures and the main parts of the lesson. Unlike novice teachers who need to describe the lesson events step by step by detailing thoroughly the different teaching activities and instruction and mentioning what they should say or do and what their learners are expected to say or do. To this effect, we can say that the 3P's model is generally used by experienced teachers. On the other hand, the Madeline Hunter's model is usually used and adopted by novice teachers.

2.5.4. Learning approach

During the elaboration of our lesson plans, we noticed that there is a difference between the models we adopted concerning their instructional focus of the lesson. In fact, when preparing a lesson through the 3P's model, it appears clearly that the main focus of classroom activities is the practical tasks. The two-thirds of the lesson duration are concerned with practice and production. On other hand, we deduced that the Madeline Hunter's model is mainly related with teaching the instructional input. Therefore, we can say that the 3P's model is a task-based model. In contrast, the Madeline Hunter' model is a content- based model for lesson planning.

2.5.5. Type of lesson

Before engaging in the process of designing a lesson, the teacher should pay attention to the type of lesson s/he deals with. In fact, the lesson typology is a key feature that determines how the lesson plan will be designed. The teacher should adopt the lesson plan model that fits with the lesson's needs, objectives and materials. In this way, we noticed that the Madeline Hunter's model is more appropriate to the knowledge lessons based on cognitive aspects since it is concerned with the process of presenting and teaching input. Besides, it includes sections of re-teach and reviewing what has been learned. In other hand, the 3P's model can be adapted to different types of lessons, but it is most effective in teaching skill lessons because it contains a wide range of practical activities.

2.5.6. Easiness to elaborate

In term of easiness, it is easier to design a lesson plan through the 3P's model. It is a fast paced model since it consists of only three sections that are clear and well defined. Unlike the Madeline Hunter's model which is an extremely detailed lesson plan. It contains extra components and repetitive sections that allow the teacher to use alternative demonstrations.

2.6. Comparison between the experiences of delivering the lesson of phonology

2.6.1. The experience of delivering a lesson planned through the Madeline Hunter's model

The Madeline Hunter's model is a method that helps the teachers to convey their lesson instruction effectively. In what follows, we will deal with the difficulties and facilities that the researcher faced when teaching the lesson on phonology.

Actually, the lesson chosen is not easy especially for the learners of the first year level because it needs much efforts and time.

In the first phase which is anticipatory set, I was expected to initiate the learners and get them ready to start the lecture, reactivate their previous knowledge and more importantly create atmosphere in the classroom. In fact, I started to write the word "linguistics" in bold character in the middle of the board, and then I asked them some questions like what are the different branches of linguistics. Before getting the answers, I gave them some time to think (at least 3 minutes). Accordingly, I obtained the needed answers by writing each of them on the board. Once I finished writing, I underlined the two words "phonology" and "phonetics" to show them that the lecture will be based on these two topics. Again, I asked the students if they have any idea about phonetics because it is related to phonology. Furthermore, in this phase, I identified and explained the different fields that it studies. Even though the anticipatory set is short, but it remains the most important phase since the entire lecture is based on it. As a teacher, I succeeded to engage the learners to get ready and be excited to start the lecture. I could also attract their attention by asking them questions and by writing their answers on the board. Regarding the reaction of the

students in this stage, I can say that they were involved with the environment through their participation and they were motivated during the lecture. As I noticed, no difficulties were faced neither for me as a teacher nor for the learners.

The Objective/purpose was the second step of my lesson planning. This phase was a little bit complicated and difficult. Even if the objectives were prepared before and stated clearly, but I found difficulties to deliver and communicate them to the students because I found it useless to mention them at the beginning of the lesson. In addition, the time was not enough to explain each point and make the learners aware of the concept of "phonology" and its concerns. In other words, I was confused to tell the learners what they should achieve and develop at the end of the course.

The third phase is the teaching input. Here, as a teacher, I should explain everything with details such as presenting different concepts of phonology, giving a comprehensible definition of phonology, introducing the different sound patterns of language etc. In each explanation, I tended to give as much as possible examples to make sure that what I said is understandable. Indeed, illustrating examples is a means to help students understand better and facilitate the comprehension of the content of the lesson.

In the fourth phase of teaching or modeling, I provided more examples and clear explanations to give the students more information and to reinforce their comprehension because in the previous phase the students did not succeed to retain the key concepts of phonology. Thus, with the help of this essential stage, I felt more comfortable and I was sure that they could follow each word I said. The learners, on their part, were well-concentrated and more engaged with the atmosphere of the classroom and the evidence for that is when I asked them some questions related to the content of the lesson, they almost gave me the correct answers. Moreover, when I asked them to provide me with their own examples they were all active and they all participated. What I observed throughout this stage is that I exceeded more than the time expected because as each student has his preferred way of learning. Subsequently, this way was very helpful for the students because it allowed them to be involved and to attract their interest towards the topic.

The fifth phase is the guided practice where I asked the students to apply what they have already learned through an activity. In this stage, I tended to interrogate the learners by writing on the board pairs of words and ask them to identify the elements discussed during the lecture such as phonemes, allophones, minimal pairs etc. What was remarkable here was that most of students tried to answer. They did not feel anxious or uncomfortable. On the contrary, they demonstrated that they have grasped the content of the lesson.

The penultimate phase of this model is named independent practice. It gives the learners the opportunity to apply the acquired knowledge individually. I provided the learners with a task that contains multiple choice questions and then asked them to work individually to select the right answer. After 15 minutes of individual practicing, I collected the work sheets to correct them at home. I noticed that most of them have understood the concepts we have discussed. So, I can say that it was a fruitful lecture for me and for them.

To conclude, the last phase of the model is called closure. I recapitulated what has been said during 1hour and 30 minutes and I highlighted what was covered. Once again, the students participated and even reminded me of some of the essential points. At the end of the lesson, I felt comfortable and satisfied because I could attain the objectives and purposes of the lesson planned through the Hunter's model because its main objective is highly repetitive to reinforce the understanding of the learners.

2.6.2. The experience of delivering a lesson planned through the 3 P's Model

The same lesson content was presented (i.e. phonology) and the same grade, but this time with another different model of lesson planning that is known as the 3P's model. The model stands for Presentation, Practice and Production. As mentioned in the model, the teacher in the presentation phase should focus on introducing and presenting new words, structures with the explanation of each item. Indeed, I started first by telling the students that today's lesson will be about phonology and its main elements, and then I asked them if they have any idea about the topic. Effectively, there is some participation from the students who provided

me with the right responses. After getting different answers, I started to write on the board the content of the course like definition of phonology, the relation between phonetics and phonology, etc. As done with the first model, namely the Madeline Hunter's model. I attempted to illustrate each concept by giving as much as possible examples in order to facilitate the comprehension and to reinforce their understanding. At the stage, I found difficulty in getting all the students involved with the environment of the classroom and participated to answer the questions asked.

During the second stage called practice, an activity is provided that gives the students the opportunity to practice what they have already acquired. In fact, I tended to ask them to provide some examples for each concept concerning the minimal pairs, phonemes, allophones, etc. Moreover, I already prepared worksheet containing different answers so as the learners select the right ones. This activity is selected with the aim of checking if the learners could give the correct responses. Accordingly, almost all the students participated and succeeded to give correct responses which proved that they have understood the lecture and I was satisfied since the presentation phase was well-done.

Finally, the last stage in the 3Ps model is called production where the students are encouraged to use the learned knowledge by activities set-up by teacher who will be giving less or little assistance. In this stage, I told the students to work individually in order to assess their own creativity and their own competence. Thus, I asked for each of them to give some examples concerning the items studied in the presentation phase. The result of this was so satisfying for me and for the learners because all students were trying to work alone. After the time was over, I started to turn around the classroom to collect their work in order to correct it and to provide them with feedback.

2.7. Summary of the findings

In the present research, we tended to adopt two models of lesson planning which are the Madeline Hunter's model and the 3Ps model in order to observe and analyze their effectiveness when teaching phonology. Throughout our experience as a teacher, we noticed that the 3Ps model

is less detailed than the Hunter's model. Only three stages are mentioned in the former which is not sufficient to help learners engage and get ready to start the lesson. For instance, the 3Ps model does not have the warm-up phase which is an essential element when writing a lesson plan because it helps students to feel more comfortable in the classroom and not feeling bored. Furthermore, by asking them some questions about their previous knowledge, they almost participate. Consequently, access to the core of the lesson will be easy both for the teacher and the students. In addition, the teacher during the warm-up stage tries to attract the students' attention by using some methods like writing on the board key words related to the lecture. In fact, by doing this, the teacher can easily introduce the topic of the lesson. However, in the case where the teacher did not consider the warm-up stage, s/he will be more likely to encounter some difficulties with students. We faced some obstacles in adopting the 3Ps model when seeing the students disrupted because we directly stated and presented the main elements of the lesson. However, when using the Hunter's model which is based on the warm-up phase, the accessibility to the presentation phase was easier and we enjoyed it. Another point to take into consideration is the determination of the objectives and purposes that the teacher wants to achieve at the end of the course. Unlike the Hunters' model where the teacher prepares and states the desired objectives, the 3Ps model does not include this element, thus it was not really helpful because setting goals makes the teacher feel confident and know the paths of the lecture. Besides, planning the objectives facilitate the process of teaching since at the end of the lecture we can verify if those objectives were achieved or not. Despite all that, with the help of the 2nd P which is practice, where we set some activities to reinforce their comprehension, we could, in fact, make students understand well the lecture. Another element neglected in the same model is the closure stage that did not help us to check if the learners succeeded to understand the lesson. The 3Ps model does not permit to recapitulate what was covered during the course unlike the Hunters' model which gave us the opportunity to check how well the students comprehended the lesson by recapitulating and highlighting what was covered.

Despite the differences between them, the Hunter's model and the 3 P's model share particular similarities in some stages. In fact, both models are based on the presentation phase where we used the same procedure to introduce and explain phonology. We tried to ask the same questions and provide the same examples in order to see the extent to which the two models differ from each other. In addition to this, the practice phase was almost the same since we prepared the same activities and asked the students to work individually.

2.8. General conclusion

Planning a lesson is a fruitful activity that contributes in assisting teachers in their way of delivering a productive lesson and promoting a well-structured learning environment. It is seen as a complex process but very beneficial in both organizational and emotional aspects. Indeed, it guides teachers by providing them with a wide range of instructional strategies, in addition to giving them more self-confidence that enables them to have an absolute control of their class.

Throughout this research we have been trying to describe the essential elements of lesson planning. The first chapter starts by a wide overview of the concept of lesson planning as a significant tool for enhancing the teaching/learning process. The second chapter starts with a presentation of the lesson plans adopted to realize our experience that consists of presenting a lesson of phonology through two different models of lesson planning, namely the Madeline Hunter's model and the 3P's model. Throughout this chapter we tried to investigate two main questions:

a. How does planning a lesson through the Madeline Hunter's model differ from planning it through the 3P's model?

b. How does the experience of delivering a lesson planned through the Madeline Hunter's lesson plan model differs from the experience of delivering it through the 3P's model?

The present study has led us to conclude that lesson planning is not an easy task. It requires a high level of attention. In fact, before engaging in the preparation of their lessons, teachers should consider thoroughly their objectives, materials and the learner's needs in order to adopt the appropriate model that fits with the lesson's expectations. The experience of planning a lesson and delivering it has revealed that each model has its own characteristics and specificities. However, as a novice teacher, we prefer to perform through the Madeline Hunter's model. It provides more details that may help to overcome anxiety and feel comfortable during the presentation of the lesson.

2.9. Recommendations for further research

Throughout this study, we attempted to spot the light on the notion of lesson planning. Based on the findings as well as the shortcomings of the current research work, we would like to recommend some suggestions for further research.

- The research at hand can be replicated by using a dairy description of the teaching experience.
- Researchers can replicate this study by adopting more models of lesson planning.
- This study can be replicated by adapting the lesson plans to different types of lessons.

2.10. Limitations of the study

No research work is made without constraints. Throughout the present research study, we faced plenty of difficulties. First, we had a limited time which made of the instructional experience we conducted uncomfortable. Second, delivering a lesson was a challenging task. It was our first experience as a teacher. Finally, the study was conducted in a situation where the process of teaching and learning in the university was disturbed because of external reasons.

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Appendices

Appendix A

1-when a word is pronounced in two different ways such as "either" /aɪðə/ or /iːðə/. This is called …….

a-complementary distribution   b- minimal pairs   c- free variation   d-minimal sets

2-when two or more sounds do not occur in the same sound environment, this is called ….

a-minimal pair   b- minimal sets   c-allophones   d-complementary distribution

3- Which of the following is a minimal pair?

a-black/white   b-plain/plane   c-tan/tank   d-pin/bin

4-which of the following is a minimal pair?

a-fight/bite   b/beef/feed   c-say/cry   d-doing/swimming

5-phonology is …………

a-the description of the systems and patterns of speech sounds in a language.

b-the study of how speech sounds are made or articulated.

c-the physical properties of speech as sound waves in the air.

6-the smallest meaning-distinguishing sound in a language is described as a/an ….

a-sound   b-phoneme   c-allophone   d-phone

7-the initial sounds of the words car and far are two distinctive ……

a-phonemes   b-allophones   c-sounds   d-variations

8- if two words are identical in form except for a contrast in one phoneme in the same position, the two words are called ……

a-a minimal pair   b-a minimal set   c-allophones   d-phonemes

9- these words (big, pig, rig, fig, dig, wig) are called ……..

a-a minimal pair   b-a minimal set   c-sounds   d-allophones

10-(alright = arright, ten men = temmen, bad boy= babboy) are examples of....

a-elision   b-assimilation   c-phonemes   d-minimal pairs

11- Friendship = / frenʃɪp / is an example of

a-minimal pairs   b-assimilation   c-elision   d-phonemes

12- /t/, /t/ and /t/ in truck, hits and slept are called …..

a-allophones   b-minimal pair   c-minimal set   d-elision

Résumé

Le but initial de cette étude consiste à explorer le processus de planification de leçon en examinant les procédures de son élaboration et en décrivant l'expérience de ca transmission dans une class de cours. Notre recherche est une sorte d'étude comparative dans laquelle on tente de comparer deux différent plans de leçon respectivement le model de Madeline Hunter et le model des 3P. Et comparer l'expérience de présenter une leçon a travers ces deux model.et pour cela un coure de phonologie fait partie du module 'initiation a la linguistique' a été choisi pour être planifié et présenté. Pour mener notre recherche on a décidé de réaliser notre expérience sur des étudiants de première année au département d'anglais de l'université de Bejaia pendant l'année académique 2018/2019. Ce document entre nos mains comporte deux chapitres. Le premier est théorique dans lequel on trouve un aperçu du concept de planification de leçon. Et le deuxième chapitre est concerné avec la partie pratique dans laquelle est mentionnée une comparaison approfondie de nos deux plans de coure. Les trouvailles on révélé que le model de Madeline Hunter et le Model des 3P sont complètement distincts qui diffère sur plusieurs plans.