
**PRIMARY SCHOOL TEACHERS' INSTRUCTIONAL COMPETENCE IN DESIGNING
LESSON PLANS THAT ENHANCES READING AND WRITING SKILLS TO LEARNERS**

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ABSTRACT

A study was conducted to evaluate standard one and two teachers' proficiency in crafting lesson plans for teaching reading and writing skills, crucial for primary school pupils' competence. Utilizing a mixed methods approach, including documentary review and interviews with 8 teachers from 5 selected primary schools in Songea District, Ruvuma, the study assessed teachers' ability to design effective classroom instructions. Content analysis of the results revealed a deficiency in teachers' skills in designing instructions conducive to enhancing learners' reading and writing competence. Furthermore, the study highlighted a lack of adherence to Bloom's taxonomy guidelines in pedagogical instruction design within the lesson plans. Interviews further confirmed the inadequacy of instructional practices outlined in the plans for improving pupils' proficiency in reading and writing. Consequently, the study recommends implementing regular professional development workshops and training sessions for standard one and two teachers, with a specific focus on enhancing their lesson planning skills. These workshops should emphasize the formulation of clear instructional objectives conducive to effective classroom delivery, particularly targeting the improvement of reading and writing skills.

Keywords: Standard one and two teachers; lesson planning; reading and writing skills; Tanzania

LIST OF ABBREVIATION

SCT-----Social Cultural Theory
ZPD -----Zone of Proximal Development
SMART -----Specific Measurable Attainable Realistic Timely
ABCD -----Audience Behavioral Condition Degree of performance
T-----Teacher
HT-----Head Teacher

INTRODUCTION

This paper assesses primary school teachers' lesson preparation competence in reading and writing skills lessons. The study specifically examined teachers' lesson preparation competence in stating lesson-specific objectives, selecting relevant teaching and learning aids, incorporating learners' previous experience, linking lesson content and real-life situations, and designing teaching, learning, and assessment activities that enhance learners' competence in reading and writing. A lesson plan is a comprehensive and timed description of a course of teaching for a class session created by a teacher to guide instruction and accomplish class time (Hinkel, 2015). It provides a guide map for classroom teaching and learning activities for a specific lesson. Savage (2014:2) describes a lesson plan as a process of thinking through and writing down a plan for teaching and learning to a specific group of learners who will be taught at a specific time and place. Because the lesson plan is designed before actual classroom teaching, it guides classroom management and the teaching and learning process.

A lesson plan deals with the linkage between curriculum requirements and textbooks, from which materials are derived to be presented in the classroom (Li et al., 2009). Through lesson planning, teachers establish their activities, create their goals, and get feedback on their strengths, flaws, and efficacy during classroom practice. Moivavaziri and Shatery (2022) point out that teachers are directed in an appropriate direction towards attaining pre-determined objectives when they design lesson plans. This aids teachers in assessing and evaluating themselves in order to apply new tactics and strategies. A lesson plan helps teachers feel confident when they comprehend the subject matter well, enabling lessons to run efficiently and forecasting problems before they happen. Hammer & Ufer (2023) insist that it is important for teachers to design a lesson plan as it guides them in providing reference to the deviations that may happen when real practice takes place.

A well-designed lesson plan consists of well-stated objectives, which are written by the ABCD framework as the necessary components in designing a lesson. The study by Vdovina and Gaibisso (2013) avowed ABCD model of the lesson plan-specific objectives, which incorporates "A" for the audience, who are typical learners; "B" for behaviour, which means lesson activities; "C" for conditions, which are the initial pre-requisites for the lesson activities; and "D" for the degree of performance, which means certain measurable criteria acceptable for learners' performance. In addition, the lesson plan document should show well-designed teaching and learning aids. Kija and Msangya (2019) cement that teaching aids help to arouse interest, create attention, advance retention of memory, shape self-confidence, interest, and inspiration, and monitor learners' performance. Likewise, (Ordu, 2021) teaching aids help a teacher use

less effort in carrying out teaching and learning activities and help learners use their entire sense organs to actively perform something while teaching and learning are progressing.

A well-designed lesson has to incorporate learners' previous experiences. Incorporation of learners' prior knowledge in lesson planning facilitates the rapid integration of new information during teaching and learning (James et al., 2017). Moreover, the linkage between learners' real-life situations and learning content arouses learners' curiosity and promotes problem-solving skills and communication (Theall, 2004). Additionally, a well-designed lesson plan comprises assessment activities that enhance students' learning (Anh, 2013) because it accurately measures learners' achievement and provides results that can be effectively communicated. It is therefore crucial for a teacher to be equipped with knowledge and skills to be able to plan and prepare lesson plans that could enhance students learning.

Teachers' lesson preparation competence influences the teaching and learning process because it facilitates the design of instructional materials that arouse learners' interests and abilities. (Cuñado & Abocejo, 2019). Kakhramonovich (2022) addresses the fact that teachers' competence in lesson planning is imperative because it empowers teachers' skills on how to design teaching and learning materials that promote knowledge and skills competence in learners. Teachers' competence in designing a lesson allows them to predict the possible problems hindering learners, thus proposing appropriate solutions. Sudargini & Purwanto (2020) insist that teachers' competence in lesson design helps them to appropriately implement the intended learning objectives.

A teacher's competence in lesson design provides a room for learners to express their opinions by formulating learning activities that make learners the centre of the teaching and learning process rather than passive recipients of the materials. Rahman (2023) contends that a teacher's competence in setting up the lesson by considering learners' engagement, using models, examples, and questioning helps to provide motivation to learners in learning. Competent teachers have the ability to create a friendly environment for pupils to learn by preparing lessons that cater to different learning styles, such as auditory, visual, and kinesthetic, thus making students' learning enjoyable. Anggrella et al. (2023) insist that teachers' competence in designing the lesson gives them a chance to think about and forecast learners' needs, hence determining approaches to help them achieve such needs by giving first consideration.

In Tanzania, the literature points out that most of the school teaching is inclined towards fulfilling the demands of the syllabus. In this manner, the teaching and learning process focuses on the coverage of content while paying little attention to the learners' mastery of knowledge and skills (Mmasa, 2016, Lupeja & Komba, 2022). Although much has been done concerning classroom teaching and learning (Ngussa, 2015; Mugyabuso & Tangi, 2022), very limited studies focus on teachers' lesson preparation competence. Studies (Konig et al., 2020; Halala & Seni, 2022; Enama, 2021; Maba & Mantra, 2018) acknowledge that teachers' lesson preparation competence empowers them to design teaching and learning practices that make the actual classroom teaching and learning live, meaningful, and enjoyable to both learners and teachers.

This study therefore explored primary school teachers' lesson preparation competence in writing and reading skills lessons in standards one and two in primary schools in Songea District, Tanzania. The study aimed to inform whether teachers' lesson preparation competence contributes to the large percent of pupils who complete standard seven in the district without mastery of literacy skills. The findings obtained would inform educational stakeholders throughout the Ministry of Education, like regional educational officers, the Tanzania Institute of Education, district education officers, head teachers, and parents, on the ongoing teaching and learning processes in early primary schools and thus find ways to rectify the situation.

1. THEORETICAL UNDERPINNING

This study is guided by Levy Vygotsky's social-cultural theory (SCT), which describes learning as a social process and the origination of human intelligence in society or culture. According to Vygotsky, child development is the result of interactions between children and their social environment, so learning cannot be separated from social context (McLeod, 2019). Vygotsky developed two concepts, scaffolding and zone proximal development (ZPD), which focus on the difference between what children know and what they want to know. Vygotsky's concept of the zone of proximal development is based on the assumption that development is defined both by what a child can do independently and by what the child can do when assisted by an adult or a more competent peer (McLeod, 2019). For effective classroom interaction between the teacher (who is more knowledgeable) and pupils, lesson planning is a crucial document to guide effective learning through ZPD. The lesson plan is used by the teacher to guide the coherence of the lesson content and the subject matter he is sharing with learners through social interaction in the ZPD. The study also used Blooms taxonomy in writing clear and effective statements of intended pupils learning outcomes. Rao (2020) proposes that specific learning outcomes are those learning outcomes that learners should be able to do after completing a certain study unit. The learning outcome should be measurable, observable, and targeted to the desired level of performance, supported by the session and content of the learning activity. Therefore, teachers have to consider hierarchical structure in designing different learning outcomes in their lesson plans according to the increase in complexity.

2. MATERIALS AND METHODS

Eight standard-one and two teachers in five public primary schools in Songea District were purposely selected. Seventeen teachers' lesson plans were reviewed to collect information on teachers' lesson preparation competence in reading and writing skills' subjects. Six variables in a checklist were used to determine whether the teachers' written lesson plans have SMART-specific objectives, relevant teaching and learning activities, a correlation of the subject content with real-life situations, teaching aids, assessment, and evaluation. Using a checklist, the study analysed whether the designed teaching and learning activities were in line with the lesson outcomes. The study also conducted face-to-face interviews with standard one and two teachers who teach reading and writing lessons to get more clarifications and firsthand experience with regard to their lesson preparation competences with respect to the checklist. Descriptive and content analyses were done to determine standard one and two teachers' lesson plan preparation competence.

3. RESULTS AND DISCUSSIONS

The study intended to show how standard one and two teachers design the lesson plans for teaching reading and writing skills. It entailed to evaluate the effectiveness of the designed instructions in improving learners' competence in reading and writing. The study assessed whether the lesson objectives were SMART (Specific Measurable Attainable Realistic Timely), considering ABCD (Audience Behavioral Condition Degree of performance) or stated using verbs which specify the expected skills, the lesson provided the opportunity for teachers to identify the learners' previous experience, the lesson plan showed a list of teaching and learning aids, the lesson content reflected real-life situation, the lesson plan indicated a descriptive teachers' activities in line with the intended learning skills, the lesson plan showed continuous assessment activities reflecting the intended skills to be acquired by learners, and whether the teaching and learning techniques accommodate pupils' individual differences. The table below indicates the summary of the findings.

Table 1. Teacher's instructional capability in preparing lessons that enhances reading and writing competences to learners.

Indicator	Scale		
	NS	PS	WS
The lesson is stated using the verbs which specify the expected skill to be attained by pupils by the end of the lesson (consider SMART or ABCD)	11.2%	66.6%	22.2%
The lesson provides the opportunity for a teacher to identify the learners' previous experience with the skill to be taught.	50%	11.2%	38.8%
The list of teaching Aids to be used in facilitating teaching and learning of the identified skill	16.6%	72.2%	11.2%
The lesson shows the relationship between the content and real-life situation.	55.5%	27.7%	16.8%
The lesson shows a description of teachers' activities reflecting the expected skills to be mastered by pupils.	11.2%	66.6%	22.2%
The lesson provides a chance for continuous assessment activities individually or in groups to find if pupils have developed a particular skill.	55.5%	-----	44.5%

Note; NS=Not Shown PS=Partially Shown WS=Well Shown N=8

Source; Field data on Feb, 2023

4.1 Teachers' competence in stating lesson specific objectives

The main focus of this part was to identify teachers' competence in stating lesson specific objectives which guide effectiveness in teaching and learning in reading and writing lessons. Through lesson plan review, the study explored teachers' competence in stating the lesson specific objectives. Using Bloom's taxonomy and associated performance verbs such as specific, measurable, attainable realistic, and time-bound, the findings indicate that 11.2% of reviewed lesson plans did not state any specific objectives, 66.6% of lesson plans partially stated specific objectives, and 22.2% of lesson plans specific objectives were stated well.

These results show that the majority of teachers have little skills on how to state lesson-specific objectives as verified by Srihidayanti. et al., (2015) that some teachers face difficulty in designing specific objectives that are formulated by considering five operational verbs that are measurable, observable, and cover attitude, knowledge and skills competence. For example, one of the lessons stated; “*within 30 minutes pupils should be able to read words*”. This statement shows degree of performance (*within 30 minutes*), Audience (*pupils*), Also it contains non-measurable behavior because it does not specify the number of words to be read (*should be able to read words*), and it does not show any condition how words should be read. Therefore, the acceptable way of stating the above specific objective could be “*Within 30 minutes, standard one pupil should be able to read 5 words in a sentence fluently*” In this case, Degree of performance (*Within 30 minutes*), Audience (*standard one pupils*), Measurable behavior (*should be able to read 5 words in a sentence*) and Condition is (*fluently*).

These outcomes were maintained by T4, who was asked about the important tips he uses in preparing the lesson-specific objectives.

I do not consider all the tips in planning the lesson-specific objectives although it is important to include so as to attain the specific planned objectives. (Interview on 27/01/2023 at 12:58 am).

The findings denote that teachers have little knowledge and skills in stating specific objectives and therefore fail to identify important instructional objectives to be applied in teaching and learning. This consequently limits the achievement of expected learning competencies and thus learners do not acquire the required reading and writing skills. Esu and Inyang 2004, as mentioned in Edinyang, (2016) identify that specific objectives help a teacher determine the expected skills, target areas, and limits of the lesson he teaches. They also inform in planning teaching strategies and in determining the shortcomings of the pupils during teaching and learning. It is therefore crucial for the school administration, district educational officers and the ministry to organize in service training on revamping lesson preparation competences to teachers.

4.2 Teachers' effectiveness in incorporating learners' previous experience in lesson planning

The main focus of this part was to show the extent to which teachers incorporate learners' prior knowledge. Geoffrey (2021) defines prior knowledge as the information that someone has before acquiring new ideas or concepts. However, the findings obtained from the reviewed lesson plans indicate that 50% did not consider the learner's previous experiences, 11.2% partially showed and 38.8% had shown well learner's

former experiences. The results are in line with the lesson activities in one of the participants' lesson plan "*enhancing to name the initial and final sounds in words with three syllables*". This activity is ambiguous because the action verbs used did not specify the intended learning skills. Also, the teacher did not indicate the specific words that learners should identify and pronounce the initial and final sounds.

It should be noted that in designing teaching activities, the teacher was required to specify the words that should be linked with learners' prior knowledge. According to Davis et al., (2011), the content that teachers design by linking learners' classroom activities with learners' previous knowledge through relevant examples helps to build learners' awareness of the subject matter and enables them to make connections between the content of the lesson with their own experience and culture. In this manner, the activity stated above could be well stated as "*Guiding learners to identify and pronounce the initial and final sounds of the syllables in three syllabic words like, braid, rebuke, hat, and jump*". This designed teaching activity is comprehensive as it involves learners' experience which may cater to their learning needs.

The interview with T8 from school E indicates how teachers do not consider effectively learners' prior knowledge when teaching.

In most cases, I just look for the correctness of the answer which learners give when I ask them questions about what they learned in the previous lesson before I start teaching the new lesson. If they respond correctly, I understand that they have prior knowledge of the lesson, I am teaching although I did not show it in the lesson plan (Interview on 17/02/2023 at 12:47 am)

As noted above, there is a contradiction in interpreting learners' prior knowledge among teachers as some relate learners' experience and learners' ability to recall previously learned materials. This hinders incorporation of learners' prior knowledge during lesson preparation as a result they fail to achieve the intended teaching and learning objectives. Prior knowledge is crucial as it lays a foundation of the new lesson content since it transforms abstract concepts into real meaningful ideas (Geoffrey, 2021). As pointed by Vygotsky and his colleagues, understanding of the past previously-formed everyday concepts has great impact in acquisition of the new knowledge (Margolis, 2020). Taber, (2018) maintains Vygotsky perspectives cement that instruction is likely to be effective for those learners who hold the essential prior learning experiences. This implies that teachers who incorporate learners' prior knowledge are likely able to improve pedagogical practices by marching their classroom instruction with learners' experience in facilitating the new concepts. Similarly, the study (Nilsson, 2020) insists that opinions from learners' previous experiences are important for learners' attitudes, skills, perceptions, and reactions to language teaching and the learning environment. The previous experience helps to influence learners' understanding as it guides a teacher to correct learners' misconceptions and build comprehension skills.

Meaningful learning is a result of teachers' creativity in designing the lesson that incorporates learners' prior knowledge as it can arouse learners' interests since they add flavor in learning new concepts. Therefore, there is a need to update teachers' ability on how to design lessons to cater to the dynamic

changes which occur in society and meet learners' daily needs. The government should conduct in-service teachers' training to ensure classroom practices reflect into learners' previous experience.

4.3 Teachers' effectiveness in selecting relevant teaching and learning aids

This part explored how teachers design and indicate teaching and learning aids they expect to use in actual classroom teaching and learning to effectively achieve the intended learning outcomes. The study by Ohwojoro, (2015) insists that Teaching aids as a pedagogy tool helps in the dissemination of materials by the teacher to learners in the classroom. It was found that the majority of teachers are incompetent in selecting, designing and preparing relevant teaching and learning aids for enhancing required skills. The reviewed lesson plans indicated non-descriptive teaching aids in which it becomes difficult to determine the intention of the teaching and learning aids. For example; some lesson plans indicated “*charts and cards*” but no details on them to show what is going to be taught. This was also realized by Achmad, (2023) that teachers are confused because they adopt media and resources that are suggested in the subject syllabus regardless of their availability in their immediate environment. In this case the misuse of media poses challenges in conveying intended lesson competences. Also, the reviewed lesson plans indicated that 16.6% of lesson plans did not indicate anything as teaching aids, 72.2% partially showed teaching aids and 11.1% well showed teaching aids. The findings concur with Maba, & Mantra, (2018) that teachers do not know how to design and select teaching media relevant to the skill they teach. These results were also reflected with the views of the teachers who were interviewed. HT1 from school A.

It becomes difficult for teachers to indicate which teaching aids they will use during teaching reading and writing because we cannot afford to buy equipment to be used in preparing teaching and learning aids for the small capitation we receive every month. As a result, teaching aids are indicated partially in lesson plans documents (Interview on 25/01/2023 at 12:53 am)

The explanations above indicate that teachers do not improvise locally available teaching and learning aids instead they depend on sold ones. By paying little attention on the use of locally available real objects teachers spend more time presenting the lesson and deprive pupils to learn by engaging the sense organs such as touching seeing and hearing. Durdanovic, (2015) as quoted in Ordu, (2021) insist that contemporary teaching aids that are in use provide stimulation to ears and eyes together compared to traditional way of teaching in which only one sense organ is involved. The findings indicate the majority of teachers are not creative especially on designing relevant and suitable teaching aids that are found within pupils' environment; as a result, they fail to meet the learning needs of individual learner. Ordu, (2021) insists that audio visual teaching aids help to stimulate learning, draw learning interest, active participation and attention to the lesson. Therefore, in response to this challenge, teachers are insisted to be creative especially in designing the teaching aids which are related to the nature of the learners and their teaching environment to create meaningful realistic learning.

4.4 Teachers' competence in linking lesson content and real-life situation

This part shows how teachers were able to plan for the lesson content which can be reflected in learners' real environment in which they live. The reviewed lesson plans indicate that 55.5% did not show any

correlation of the content and real-life situation, 27.7% partially showed and 16.6% well showed the correlation between the lesson content and real-life situation. These results imply that the majority of teachers have little knowledge on designing the lesson content by linking with learners' real-life situation. The findings concur with Yalcin et al., (2007) who advocates that teachers have inadequate knowledge in linking problem with real life and difficulties in applying teaching practices with real life content. The above findings were also reflected by T8 from school E;

The lesson content I used to design does not show any correlation with the real environment in which our learners live. I agree that there are weaknesses in doing so that is because I am occupied with many periods, a situation which affects my daily preparation. So I cannot ensure that everything required in the lesson will be indicated correctly. (Interview on 17/02/2023 at 12:47 am)

This study revealed that teachers design teaching and learning activities without considering whether the content designed has a correlation with learners' real world. This situation was revealed by the teaching activity designed in the introduction part in one of the lesson plans "*To sing a reading song*" and "*To sing the song they were told*". These designed activities do not specify clearly the kind of reading song that can be related to learners' real-life situation. Yalcin (2007) insist that the designed teaching activities should be reflected into real life on every stage of the lesson development, The lesson content that have linkage with real world does not only create enjoyable lesson but also meaningful and interesting learning environment. In this case the best way of stating teaching activities that could reflect learner's real world environment could be "*Guiding pupils to sing a song on how to form a word MANGO using sounds of the letters (m, a, n, g, o) sounds*" and learning activities could be "*pupils should sing a song on how to form a word MANGO using sounds of the letters (m, a, n, g, o)*". With regard to the findings, the school management should device effective mechanisms of monitoring teachers' lesson preparation practices. The schools can also organize in house training on how to improvise locally available teaching and learning aids to their teachers.

4.5 Teachers' competence in planning teaching and learning activities that enhance learner's competence in reading and writing

This part entails to show standard one and two teachers' competence in designing teaching and learning activities that enhance learner's competence in reading and writing. The reviewed lesson plans showed that 66.6% of teachers' lesson plans partially indicate teacher's activities which can enhance reading and writing, 22.2% of lesson plans indicated well and 11.2% did not indicate teaching activities. The reviewed lesson plans and interviews with teachers indicate that teachers have little knowledge of how to design the lesson-teaching and learning activities that will improve reading and writing competence to pupils. This relates with Nurfitri, (2020) and Andani, (2018) that teachers face difficult in designing learning activities which help pupils achieve competence. The difficulties are attributed to setting various activities to be carried in pre active, interactive and post active phases of teaching stage.

This was revealed by teaching activities indicated in one of the lesson plan; “*asking learners to pronounce letters’ sounds*” and learning activities as “*pronouncing letters’ sounds*” These activities did not specify the lesson content in which learners should be competent with. In this case the learning objective is against Bloom, (2001) who views that the learning objective should be supported by both content and the learning activities. That means no letters indicated for learners to learn sound pronunciation. The challenges in designing appropriate teaching and learning were also realized in the interview with T3 from school B who commented;

When I design my lesson, I face difficult to develop the appropriate activities to be handled by a teacher and those of the learners. I also still have confusion to distinguish each part of it, as a result teaching activities could not sustain the learners in the teaching-learning process. (Interview on 26/01/2023 at 2:44 pm)

The findings above indicate how teachers fail to design teaching and learning activities to meet the intended learners’ competence because of lack of the appropriate instructional competencies. The study by Mupa & Chinooneka (2015) admit that the lack of effective pedagogy among teachers results to poor teaching and learning process. Moreover, Achmad, (2023) acknowledges that most of the teachers fail to design teaching and learning activities relevant to the basic competence intended. Teachers are therefore argued to upgrade in terms of knowledge and skills in devising teaching activities to meet the needs of the learners. This could be possible if the Government and ministry of education in particular could conduct in-service training to upgrade teachers to be able to plan and design teaching and learning activities that enhance reading and writing competences.

4.6 Teachers’ instructional capabilities in planning assessment activities that enhance learner’s competence in reading and writing

This part shows how teachers design assessment activities to be done during teaching and learning process. The study found that the majority of teachers do not design assessment procedures in their lesson plan as it was observed that most of the teachers’ lesson plans left blank spaces in the part of assessment. Through reviewed lessons it was found that 55.5% did not indicate assessment activities in the assessment part of the lesson plan, 44.5% well showed assessment activities and no lesson partially indicated assessment activities. These findings show that the majority of teachers have little knowledge on designing assessment activities. The results are in line with Srihidayanti, *et al.*, (2015) who found that teachers face difficult in designing assessment based on the appropriate core competence and basic competence which results to ineffective assessment. Similarly, the study by Andani, (2018) and Achmad *et al* (2023) stressed that teachers face challenges in designing the assessment instruments based on affective aspect, cognitive aspect and psychomotor aspect. The results are supported by teacher T4 from school C when interviewed on how she assesses learner’s competence in reading and writing;

It is very difficult to assess each pupil for the large number of pupils I have in the class. Sometimes we use the shortcut to save time, to meet our objective of completing the syllabus and to ensure

that at least they get something before they proceed to the next stage. (Interview on 27/01/2023 at 12:58 am)

The above notifications indicate that teachers design assessment activities which demands less time and energy. In most cases the assessment techniques used by teachers do not comply with Blooms taxonomy which emphasize on cognitive, affective and psychomotor aspects as a result the majority of learners hardly develop writing and reading competences. This is against Chandio et al., (2021) who insisted that teaching and assessment should be linked with Blooms taxonomy by exceling from the lower to higher domains of learning. In addition, Nurfitri, *et al.*, (2020) noted the challenge of conducting assessments which addresses the unique needs of every pupil as it needs teachers' devotion of time and energy. Based on the findings, teachers should therefore be well equipped with skills through in-service training on how to improve their ability to design and conduct classroom assessments.

4.7 Teachers' competencies in evaluating reading and writing classroom lessons

This part entails to show how teachers evaluated their lesson after the whole teaching process. It indicates the effectiveness of the evaluation measures taken to improve reading and writing skill especially for slow learners after classroom sessions. This study found that the majority of teachers have some difficulties in evaluating learners. The study by Andani, (2018) and Achmad *et al* (2023) proves that teachers' perception in implementing 2013 curriculum has some difficulties in evaluation learners in relation to the criteria of competence attained, achievements and scoring guidelines. The reviewed lesson plans indicated that a total of 88.2% did not comment on anything in the lesson evaluation. On the other hand, 11.8% of lesson plans had some comments on evaluation procedures. These results imply that teachers face a challenge in making lesson evaluations although Blooms taxonomy assists that professional trained teachers must be able to teach evaluate their education objectives (Rupani, & Bhutto, (2011). This is relevant with observations of a teacher HT1 from school A;

Evaluation in the lesson plan is not realistic because it is difficult for teachers to take action upon the comments made in his lesson plan. For example, when he says 'About 75% of the learners in the class understood the lesson. Using the extra time to help the rest 25% is hard because the teacher is overloaded with classes to teach. (Interview on 25/01/2023 at 12:53 am)

The above comments indicate that although teachers evaluate the lessons after teaching, the evaluation plans made especially for the slow learners are difficult to be attained. The reason behind the situation is that teachers are overloaded with many periods, the situation which lead to shortage of extra time to prepare teaching session for slow learners.

Although there were many lessons which were not evaluated, few of them were not very well evaluated. *For example, one of them commented that; 85% of the pupils have understood and enjoyed the lesson, so I will proceed with another topic. Those who did not understand, will be arranged into groups and they will be taught for extra time after the classroom sessions.* The comments has not indicate the criteria used to measure pupils' competence.

There were also no measures taken to rescue those who did not understand the lessons because teachers attend other pupils in extracurricular activities. Likewise, Fatou et al., (2021) affirms that educational officers like school quality assurers and District Educational Officers and head teachers are normally impressed by big results as allocated in the lesson evaluation like 90% understood the lesson, without having mastery of the skill. It is therefore crucial for head teachers and educational officials at district level to jointly collaborate with standard one and two teachers in improving the assessment and lesson evaluation techniques.

4. CONCLUSION

The study concluded that primary standard one and two teachers' instructional objectives designed in the lesson plans do not influence learners' competence in reading and writing skills. The instructions are designed to facilitate coverage of the subject content rather than considering learning competence. It is revealed that most of the early grade teachers have limited skills in designing effective classroom lesson plans and how such instruction can be used in facilitating teaching and learning reading and writing. This is attributed to lack of continuous in-service training, overcrowded classrooms, and high teaching load leading to partial preparations. The findings call upon educational administrators and others stake holders to provide teachers with more opportunities to improve their teaching profession through continuous in-service training to improve teachers' pedagogical practices focusing on lesson designing for improving learners' competence rather than content coverage.

Establish mentorship programmes where experienced teachers can mentor and guide newer teachers in lesson planning. This can help in sharing effective practices and strategies. Provide training to teachers on how to plan assessments effectively. This includes creating assessments that align with lesson objectives and using assessment data to inform their teaching practices. Provide standardised lesson plan templates that teachers can use as a guide. These templates can help ensure that lessons are well-structured and meet the desired learning outcomes. Encourage collaboration among teachers within and across schools. Teachers can learn from each other's experiences and share successful lesson plans and strategies. Implement a system for regular evaluation of lessons and teaching methods. This can help identify areas where improvement is needed and ensure that teachers are continuously working to enhance their skills.

Advocate for educational policies that prioritise teacher training and support as well as the provision of necessary resources for effective teaching and learning. It's thus essential to create a supportive and conducive environment for teachers to excel in their roles and, in turn, benefit the students they serve.

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