

Teachers' Beliefs and Practices in Designing Negotiated English Lesson Plans

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Abstract : A lesson plan is a part of the planning phase in a learning and teaching system framing the scenario of pedagogical activities in the classroom. It informs a decision on what to teach and how to landscape classroom interaction. Regardless of these benefits, the writer has witnessed the fact that lesson plans are viewed merely as a teaching document. Therefore, this paper will explore teachers' beliefs and practices in designing lesson plans. It focuses primarily on how both teachers and students negotiate lesson plans in which the students are deemed to be the agents of instructional innovations. Additionally, the paper will talk about how such lesson plans are enacted. To investigate these issues, document analysis, in-depth interviews, participant classroom observation, and focus group discussion will be deployed as data collection methods in this explorative case study. The benefits of the paper are to show different roles of lesson plans and to discover different ways to design and enact such plans from a socio-interactional perspective.

Keywords : instructional innovation, learning and teaching system, lesson plan, pedagogical activities, teachers' beliefs and practices

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