Enhancing English Pre-service Teachers' Planning Competency through a Suggested ILOS-based Model

Dr. Ahmed H. Lasheen
Lecturer of EFL Instruction
Faculty of Education, October six University, Egypt
Ahmedlasheen177@gmail.com

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Abstract

This study examined the effectiveness of the Intended Learning Outcomes (ILOS) model in enhancing lesson planning efficiency for pre-service English language teachers. The ILOS model classifies educational outcomes into knowledge and understanding, intellectual, professional, and transferrable outputs, extending Bloom's Taxonomy and aligning with the National Authority for Quality Assurance and Accreditation's standards. A quasi-experimental design was used, involving third-year students from the English Language Department, divided into a control group (40 students) and an experimental group (40 students). The control group planned lessons based on Bloom's Taxonomy, while the experimental group received training to use the ILOS model.The study employed a lesson planning rubric and a pre-post test administered before and after the intervention. Results indicated the effectiveness of the ILOS model in developing integrated lesson planning skills. The experimental group demonstrated improved ability to formulate lesson objectives correctly and determine appropriate content through objective analysis. Participants could construct a content matrix of agreement, select suitable teaching strategies, and use evaluation methods to assess the achievement of lesson objectives. The findings indicate that the proposed ILOS model significantly enhances the planning efficiency and overall competency of pre-service English language teachers.

Keywords: *ILOS planning model, Planning competency, Bloom Taxonomy Content Matrix.*

تعزيز كفاءة التخطيط لمعلمي اللغة الإنجليزية قبل الخدمة من خلال نموذج مقترح قائم على مخرجات التعلم المستهدفة (ILOS)

د. أحمد حمدى لاشين
مدرس المناهج وطرق تدريس اللغة الإنجليزية، قسم المناهج وطرق التدريس
كلية التربية، جامعة ٦ أكتوبر، جمهورية مصر العربية
Ahmedlasheen177@gmail.com

المستخلص:

بحثت هذه الدراسة فاعلية نموذج مقترح قائم على مخرجات التعلم المستهدفة والذى يساعد على تحديد وصياغة وتحقيق الأهداف من خلال تعزيز كفاءة التخطيط لمعلمي اللغة الإنجليزية قبل الخدمة. إستكشف البحث كيف يمكن أن يؤدي نموذج (ILOS من خلال تصنيفه المخرجات التعليمية إلى مخرجات المعرفة والفهم ، المخرجات الذهنية ، المخرجات المهنية ، المخرجات العامة والنقالة وفق نماذج الهيئة القومية لضمان جودة التعليم والإعتماد فى توصيف البرامج والمقررات والتى تعد إمتداد إلى تصنيف بلوم للأهداف إلى تخطيط درس فى اللغة الإنجليزية بشكل متكامل وفعال .إتبعت الدراسة المنهج شبة التجريبى حيث تم تقسيم عينة الدراسة من طلاب الفرقة الثالثة شعبة اللغة الإنجليزية إلى مجموعتين ، المجموعة الضابطة (٤٠ طالب) والمجموعة التجريبية (٤٠ طالب) والتى شاركت بالتدريب على تفعيل نموذج (LOS) لتخطيط الدروس على عكس المجموعة الضابطة التى تلقت تخطيط الدرس وفق النموذج المتبع وصياغة الأهداف وفق تصنيف بلوم . تم تصميم بطاقة معايير التخطيط الجيد للدرس وبناء الإختبار القبلى –البعدى وتطبيقة قبل وبعد التجربة على المجموعتتين . أشارت النتائج إلى مدى فاعلية البرنامج المقترح فى تنمية مهارة التخطيط الجيد للدرسة ورفع كفاءة الطلاب على صياغة أهداف الدرس بطريقة صحيحة وتحديد المحتوى المناسب ومدى توافقة مع مخرجات التعلم المستهدفة من خلال تحليل الأهداف وتفعيل مصفوفة المحتوى وإنتقاء إستراتيجيات وطرق التدريس المناسبة وأساليب التقويم والتقييم لمعرفة مدى تحقق أهداف الدرس والإستفادة من نتائج التقييم لإتخاذ الإجراءات التصحيحية المطلوبة.

الكلمات المفتاحية: النموذج المقترح للتخطيط – كفاءة تخطيط الدرس –تصنيف بلوم- مصفوفة المحتوى.

Enhancing English Pre-service Teachers' Planning Competency through a Suggested ILOS-based Model

Introduction

Teaching English requires more than just transmitting language knowledge; it involves promoting language proficiency, cultural awareness, critical thinking, and effective communication skills. Planning plays an essential role in guiding this process, ensuring that lessons are designed to meet specific learning objectives while providing to student needs and interests. Through integrated planning, educators can create engaging and dynamic learning experiences that foster active participation and meaningful language acquisition. By setting clear objectives, anticipating challenges, and selecting assessment methods, teachers can effectively monitor student progress and provide targeted support to medicates learning difficulties and strengthen weaknesses, ultimately guiding learners towards achieving their language learning aims. In essence, planning acts as a roadmap that outlines the exact steps for the teacher to achieve their learning objectives as the basis for effective English language teaching, providing a supportive and stimulating learning environment that enables students to develop the skills necessary to succeed in an interconnected global community.

Lesson planning is requisite and obligatory for English language teachers as it serves as the blueprint for effective instruction. A lot of thinking that goes into lesson planning is invisible, as are many aspects of pedagogy, but in planning a lesson the teacher needs to give a lot of thought to sequencing learning process. Absolutely, sequencing learning process is a critical aspect of lesson planning that requires careful consideration. It involves structuring the progression of activities in a logical and meaningful way to optimize student learning. Teachers must think about how each learning episode builds upon previous ones, leading to the achievement of lesson objectives. This includes considering the complexity of tasks, scaffolding learning experiences, and providing opportunities for practice and reinforcement. Additionally, sequencing involves balancing different types of activities to engage students and maintain their interest throughout the lesson. While this thought process may be invisible to students, it is fundamental to creating cohesive and effective

lessons that support their learning journey. By setting clear learning objectives, sequencing activities logically, and incorporating differentiated instruction, teachers can cater to the diverse needs of their students. Additionally, careful and integrated planning enables teachers to select appropriate resources, manage instructional time effectively, and align assessments with learning outcomes. Through reflection on their teaching practice and continual refinement of lesson plans through reflective questions, English language teachers can create engaging and meaningful learning experiences that foster language acquisition and proficiency development in their students. Thus, lesson planning not only enhances teaching effectiveness but also contributes to the ongoing professional growth of educators (Fautley &Savage, 2013 & Butt, 2006).

A proposed ILOS-based model seems to offer a structured approach to planning intended learning outcomes (ILOs) by categorizing them into four distinct levels. Dividing learning outcomes into categories such as knowledge and understanding, intellectual, professional, transferrable, and general outcomes can indeed provide clarity and guidance for teachers in formulating their objectives.This classification allows for a comprehensive consideration of the various facets of learning that educators aim to foster in their students. By addressing knowledge acquisition, cognitive skills, professional competencies, and transferable skills, educators can ensure a well-rounded approach to curriculum design and instruction.Furthermore, having a systematic framework for organizing learning outcomes can facilitate communication among educators, curriculum developers, and other stakeholders involved in the educational process. It can also enhance alignment between learning objectives, content, instructional strategies, and assessment methods, promoting coherence and effectiveness in teaching and learning.The proposed model appears to be a valuable tool for educators seeking to articulate and achieve their intended learning outcomes in a structured and systematic manner.

Establishing clear and SMART learning objectives is an initial step in effective lesson planning as it provides a roadmap for both teachers and students. When objectives are specific, students understand precisely what is expected of them, reducing ambiguity and enabling focused learning efforts. Measurable objectives allow for the assessment of progress, providing teachers with valuable insights into students' comprehension and skill development. By setting achievable goals, educators ensure that students are challenged

appropriately while avoiding feelings of overwhelm or frustration. Moreover, incorporating relevance into objectives by aligning them with students' interests and real-world applications enhances engagement and fosters essential motivation. Furthermore, time-bound objectives create a sense of urgency and structure within the learning environment, helping teachers manage their time effectively and stay on track to achieve their goals. When learning objectives are formulated using the SMART criteria, they serve as powerful tools for guiding instructional decisions, selecting appropriate learning activities, and designing assessments that accurately measure student learning. Ultimately, clear and SMART learning objectives empower both teachers and students by providing a clear direction for the learning journey, fostering meaningful engagement, and facilitating measurable progress towards desired learning outcomes (Savage, 2015 & Reeves, 2011).

Context of the problem

The pilot study conducted to investigate the challenges faced by third-year students in the English Language Department at October 6 University revealed several significant issues. Through multiple meetings with students, English supervisors, and teachers involved in practice teaching, as well as drawing from the researcher's experience as the director of the practice teaching unit from 2021 to 2023, and through analyzing student evaluation forms and portfolios, several key findings emerged. Firstly, it was observed that students dedicate an excessive amount of time to lesson planning, potentially at the expense of other crucial aspects of teaching. They often struggle with managing their time effectively during the lesson planning process. They may spend too much time on one aspect of planning, such as selecting activities or resources, and not enough time on others, leading to imbalanced or incomplete lesson plans. Secondly, formulating specific, measurable, and achievable learning objectives can be challenging for students. They struggled to articulate what they want their students to learn and how they will assess that learning. Study difficulties in formulating clear and comprehensive objectives across cognitive, skill, and emotional domains, struggling with the selection and repetition of appropriate verbs for objectives-setting purposes. Thirdly, differentiating instruction to address the diverse needs and abilities of students in the classroom through differentiated instruction can be energetic for students. They may find it challenging to adapt lesson plans to accommodate different learning styles,

preferences, and abilities. Fourthly, selecting choosing engaging and effective, strategies, methods activities and resources that align with learning objectives and cater to students' needs can be a hurdle for students. They may have difficulty finding suitable materials or integrating technology effectively into their lesson plans. Fifthly, designing assessments that accurately measure student learning and align with lesson objectives can pose difficulties for students. They may struggle to create assessment tasks that are fair, valid, and reliable indicators of student achievement.

Moreover, the pilot study highlighted a concerning imbalance in the allocation of time throughout the student training period, with an overwhelming focus on planning without an effective product that undermines the achievement of learning objectives. Finally, reflecting on teaching practices and lesson outcomes, and using feedback to revise and improve lesson plans, requires metacognitive skills that students may need to develop. They may find it challenging to critically evaluate their own teaching and make meaningful adjustments for future lessons. Moreover, mentors and supervisors in the English department face challenges in applying Bloom's taxonomy to classify skill and emotional objectives, with notable confusion and overlap in verb usage, particularly in relation to cognitive objectives. In analyzing 50 lesson plans using the designed rubric of assessing planning, the study found that 70% had unclear objectives, 50% incorporated engagement strategies, 50% included technology integration, 40% showed efforts to differentiate instruction, and 40% utilized diverse assessment methods. These insights highlight the need for improvements in practice teaching within the department. These findings underscore the need for targeted interventions and support mechanisms to address these issues and enhance the effectiveness of practice teaching within the English Language Department at October 6 University.

The current research “Enhancing English Pre-service Teachers' Planning Competency through a Suggested ILOS-based Model” Suggests integrated ILOS-based model as an approach to help students overcome all the above-mentioned difficulties that student-teachers faced while planning English lessons. The research questions aim to assess the baseline planning competency of pre-service English teachers, explore the integration of ILOS into their planning processes, evaluate the effectiveness of the suggested ILOS-based planning model, and examine its potential for long-term impact and

implementation sustainability. The following are some potential study questions and areas of investigation:

What is the effectiveness of a proposed ILOS based model on the development of English majors' planning competency?

To answer the above central question, the following sub-questions were also answered.

1. What are the required planning skills and competencies that third-year students in the English department need to effectively design and implement high-quality lessons?
2. How can the planning competency of English pre-service teachers be enhanced through the implementation of a suggested ILOS-based model?
3. What are the strengths and weaknesses observed in their current planning practices?
4. What are the components and key features of the suggested ILOS-based planning model?
5. How does the implementation of the ILOS-based model impact pre-service teachers' planning competency?
6. What are the perceived benefits and challenges associated with using the ILOS-based model?

Research Hypotheses

1. There is statistically significant difference between the mean scores of the experimental group and the control group on planning lesson skills post-test on the overall lesson planning skill in favor of the experimental group.
2. There are statistically significant differences between the mean scores of the experimental group and the control group on planning lesson skills post-test on each sub-skill of English lesson planning in favor of the experimental group.
3. There is statistically significant difference between the mean score of the experimental group on the pre-post-test on the overall on planning lesson skills in favor of the post-test.

4. There are statistically significant differences between the mean score of the experimental group on the pre-post-test on each sub-skill of the planning skills of English lessons in favor of the post-test.

Research Delimitations

1. A sample of third year EFL learners was chosen randomly from Faculty of Education, October Six University.
2. Eight skills of planning competency include the following:
   A. Formulate specific, measurable and achievable objectives and outcomes for English lessons.
   B. Identify the content that will help learners to achieve outcomes through analyzing Intended learning outcomes.
   C. Identify the appropriate teaching strategies, methods and techniques that help in achieving Intended Learning outcomes.
   D. Select the appropriate warming up that prepares students' mind to receive the topic.
   E. Identify the key concepts, vocabulary and structures that learners need to understand to achieve the learning outcomes.
   F. Consider incorporating activities and exercises that allow learners to practice and apply their knowledge and skills.
   G. Select the appropriate assessment, tools, tasks, questions, or activities that accurately measure students' knowledge, skills, and understanding.
   H. Use feedback to make improvements for future planning efforts.

3. The training program was implemented to activate and utilize the ILOS model in lesson planning for the experimental group during the first semester 2022/2023.

Aim of the research

The research aims to:

1. Explore the current level of planning competency among English pre-service teachers. This involves assessing their ability to effectively plan instruction,

design learning activities, and create assessments that align with intended learning outcomes.

2. Develop a model for enhancing planning competency among English pre-service teachers. This model likely draws on the principles of Intended Learning outcomes (ILOS) to guide the planning process, ensuring that learning outcomes are clearly defined and aligned with students' needs.
3. Implement the suggested ILOS-based model within a pre-service teacher education program. This involves providing training and support to pre-service teachers in using the model to plan instruction effectively.
4. Evaluate the impact of the ILOS-based model on pre-service teachers' planning competency. This includes assessing changes in their ability to develop SMART learning objectives, design appropriate learning activities, and create assessments that measure student achievement of learning outcomes.
5. Provide insights and recommendations for improving pre-service teacher education programs to better support the development of planning competency among future English teachers. This included suggestions for curriculum revision, instructional strategies, and professional development opportunities for teacher educators.

The Instruments of the Study

The instruments used in the study included various tools and techniques for data collection and analysis, as follows:

1. **Interviews**: semi-structured interviews conducted with pre-service teachers to gather more in-depth insights into their understanding of planning concepts, difficulties, and experiences with using the ILOS-based model, and perceptions of its effectiveness.
2. **Portfolio Analysis:** documents such as lesson plans, instructional materials, and assessments created by pre-service teachers while practice teaching period analyzed to assess the quality and alignment of their planning efforts with the ILOS-based model.
3. **Pre-post-test**: this test was likely designed to measure the students' planning skills before and after the intervention. The same test was administered to both the control and experimental groups to assess the effectiveness of the suggested ILOS- based model of planning.

4. Designing a rubric Form: the provided rubric serves as a comprehensive tool for evaluating the quality of lesson planning in English language teaching. It comprises eight key criteria, each targeting essential aspects of effective lesson design. From formulating clear and measurable objectives to selecting appropriate teaching strategies and engaging warm-up activities, the rubric guides educators in creating well-structured and purposeful lesson plans. Additionally, it emphasizes the importance of content analysis, ensuring alignment with intended learning outcomes, and the identification of key concepts and vocabulary essential for student understanding. Moreover, the inclusion of varied and engaging practice activities highlights the significance of active learning and application of knowledge and skills. Overall, the rubric offers educators a structured framework to assess and enhance their lesson planning practices, ultimately fostering meaningful and effective learning experiences for students.

The procedures of the Study

-Conduct a thorough literature review on teacher planning competency, instructional design models, and the use of Intended Learning Outcomes (ILOS) in education.

-Develop a suggested ILOS-based model for enhancing planning competency among pre-service English teachers.

-Pilot test the model with a small group of pre-service English teachers to identify any potential issues and refine the model.

-Implement the suggested ILOS-based model with a larger sample of pre-service English teachers through training sessions, workshops, or courses.

-Collect data using methods such as interviews, pre-posttest, planning rubrics and document analysis to evaluate the effectiveness of the model.

-Analyze the collected data to identify trends, patterns, and themes regarding the impact of the model on pre-service teachers' planning competency.

-Summarize findings and draw conclusions, providing recommendations for future implementation or modifications to further enhance planning competency among pre-service English teachers.

Terms of the Study

The following are the key terms associated with the study:

According to Mishra, (2008) "Planning is a systematic development of instructional requirements, arrangements, conditions, and materials and activities, as well as testing and evaluation of teaching and learning .It involves analysis of the learning needs and the development of the delivery structure to meet those needs".

"Lesson planning is the process of thinking through and writing down a plan for the teaching of, and the learning within, a lesson that I will be teaching to a specific group of students in a specific place at a specific time."(Savage, 2015).

Planning Competency: the ability of students to effectively plan and prepare instructional activities, lessons, and learning experiences that align with educational objectives, standards, and student needs.

Intended Learning Outcomes (ILOS): an intended learning outcome defines what it is the teacher expects learners to be able to do as a result of the learning experience.ILOS are typically specific, measurable, achievable, relevant, and time-bound (SMART), providing clear targets for teaching and assessment(Mehay,2021).

Suggested ILOS-based Model: a proposed instructional design framework or approach for lesson planning that is based on the principles of Intended Learning Outcomes (ILOS), in classifying learning outcomes into knowledge and understanding, intellectual, professional and general and transferable outcomes. This model likely includes specific guidelines, strategies, and procedures for developing lesson plans that are aligned with desired learning outcomes.

Literature Review

The following section tackles the main variables of the study which are the suggested ILOs model represented as an independent variable and enhancing planning competency as a dependent variable. The literature review will be divided into the following sections:

Section one: planning process

a. Planning and Related Concepts of Teaching Process.
    - Definition of Instruction ,Teaching and Learning
    - Definition of Aims, goals, Learning Objectives and Outcomes
    - Definition of Approach, Strategy, Method and Techniques
b. Significance of planning in Teaching
c. Planning Steps

d. Lesson Planning Models
- Detailed Lesson Plan
- Semi-Detailed Lesson Plan
- Understanding by Design
- Brief Lesson Plan

Section Two: Indented Learning Outcomes

A. Learning objectives Taxonomies

- Bloom Taxonomy

B. The Suggested ILOs Model

Section One: Planning Process

A. Planning and Related Concepts of Teaching

Lesson planning is the backbone of effective teaching, providing a roadmap for both educators and students. By setting clear objectives, teachers can focus their efforts and ensure that learning outcomes are achieved within the assigned time. Planning also allows for the thoughtful integration of diverse instructional strategies and resources to cater to the needs of all learners. Engaging activities and assessments can be carefully woven into the plan to maintain student interest and measure understanding. Additionally, lesson planning enables teachers to reflect on their practice, identifying what worked well and areas for improvement. This reflective process drives continuous professional growth, ultimately benefiting both educators and students alike (Hayes, 2003, Smith& Johnson 2019). In the realm of education, numerous concepts are pivotal to understanding the teaching and learning process:

Instruction: Instruction refers to the deliberate actions taken by educators to facilitate learning, encompassing the delivery of content, guidance, and support to students. Learning pertains to the acquisition of knowledge, skills, and understanding by individuals through various experiences and interactions. It refers to the process of teaching or imparting knowledge, skills, or information to others. It encompasses a range of activities and strategies employed by educators to facilitate learning in students. Instruction in both forms direct or indirect involves the deliberate organization and presentation of content, the provision of guidance and support to learners, and the assessment of student progress and understanding. Duran, et al (2003,p.3) defines "direct instruction as a method by which students are taught face to face in small or large groups utilizing systematic and explicit instruction. This specific means of teaching students may include the teacher signaling, modeling, and following a lesson which is scripted and is designed to have the students respond chorally as the teacher signals the small group or an entire group of students". Indirect instruction refers to the electronic form that involves creating digital environments where students receive learning online.

Teaching: it is the broader concept that encompasses the entire process of facilitating learning, including planning, delivering content, assessing understanding, and adapting to students' needs. Teaching involves the intentional efforts made by educators to facilitate learning, including the planning, implementation, and assessment of instructional activities. Instruction, on the other hand, specifically refers to the act of giving directions, guidance, or explanations to facilitate learning. While teaching involves a holistic approach to education, instruction focuses more narrowly on the act of imparting knowledge or skills.Teaching can be defined as "labor , craft , profession , or art describes the activity of teachers as rationally planned , programmatically organized and routinized in the form of standard operating procedures by administrators" (Fenner,1999, p.46).Briefly ,Brookfield ,2013 , defined teaching as "the sequenced ,orderly managing of students learning to achieve predetermined outcomes(p.20)."

Learning: it is the process of acquiring knowledge, skills, or behaviors, while teaching involves facilitating that process by imparting knowledge, providing guidance, and creating learning opportunities.Learning process can be defined

as “a series of structured and coordinated learning and assessment activities in situated scenarios”(Kwoks & et al , 2024).

Goals: they are a broad and overarching statement of what the teacher wants to achieve. They represent a desired result or endpoint.Goal is typically general, long-term, and may not be easily quantifiable. They provide direction and purpose for actions. A goal can be defined as a “desired result, envisioned by someone who then is accompanied by an effort aimed at achieving it” (Mehrzad, 2022, p.25).

Aims, Objectives and Outcomes: An aim is similar to a goal but tends to be somewhat more specific. It's often associated with a general intention or aspiration.Aim can be thought of as the broader purpose behind setting goals, guiding efforts toward a particular direction.Objectives are specific, measurable, and time-bound targets that are derived from goals or aims. They provide clear, actionable steps toward achieving a goal.Objectives are often more detailed and concrete and they define the criteria for success. “An aim is abroad statement of an educational activity while an objective is a precise point in that direction. An aim can be defined as answer to the question why a topic is taught and an objective as an answer to the question of what will have been achieved when it has been taught (Singh, et al, 2021). In other words, an aim refers to “a general expression of intent and an objective is characterized by greater precision and specificity .To make it clearer aims are long-term intent and purposes and objectives are short-term goals” (Singh, 2020). An outcome refers to the actual result or consequence of actions taken to achieve goals or objectives. It's the observable and often quantifiable result.Outcomes can be positive or negative and are evaluated based on whether they align with the intended goals or objectives. Briefly, an outcome can be defined as “the benefit or difference made to an individual as a result of an intervention” (Silas, 2014).

Approach, Strategy, Method and Techniques: Approach, strategy, method, and technique all refer to systematic procedures or plans employed by educators to achieve instructional goals, with each term offering nuanced perspectives on the means of instruction. Approach refers to a general way of dealing with a problem or situation. It outlines the overall direction or perspective from which you tackle something. It's broader and more abstract compared to the other terms. “An approach can be defined as a principled model of language teaching

/ learning based on theories of language and language acquisition. A methodology is a collection of teaching procedures that accord with and apply a particular approach" (Ur, 2012). A strategy is a plan of action designed to achieve a specific objectives. It involves determining the steps necessary to achieve an objective and allocating resources accordingly. Strategies are typically high-level and encompass multiple aspects of a situation. "Strategy (from Greek) is a high level plan to achieve one or more goals under conditions of uncertainty .Strategy (of an organization) generally involves setting goals , determining actions to achieve the goals , and mobilizing resources to execute the actions. It describes how the ends (objectives) are to be achieved by the means (resources)" (Barad, 2018, p.3). A method is a systematic way of doing something. It's more concrete and specific compared to strategy and approach. Methods are the techniques or procedures used to execute a strategy. "Method means the art of teaching or the knowledge to which the teacher follows in the communication of knowledge to the student. The effectiveness of this teaching –learning process depends to great extent on the nature or art of communication (Sivakumar & Auran, 2018, p.7) .Techniques are specific tools or procedures used within a method to accomplish a particular task. "The term teaching techniques refers to the general principles, pedagogy and management procedures used for classroom instruction (Subramani, 2016, p.146)".

B. Significance of planning in Teaching

Lesson planning is indeed a crucial aspect of effective teaching. It's essentially the roadmap that guides teachers through the instructional process. According to (Mishra, 2008, Walker, 2008 & Reed & Michaud, 2010) the following are some key reasons why planning is significant:

Pre-active Decision Making: this refers to the process of teachers making deliberate choices about what they will teach, how they will teach it, and how they will assess students' understanding before the actual teaching occurs. These decisions are based on factors such as students' needs, curriculum standards, learning objectives, and available resources.

Impact on Behavior: teachers' decisions during lesson planning influence not only their own behavior but also that of their students. For instance, the choice of instructional strategies, classroom activities, and assessment methods can shape students' engagement, motivation, and learning outcomes.

Purposeful Effort: lesson planning is not just about going through the motions or following a template. It involves intentional and thoughtful effort on the part of teachers to design instruction that is meaningful, relevant, and effective. This effort includes aligning learning activities with instructional goals, differentiating instruction to meet diverse student needs, and anticipating potential challenges or misconceptions.

Clarity of Goals: planning helps teachers clarify what they want students to learn and achieve. It allows them to set clear learning objectives and outcomes, which guide the selection of appropriate instructional strategies and assessments.

Coherent System of Activities: a well-planned lesson is like a carefully arranged sequence of activities that flow logically from one to the next. Each activity builds upon previous ones and prepares students for subsequent learning experiences. This coherence helps students make connections, deepen their understanding, and construct new knowledge in a meaningful way.

Sequencing of Learning Activities: planning allows teachers to sequence learning activities in a logical and meaningful way. This helps build on students' prior knowledge, scaffolds new learning, and facilitates the development of complex skills and concepts.

Differentiation and Adaptation: through planning, teachers can anticipate the diverse needs and abilities of their students. This enables them to differentiate instruction to meet individual learning styles, preferences, and readiness levels.

Facilitating Cognitive Evolution: ultimately, the goal of lesson planning is to promote learning and intellectual growth in students. By designing activities that challenge students to think critically, solve problems, and make connections, teachers support the development of students' cognitive structures—their mental frameworks for understanding and organizing information. Effective lesson planning helps students not only acquire new knowledge and skills but also develop the ability to apply them in different contexts and think independently.

Time Management: planning helps teachers allocate instructional time effectively. By breaking down the lesson into manageable segments, teachers can ensure that each part of the lesson receives adequate time and attention.

Engagement and Motivation: a well-planned lesson is more likely to engage students and motivate them to learn. By incorporating varied and stimulating activities, teachers can maintain students' interest and enthusiasm throughout the lesson.

Assessment Alignment: planning allows teachers to align assessments with learning objectives and instructional activities. This ensures that assessments accurately measure student understanding and provide meaningful feedback for both students and teachers.

Reflection and Improvement: planning provides an opportunity for teachers to reflect on past lessons and make improvements for future instruction. This reflective practice is essential for professional growth and continuous improvement.

In conclusion, lesson planning is a dynamic and purposeful process that empowers teachers to create engaging and effective learning experiences that support the growth and development of their students' cognitive abilities. Planning is a critical pre-teaching stage that sets the foundation for effective instruction. It helps teachers clarify goals, optimize resources, sequence activities, differentiate instruction, manage time, engage students, align assessments, and reflect on and improve their teaching practices.

C. Planning Steps

A lesson plan is a written document that outlines the key features of teaching sequences for educators and learning pathways for students. It serves as a detailed blueprint for educators, mapping out the journey of teaching and learning within a specific instructional period. At its core are clear learning objectives, which articulate what students should know or be able to do by the end of the lesson. Aligned with these objectives are learning outcomes, observable indicators of student achievement. The plan outlines the sequence of teaching activities, encompassing a variety of instructional strategies and methods to engage students effectively. Essential resources are identified to

support learning, ranging from textbooks to multimedia tool a differentiation strategy is incorporated to accommodate diverse learner needs, ensuring all students can access and benefit from the instruction. Lastly, an assessment strategy is delineated, detailing how student learning will be measured and evaluated. Together, these elements provide structure, coherence, and guidance, enabling educators to deliver effective instruction and fostering meaningful student learning experiences. According to (Scales, et al, 2013, Parrish, 2019, & Misra, 2021) planning an English lesson involves several key steps to ensure effective teaching and learning as follows:

Identify Learning Objectives: determine what you want your students to learn by the end of the lesson. This could be grammar rules, vocabulary, speaking skills, etc. Make sure the objectives are clear, measurable, and achievable within the time frame of the lesson.

Assess Students' Needs: consider the proficiency level of your students and their specific learning needs. Are they beginners, intermediate, or advanced learners? Are there any particular areas they struggle with? Tailor your lesson plan accordingly.

Select Content: Choose appropriate materials and content that align with your learning objectives and cater to the needs and interests of your students. This could include textbooks, authentic materials like articles or videos, or interactive online resources.

Plan Activities: design a variety of engaging activities to facilitate learning and reinforce the targeted language skills. Activities could include group discussions, role-plays, games, worksheets, multimedia presentations, etc. Ensure the activities are interactive and cater to different learning styles.

Sequence Activities: organize the activities in a logical sequence that builds upon each other and leads to the attainment of the learning objectives. Start with warm-up activities to activate prior knowledge, followed by the main instructional activities, and end with a summary or assessment.

Incorporate Differentiated Instruction: consider the diverse learning needs and abilities of your students. Provide opportunities for differentiation by offering varying levels of support, extension activities for advanced learners, and scaffolding for struggling students.

Integrate Language Skills: integrate the four language skills – listening, speaking, reading, and writing – into your lesson plan to provide a balanced approach to language learning. Ensure that each skill receives adequate attention based on the learning objectives.

Include Assessment: incorporate formative or summative assessment strategies to evaluate students' learning progress and understanding. This could be through quizzes, oral presentations, written assignments, or observation of participation and engagement during activities.

Plan for Reflection: allocate time for reflection at the end of the lesson to allow students to consolidate their learning and provide feedback on their experience. You can also reflect on the effectiveness of your teaching strategies and make adjustments for future lessons.

Prepare Materials and Resources: gather all the necessary materials, resources, and technology needed to deliver the lesson effectively. Ensure that everything is prepared and organized beforehand to minimize disruptions during the lesson.

Consider Classroom Management: anticipate potential challenges or disruptions during the lesson and plan strategies for effective classroom management. Establish clear expectations and routines to maintain a positive and productive learning environment.

Flexibility: be prepared to adapt your lesson plan on the spot based on students' responses, interests, or unexpected circumstances. Flexibility is key to responding to the dynamic nature of the classroom environment.

D. Lesson Planning Models

Lesson plans can come in four types depending on the subject matter, educational level, and teaching style. According to (Singh, 2020, Johnson, 2017, & Lardizable & Campos, 1999) the following are the common types of lesson plans:

(1). Detailed Lesson Plan: it provides mastery of what to teach, and gives the teacher the confidence when teaching .In this plan, both teachers and students' activities are presented. It puts down in writing the classroom activities that may occur. Beginning teachers are encouraged to write this type of lesson plan. An Example of Detailed Lesson Plan:

Lesson Plan: Writing a Descriptive Paragraph

Objective: Students will be able to write a well-organized descriptive paragraph using sensory details and vivid language.

Materials:

- Sample descriptive paragraphs, Whiteboard and markers, Graphic organizers, Writing prompts, Paper and pencils, Rubric for assessing descriptive writing

Introduction:

- Greet students and explain the importance of descriptive writing in creating vivid images for the reader.
- Read a sample descriptive paragraph aloud and ask students to visualize the scene described.
- Discuss the elements that make the paragraph effective, such as sensory details and specific adjectives.

Instructional Input:

- Define descriptive writing and its purpose.
- Explain the use of sensory details (sight, sound, smell, taste, touch) to create a vivid picture.
- Provide examples of how to use specific and vivid language to enhance writing.

Modeling:

- Write a descriptive paragraph on the whiteboard, thinking aloud as you incorporate sensory details and vivid language.
- Highlight and label the sensory details and descriptive words used in the paragraph.
- Explain the structure of the paragraph, including the topic sentence, supporting details, and concluding sentence.

Guided Practice:

- Distribute graphic organizers to help students plan their descriptive paragraphs.
- Provide writing prompt (e.g., describe your favorite place, describe a memorable meal.(
- Guide students through the process of brainstorming sensory details and organizing their ideas using the graphic organizer.
- Circulate the room to provide assistance and feedback as students work.

Independent Practice:

- Have students write their descriptive paragraphs based on their graphic organizers.
- Encourage students to focus on using sensory details and vivid language.
- Remind students to include a clear topic sentence, supporting details, and a concluding sentence.

Closure:

- Invite a few students to share their descriptive paragraphs with the class.
- Provide positive feedback and highlight effective use of sensory details and vivid language.
- Summarize the key points of the lesson and remind students of the importance of descriptive writing.

Assessment:

- Assess student understanding through participation in discussions and guided practice.
- Collect and review the descriptive paragraphs to evaluate the use of sensory details, vivid language, and paragraph structure.
- Use a rubric to provide feedback on students' descriptive writing, focusing on creativity, organization, and use of language.

Reflection:

- Reflect on the effectiveness of the lesson by considering student engagement and understanding.
- Note which aspects of descriptive writing were most challenging for students and consider additional practice or review.
- Consider adjustments for future lessons, such as incorporating peer review or varying the writing prompts to cater to different interests.

(2).Semi-Detailed Lesson Plan: it is less complex than the detailed lesson plan. It is having a general game play of what you wanted to cover for that subject on that particular day. This type omits the pupil activity .It just contains the procedure or steps of the lesson. A few of the pivoted question may be included. Semi-Detailed Lesson Plan Similar to the detailed lesson plan, but with fewer details and less specific guidance for each activity. For example:

Objective: Students will be able to write a descriptive paragraph using sensory details and vivid language.

Materials: Sample descriptive paragraphs, Whiteboard and markers, Graphic organizers, writing prompts, Paper and pencils.

Introduction:

- Discuss the importance of descriptive writing.
- Read a sample descriptive paragraph and discuss key elements.

Instructional Input:

- Define descriptive writing.
- Explain and provide examples of sensory details.

Modeling:

- Write a descriptive paragraph on the whiteboard.
- Highlight sensory details and structure (topic sentence, supporting details, and conclusion.

Guided Practice:

- Use graphic organizers to plan a descriptive paragraph based on a given prompt.
- Assist students as they brainstorm and organize ideas.

Independent Practice:

- Students write their own descriptive paragraphs.
- Focus on incorporating sensory details and proper structure.

Closure:

- Students share their paragraphs.
- Provide feedback and highlight effective use of descriptive elements.

Assessment:

- Review student paragraphs for sensory details and organization.
- Provide feedback based on a simplified rubric.

Reflection:

- Reflect on student engagement and understanding.
- Identify areas for improvement in future lessons.

(3).Understanding by Design: it is a framework for improving student achievement through student-driven curriculum, development, instructional design, assessment and professional development.

Understanding by Design (UbD) includes the following steps:

Stage A: Identify Desired Results

Set learning goals, such as understanding how to write a descriptive paragraph using vivid imagery and sensory details

Stage B: Determine Acceptable Evidence

Plan assessments, like having students write a descriptive paragraph and participate in peer reviews to measure their understanding.

Stage C: Plan Learning Experiences and Instruction

Design activities that foster understanding, such as reading examples of descriptive writing, conducting sensory exercises, and engaging in writing workshops for drafting and revising paragraphs.

By following these steps, UbD ensures focused teaching, effective assessments, and enriched learning experiences.

(4).Brief Lesson Plan: this type is even shorter than the semi-detailed. Experienced teachers may prepare this type of lesson plan. Although, all parts of a lesson plan are presented, they do not write them out every day. Brief Lesson Plan typically consists of concise outlines of the main components of the lesson, without detailed explanations or instructions.

Example:

Objective: Students will be able to write a descriptive paragraph using vivid imagery and sensory details.

Materials: Sample descriptive paragraphs, sensory detail chart, writing paper, markers.

Introduction: Introduce the concept of descriptive writing and its importance in creating vivid imagery for the reader.

Instructional Input: Explain the elements of a descriptive paragraph using sample paragraphs and discuss the use of sensory details (sight, sound, smell, taste, touch.

Practice: Students write a descriptive paragraph about a familiar place or object, using sensory details and descriptive language.

Closure: Review key elements of descriptive writing and have students share their paragraphs with the class. Summarize the lesson by highlighting the importance of sensory details in making writing vivid and engaging.

Section Two: Indented Learning Outcomes

A. Learning objectives Taxonomies

- Bloom’s Revised Taxonomy—Cognitive Domain
- Bloom’s Revised Taxonomy—Affective Domain
- Bloom’s Revised Taxonomy— Psychomotor Domain
    - **a**. Simpson’s Psychomotor Domain
    - **b**. Harrow's Classification of the Psychomotor Domain
    - **c**. Dave's Taxonomy

B. The Suggested ILOs Model

Learning objectives Taxonomies

Bloom’s Revised Taxonomy: Cognitive, Affective, and Psychomotor

Bloom’s Revised Taxonomy—Cognitive Domain

Bloom's Taxonomy is a hierarchical model used to classify educational objectives into levels of complexity and specificity. It was created by educational psychologist Benjamin Bloom in the 1950s, with contributions from other scholars (Engelhart, Fust, Hill &Krathwohl, 1956), originally designed to categorize learning objectives for cognitive skills, it has since been expanded to include affective and psychomotor domains. The original version of Bloom's Taxonomy consisted of six levels, organized from lower to higher order thinking skills:

Knowledge: this level involves recalling factual information, concepts, or answers without necessarily understanding their significance.

Comprehension: involves understanding or grasping the meaning of information, including interpreting, explaining, or summarizing ideas.

Application: this level requires using acquired knowledge in new situations or solving problems in novel contexts.

Analysis: involves breaking down complex information into its component parts and understanding how those parts relate to each other.

Synthesis: this level entails creating something new by combining different elements or ideas to form a coherent whole.

Evaluation: this is the highest level, involving making judgments about the value or quality of ideas, methods, solutions, or materials based on specific criteria.

In 2001, a revised version of Bloom's Taxonomy was published by a group of Bloom's former colleagues, with slight modifications to the terminology and a restructuring of the hierarchy. The revised cognitive domain involves mental skills and knowledge acquisition. It consists of six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

1. **Remembering**: Recalling facts and basic concepts.
   - **Example:** Students list the main characters and their roles in a novel they have read.

2. Understanding: Explaining ideas or concepts.
   - **Example:** Students summarize the plot of a story in their own words.

3. **Applying**: Using information in new situations.
   - **Example:** Students write a letter from the perspective of a character in a story.

4. Analyzing: Breaking information into parts to explore relationships.
   - **Example:** Students compare and contrast themes from two different poems**.**

5. **Evaluating**: Justifying a decision or course of action.
   - **Example:** Students critique the effectiveness of an author's use of symbolism in a novel**.**

6. **Creating**: Producing new or original work.
   - **Example:** Students write an alternative ending to a story, integrating the original style and themes.

This revised version emphasizes the importance of creating as the highest level of cognitive skill, reflecting the ability to generate new ideas, products, or ways of thinking. Bloom's Taxonomy remains widely used in education as a framework for designing curriculum, assessments, and instructional strategies to promote higher-order thinking skills.

Bloom's Revised Taxonomy—Affective Domain

Krathwohl's affective domain taxonomy is the best known of the affective application for teaching. His contributions are based on the degree of internalization; that is, the degree to which an attitude, emotion, values, or interest is incorporated into the learner's personality. Krathwohl's Affective Domain is a framework developed by Benjamin Bloom's student, David Krathwohl, along with a team of researchers in the 1960s. It provides a structure for understanding and categorizing educational objectives related to emotions, attitudes, and values. Similar to Bloom's Taxonomy, it consists of a hierarchy of levels, but focuses on the affective domain rather than the cognitive domain. According to (Marzano, & Kendall, 2007, Tomei &Morris, 2005) the five levels of Krathwohl's affective domain are:

Receiving: at this level, learners passively receive or attend to information or stimuli. They become aware of certain ideas, phenomena, or experiences.It refers to the learners' willingness to attend to a particular classroom activity. Teaching is concerned with getting and holding and directing student attention and learning involves outcomes of simple awareness, representing the lowest level of the affective domain.

- **Example:** The teacher introduces a new poem in class and encourages students to listen attentively. The students show awareness by focusing on the teacher's recitation and paying attention to the nuances in the poem.
- **Activity:** Have students listen to an audio recording of a famous speech and ask them to jot down their initial reactions and feelings.

Responding: Responding refers to a higher level of participation on the part of learner .Learners actively demonstrate a willingness to participate or respond to the stimuli. This can involve showing interest, paying attention, or following instructions.

- **Example:** After reading a short story, students participate in a discussion by answering questions, sharing their interpretations, and asking for clarification on parts they found confusing.
- **Activity:** Engage students in a group discussion where they respond to questions about the themes and characters of a novel they have read.

Valuing: Involves attaching worth or value to certain ideas, objects, or phenomena. Learners develop preferences, beliefs, or attitudes based on their experiences and judgments.Valuing is concerned with the worth or value attached by the learner to a particular object, phenomenon, or behavior and implies a degree of acceptance and commitment.

- **Example:** Students start to show a genuine interest in improving their vocabulary because they understand its importance in effective communication. They might start using new words in their writing and speaking.
- **Activity:** Assign students to write a reflective essay on the importance of learning English and how it affects their personal and academic life.

Organizing: at this level, learners internalize their values and beliefs and integrate them into a coherent system. They develop a personal philosophy or set of principles that guides their behavior and decision-making.

- **Example:** Students begin to integrate their appreciation for literature with their personal values and experiences. They might create a project that compares themes in literature to their own life experiences or societal issues.
- **Activity:** Have students create a portfolio where they collect and analyze various literary works that resonate with their own values and beliefs, explaining how each piece connects to their personal life.

Characterization by Value or Internalizing Values: this is the highest level, where learners demonstrate consistent behavior based on their internalized values. They act in accordance with their beliefs and principles, and their actions reflect a deep commitment to their values.

- **Example:** A student consistently exhibits a passion for English by reading extensively outside of class, writing creatively on their own time, and helping peers understand complex texts. This behavior demonstrates a commitment to valuing and utilizing the English language.
- **Activity:** Encourage students to undertake a long-term project, such as writing a novel or a series of essays that reflects their deep commitment to and internalization of the values they have developed through studying English literature and language.

Illustrating Krathwohl's Affective Domain might involve general examples at each level:

Receiving: a student attends a lecture on environmental conservation and listens attentively to the speaker.

Responding: the same student actively participates in class discussions about environmental issues and expresses their opinions.

Valuing: Over time, the student develops a strong belief in the importance of environmental protection and begins to volunteer for conservation efforts.

Organizing: The student integrates their environmental values into their daily life, making sustainable choices in their consumption habits and advocating for environmental policies.

Characterization by Value: Eventually, the student's commitment to environmentalism becomes a core aspect of their identity, influencing all aspects of their behavior and decision-making. They may pursue a career in environmental science or activism, dedicating their life to promoting sustainability.

The psychomotor Domain

The psychomotor domain encompasses the realm of physical skills, spanning from basic abilities to intricate muscle coordination. Examples of psychomotor skills commonly encountered in classrooms include playing musical instruments, engaging in athletic activities, writing in cursive, and delivering oral presentations.In the initial stages of psychomotor development, learners observe and replicate the actions demonstrated by their teachers. They engage in trial and error, experimenting with different approaches until they achieve the desired outcome. This process involves repeated practice and refinement of the physical activity until proficiency is attained. However, even at this stage, learners may still harbor doubts or lack complete confidence in their ability to perform the task.Confidence in psychomotor skills is characterized by the ability to execute the task swiftly, smoothly, and accurately, with minimal energy expenditure. A confident performer demonstrates a response that is performed without hesitation, indicating a high level of proficiency and mastery in the particular skill or sequence. This

confidence is built over time through consistent practice, feedback, and reflection on one's performance.

A. Simpson's Psychomotor Domain

Simpson's Psychomotor Domain refers to a framework developed by Elizabeth J.Simpson in 1972 to categorize and describe the levels of physical skill development. This domain is part of Bloom's Taxonomy, which traditionally focused on the cognitive domain (knowledge and intellectual skills) but was later expanded to include the affective (emotional) and psychomotor (physical) domains. According to (McClellan, 2023, Brown, & Green, 2016 & Railean, 2015) the following are the levels of Simpson's Taxonomy, explained with examples specifically related to teaching English skills:

1. **Perception**: Using sensory cues to guide actions.

- **Explanation**: At this level, students recognize and interpret sensory input related to English skills. They use these cues to make basic distinctions and prepare for further learning.
- **Example**: Students listen to a native speaker pronounce new vocabulary words and identify the sounds they hear. They may highlight these words in a text to visually connect pronunciation with spelling.

2. **Set**: Readiness to act, including mental, physical, and emotional preparedness.

- **Explanation**: Students prepare themselves to engage in an English activity. This preparation involves getting into the right mental and emotional state and physically positioning themselves to perform the task.
- **Example**: Before starting a speaking activity, students review key phrases and practice proper posture for clear speech. They mentally focus on the conversation topic, ensuring they are ready to participate actively.

3. **Guided Response**: The early stages of learning a skill, including imitation and trial and error.

- **Explanation**: Students practice English skills under guidance, imitating correct models and learning through repeated attempts and feedback.

- **Example**: Students repeat sentences after the teacher, mimicking intonation and pronunciation. They engage in guided writing exercises where the teacher provides step-by-step instructions and corrections.

4. Mechanism: Achieving basic proficiency with some confidence and less need for guidance.

- **Explanation**: Students perform English skills with a degree of competence and automaticity. They need less direct supervision and can execute tasks more smoothly.
- **Example**: Students independently read aloud a short story with accurate pronunciation and natural rhythm. They write coherent paragraphs using appropriate grammar and vocabulary with minimal errors.

5. **Complex Overt Response**: skillful performance with accuracy and coordination.

- **Explanation**: Students demonstrate a high level of proficiency in English skills, performing tasks accurately and with good coordination.
- **Example**: Students participate in a debate, presenting their arguments fluently and responding to opponents with precise language. They write an essay with clear structure, varied sentence patterns, and advanced vocabulary.

6. **Adaptation**: Modifying skills to meet specific requirements.

- **Explanation**: Students adapt their English skills to new situations or specific requirements, showing flexibility and problem-solving abilities.
- **Example**: Students adjust their presentation style and vocabulary when speaking to different audiences, such as peers versus adults. They rewrite a formal letter into an informal email, adapting the tone and language appropriately.

7. **Origination**: Creating new movement patterns to fit particular situations, demonstrating creativity.

- **Explanation**: Students use their English skills creatively to develop new and original responses, demonstrating innovation and synthesis.

- **Example**: Students create an original story and perform it as a play, using imaginative dialogue and expressive language. They design a multimedia project that combines written reports, spoken presentations, and visual elements to convey complex information in a unique way.

Simpson's model outlines the progression of learning physical skills, from the initial stages of observation and imitation to the level of mastery and creative movement. It is especially useful in fields where developing physical skills is crucial, such as physical education, dance, sports, and certain technical or vocational training.

B. Harrow's Classification of the Psychomotor Domain

Several other frameworks have been proposed. Here's an overview of an alternative classification by Harrow (1972), which is also commonly used in educational setting. Harrow's taxonomy divides psychomotor skills into six levels, ranging from basic reflexes to complex physical and cognitive skills. According to Soares, 2023, Ahmad, 2011 & Mangal, & Mangal, 2009) the following are the levels of Harrow's Taxonomy, explained with examples specifically related to teaching English skills:

1. Reflex Movements: Involuntary responses to stimuli.

- **Explanation:** these are automatic, unlearned physical reactions to stimuli, which are the most basic form of motor responses.
- **Example:** in the context of teaching English, reflex movements could be related to students reacting naturally to familiar sounds or words in their native language before they consciously think about their meaning in English.

2. Basic Fundamental Movements: simple, foundational movements those are essential for more complex actions.

- **Explanation**: these movements form the basis for more complex skills and are often practiced to build a foundation.
- **Example:** students learn the basic movements of speaking, such as proper mouth and tongue positions for pronouncing English sounds. They practice

writing basic letters and words, focusing on hand movements required for legible handwriting.

3. Perceptual Abilities: the ability to use sensory cues to guide motor activity.

- **Explanation:** this involves coordinating sensory input with motor skills to perform tasks accurately.
- **Example**: students use visual and auditory cues to match spoken words with their written forms. They participate in listening exercises where they identify and write down words or sentences they hear.

4. Physical Abilities: traits related to physical fitness and the effective use of the body in specific activities.

- **Explanation:** these abilities are necessary for the physical stamina and control needed in more extended and complex tasks.
- **Example**: students engage in activities that require sustained attention and endurance, such as reading aloud for extended periods or writing essays. They practice speaking clearly and loudly enough to be heard by the entire class.

5. Skilled Movements: complex movements that require practice and proficiency.

- **Explanation:** these are refined, coordinated movements that are performed with confidence and precision after significant practice.
- **Example:** students perform a dramatic reading of a play, using expressive intonation and gestures. They write complex essays with well-structured arguments and advanced vocabulary, demonstrating high proficiency in English writing skills.

6. Non-Discursive Communication: expressive movements that convey meaning without the use of words.

- **Explanation:** these are expressive and creative physical movements that convey meaning or emotions.
- **Example:** students use body language and facial expressions to act out scenes from a story, conveying emotions and actions without speaking. They

create and perform a silent skit that tells a story or explains a concept, relying solely on non-verbal communication.

These levels help structure the progression of physical and motor skills in learning, providing a framework for educators to design activities that enhance students' proficiency in English through various stages of skill development.

C. Dave's Taxonomy

Another well-known classification is provided by Dave (1970), which includes five levels. Dave's psychomotor taxonomy describes the progressive stages of learning and mastering a skill. It begins with imitation, where the learner observes and copies the actions of someone proficient in the skill. Next, in the manipulation stage, the learner starts to handle and use the tools, equipment, and environment necessary for the skill, gaining hands-on experience. As the learner advances to the precision level, they focus on performing the skill accurately and independently, refining their technique. In the articulation stage, the learner combines multiple skills and performs them in a consistent and coordinated manner. Finally, at the naturalization level, the skills become second nature, allowing the learner to perform them automatically and effortlessly, with minimal conscious thought. This taxonomy outlines the journey from initial imitation to seamless execution, emphasizing gradual improvement and integration of the skill. According to (Earnest & Gupta, 2022, & Gupta, 2021&Utely, et al, 2018) the following are the levels of Dave's Taxonomy, explained with examples specifically related to teaching English skills:

1. **Imitation**: observing and replicating actions performed by others.

- **Explanation:** at this level, students learn by watching and mimicking the actions of others, which is fundamental for acquiring new skills.
- **Example:** students listen to the teacher pronounce words and then repeat them, focusing on imitating the exact sounds and intonation. They watch a video of a native speaker and try to copy the way they speak, including their gestures and expressions.

2. **Manipulation**: performing actions based on instructions and practice.

- **Explanation:** students perform tasks by following directions and practicing, moving beyond simple imitation to more controlled and purposeful actions.
- **Example:** students write sentences using new vocabulary words by following a structured exercise given by the teacher. They practice forming sentences aloud in pairs; using grammar structures they have been taught.

3. **Precision**: refining movements and actions to achieve greater accuracy and proficiency.

- **Explanation**: at this stage, students focus on refining their skills to achieve higher accuracy and consistency in their performances.
- **Example**: students practice pronunciation drills to perfect the sounds of difficult words, ensuring clarity and precision. They edit and revise their essays multiple times to improve grammar, coherence, and style, aiming for error-free writing.

4. Articulation: coordinating and integrating multiple actions into a harmonious performance.

- **Explanation:** students combine several skills and movements into a fluid and coordinated activity, demonstrating a higher level of control and proficiency.
- **Example:** students participate in a debate, integrating their speaking, listening, and critical thinking skills to present arguments and respond to others effectively. They write and perform a short play, using a variety of language skills to create a cohesive and engaging performance.

5. **Naturalization:** performing actions effortlessly with a high degree of proficiency and minimal conscious thought.

- **Explanation:** at this level, skills become second nature, and students perform tasks effortlessly and automatically, with high proficiency.
- **Example:** students engage in spontaneous conversation with native speakers, using complex language structures fluently and naturally. They write a detailed essay or report on a familiar topic without needing extensive drafts or revisions, demonstrating a natural command of the language.

These levels of Dave's Taxonomy provide a framework for understanding the progression of psychomotor skills in learning English, from basic imitation to advanced, automatic performance. They help educators design activities that guide students through each stage of skill development, ensuring comprehensive language acquisition.

Criticism of Bloom's Taxonomy

Bloom's Taxonomy, developed by Benjamin Bloom and colleagues in 1956, has been fundamental in education, categorizing learning goals and designing curricula. It presents a hierarchical model, ranging from lower-order skills like remembering to higher-order skills like creating, and is widely used to structure learning objectives and assessments.Despite its influence, Bloom's Taxonomy faces criticism. Scholars and educators argue that its hierarchical structure oversimplifies human cognition and doesn't consider the context-dependent nature of learning. Critics highlight issues with its theoretical basis, practical application, and cultural relevance, noting that its rigid classification can lead to misconceptions in educational practice.This critique examines the various criticisms from cognitive, educational, practical, theoretical, and cultural perspectives. By exploring these viewpoints, the research aims to understand the limitations of Bloom's Taxonomy and consider suggestions for contemporary education. According to Faulty & Savage, 2013, Harmon &Jones, 2005, Anderson &Krathwol, 2001 & Pohl, 2000) Bloom's taxonomy is a widely recognized framework for organizing and assessing learning objectives. However, like any theory or model, it has its share of criticism that has been leveled against Bloom's taxonomy as follows:

A. Oversimplification: one criticism of Bloom's taxonomy is that it oversimplifies the process of learning by reducing it to a hierarchical structure. Critics argue that learning is a complex and multifaceted process that cannot be neatly divided into discrete stages.

B. Another criticism of Bloom's taxonomy is that it focuses primarily on cognitive skills and neglects other important aspects of learning, such as affective and psychomotor skills .Critics argue that a more comprehensive framework is needed to capture the full range of learning strategies.

C. Lack of Empirical Evidence: some critics argue that Bloom's taxonomy lacks empirical evidence to support its claims, while the taxonomy is widely used in educated setting; there is limited research to support its effectiveness in improving student learning outcomes**.**

D. Cultural Bias: finally, some critics argue that Bloom's taxonomy reflects a western cultural bias that may not be applicable to other cultural context. Critics argue that a more culturally sensitive framework is needed to ensure that all students are able to achieve their potential.

A. **Oversimplification:** one of the main criticisms is that Bloom's taxonomy simplifies the learning process too much by breaking it down into a hierarchical structure. Critics believe that learning is a complex, multi-dimensional process that cannot be easily separated into distinct levels or stages.

B. Narrow Focus on Cognitive Skills: another criticism is that Bloom's taxonomy mainly concentrates on cognitive abilities, neglecting other critical aspects of learning such as emotional (affective) and physical (psychomotor) skills. Critics suggest that a more inclusive framework is necessary to address the diverse ways people learn.

C. Lack of Empirical Support: some critics argue that Bloom's taxonomy doesn't have enough empirical evidence backing its effectiveness. Even though the taxonomy is widely used in educational settings, there is limited research proving that it actually improves student learning outcomes.

D. Cultural Bias: lastly, some critics claim that Bloom's taxonomy is based on Western cultural norms, making it less relevant or applicable in non-Western cultural contexts. They argue that a more culturally sensitive framework is needed to ensure that students from all backgrounds can reach their full potential.

F. Overemphasis on Lower-Order Thinking: some educators believe that Bloom's taxonomy places too much emphasis on lower-order thinking skills such as remembering and understanding at the expense of higher-order skills like analyzing and creating. This can result in teaching methods that prioritize rote memorization over critical thinking and creativity.

G. Difficulty in Assessment: another point of criticism is that Bloom's taxonomy can make it challenging to create assessments that accurately measure higher-order cognitive skills. Developing tests and assignments that effectively

evaluate skills like analysis, evaluation, and creation can be complex and time-consuming.

H. Neglect of Interdisciplinary Learning: critics also note that Bloom's taxonomy tends to isolate cognitive skills within subject areas, potentially neglecting the value of interdisciplinary learning. Real-world problems often require integrated knowledge and skills from multiple disciplines, which the taxonomy may not fully address.

I. **Teacher-Centric Approach:** some argue that Bloom's taxonomy inherently promotes a teacher-centered approach to education, where the teacher directs the learning process according to the hierarchical stages. This can limit opportunities for student-centered learning, where students take a more active role in their own learning journey.

J. **Insufficient Emphasis on Application:** while Bloom's taxonomy includes application as a stage; critics argue that it does not sufficiently emphasize the importance of applying knowledge in real-world contexts. They suggest that practical, experiential learning should be more prominently featured in any educational framework.

K. Lack of Focus on Lifelong Learning: Bloom's taxonomy is primarily focused on educational outcomes within formal education settings. Critics argue that it does not adequately address the concept of lifelong learning, which is crucial in today's rapidly changing world where continuous learning and adaptation are essential.

L. **Overlapping Verbs across Domains**: one significant criticism of Bloom's taxonomy is that the same verbs can be used to formulate objectives in different domains—cognitive, affective, and psychomotor. Verbs like "write," "read," "criticize," "deduce," and "evaluate" can apply to cognitive objectives (mental skills), affective objectives (attitudes and feelings), and psychomotor objectives (physical skills). This overlap can cause confusion for educators when they are trying to identify the specific type of objective they are addressing. As a result, it becomes difficult to create clear, distinct, and measurable learning goals that accurately reflect the intended learning domain. This ambiguity can lead to challenges in both teaching and assessment, as educators may struggle to ensure that their instructional strategies and evaluation methods are appropriately aligned with their educational objectives.

D. The Suggested ILOs Model

The suggested model for lesson planning in the English language starts with general information including:

Date: When the lesson is scheduled.

Time: The duration of the lesson.

Topic: The specific subject matter to be covered.

Curriculum Area: The broader category of the curriculum to which the topic belongs.

Stage: The educational level of the students (e.g., elementary, secondary).

Step (1).Intended Learning Outcomes (ILOs)

Intended Learning Outcomes (ILOs) are specific statements that describe what learners will know, be able to do, or value at the end of a course or program. They serve as a guide for both teaching and assessment methods, ensuring that all aspects of the educational experience align with the desired educational goals. In the context of using the ILOS model for planning a lesson in the English language, ILOs can be categorized into several key areas:

(A).Knowledge and Understanding Outcomes:

Definition: Knowledge and understanding outcomes focus on what students should know and comprehend by the end of the lesson.

Example ILOs:

Students will identify various types of figurative language, such as metaphors, similes, and personification.

Students will explain the role of figurative language in enhancing the meaning and emotional impact of a text. These verbs are useful in designing learning objectives and assessments to gauge students' acquisition and comprehension of knowledge. Define - List - Identify - Describe - Name - State - Match- Explain - Discuss - Illustrate- Choose - Order - Arrange – Rearrange - recite- Copy - Record - Summarize - Organize - Paraphrase -Change - Tabulate - Repeat- Omit

- Combine- Paint - Locate - Connect - Conclude - Classify - Categorize - Count - Review - Trace - Clarify - Specify - Determine .

(B).Intellectual outcomes:

Definition: intellectual skills outcomes emphasize cognitive processes, including critical thinking, analysis, synthesis, and evaluation.

Example ILOs:

Students will analyze the use of figurative language in a given poem to interpret its deeper meaning.

Students will evaluate the effectiveness of figurative language in conveying the themes and emotions of the text. To formulate intellectual outcomes, it's essential to use measurable verbs that clearly define the expected level of intellectual engagement and performance. Here's a list of measurable verbs:

Compare - Differentiate - Contrast - Select - Examine - Distinguish - Predict - Deduce - Infer - Anticipate -Separate - Criticize - demonstrate - Interpret - Analyze - Evaluate - Modify – Discover- Hypothesize - Suggest - express - Assess - Test - Cite - Outline - Detail – Justify .

(C). Professional outcomes:

Definition: Professional skills outcomes relate to the application of knowledge and skills in professional or practical contexts.

Example ILOs:

Students will apply figurative language techniques in their own creative writing.

Students will provide constructive feedback on peers' use of figurative language in writing assignments.

Professional outcomes focus on the practical application of knowledge and skills in real-world contexts. When formulating professional outcomes, it's essential to use measurable verbs to ensure that the objectives are clear, specific, and assessable. Below are examples of how to use these measurable verbs to create professional outcomes in an educational setting, particularly in the context of an English language lesson:

Plan - Design- Invent - Construct - Prepare - Develop - Produce - Write - Apply- Employ - Conduct - Use - Diagram- Establish - Consolidate - Translate - Present - Elaborate.

(D). Affective, Transferable and General Outcomes

Definition: transferable skills outcomes focus on abilities that can be applied across various domains and contexts, such as communication, teamwork, and problem-solving.

Example ILOs:

- Students will enhance their communication skills by participating in group discussions about figurative language.
- Students will develop critical thinking skills through the analysis and evaluation of literary texts.

Transferable skills are abilities that can be applied across various domains and contexts, enhancing students' versatility and adaptability. General outcomes pertain to broad, overarching skills and knowledge that are essential across different fields of study. The following are verbs that can be used to formulate Transferable outcomes:

Interact- Defend - Adapt - Adopt - Avoid - Consult - Coordinate - Cooperate - Participate - Confirm- Explore- Search - Manage - Help - Advice - Correspond - Appraise -Motivate. Recommend - Improve - Validate -Follow - Accept - Enjoy- Share - Invite – Activate - refuse.

Benefits of the First Stage (ILOS Formulation to Four Types)

The suggested ILOS (Intended Learning Outcomes Specification) model's first stage involves classifying learning outcomes into four distinct types: knowledge and understanding, intellectual outcomes, professional outcomes, and transferable and general outcomes. This approach offers several benefits over the traditional three-level classification of Bloom's taxonomy (cognitive, affective, and psychomotor domains). Here's an illustration of these benefits:

1 . Clarity and Specificity

Four Distinct Categories: By dividing the outcomes into four clear categories, educators can more precisely articulate what students are expected to learn. This reduces ambiguity and overlap between different types of learning outcomes.

Avoiding Overlap: Bloom's taxonomy, while comprehensive, often sees overlap within its domains (e.g., cognitive, affective) because each domain can include a wide range of complexity. The ILOS model's categorization helps avoid this by providing specific areas of focus.

2 .Ease of Use

Suggested Verbs: each category comes with suggested verbs that are tailored to the type of outcome. This guidance helps teachers to formulate outcomes more easily and consistently, ensuring that the language used is appropriate to the type of learning intended.

Reduced Complexity: Bloom's taxonomy's levels within each domain can sometimes be complex to navigate, especially for new educators. The ILOS model simplifies this by offering clear, discrete categories.

3. Enhanced Alignment with Professional and Lifelong Learning Goals

Professional Outcomes: including professional outcomes explicitly ensures that the learning is aligned with industry standards and real-world applications. This is particularly beneficial in vocational and professional education settings.

Transferable Skills: by categorizing transferable and general outcomes, the model emphasizes skills that are crucial across various contexts, such as communication, teamwork, and problem-solving.

4. Comprehensive Coverage

Knowledge and Understanding: this category ensures foundational knowledge is covered, akin to the lower levels of Bloom's cognitive domain.

Intellectual Outcomes: these focus on higher-order thinking skills, similar to Bloom's higher levels, but are clearly separated from basic knowledge.

Professional Outcomes: these are distinct from academic knowledge, focusing on practical and applied skills needed in professional contexts.

Transferable and General Outcomes: these encompass soft skills and general competencies that are valuable across different areas of life and work.

٥. Focused Curriculum Development

Targeted Objectives: educators can develop curricula that specifically target each type of outcome, ensuring a balanced approach to education that covers theoretical knowledge, intellectual skills, professional capabilities, and general competencies.

Assessment Alignment: assessments can be more easily aligned with the intended learning outcomes, as each category provides clear guidance on what to measure and how to measure it.

Example of Comparison: between Bloom's Taxonomy and ILOS

Bloom's Taxonomy:

Cognitive: Understand, analyze, evaluate (can overlap and vary in complexity.(

Affective: Receiving, valuing, and organizing.

Psychomotor: Imitation, manipulation, precision.

ILOS Model:

Knowledge and Understanding: Define, describe, explain

Intellectual Outcomes: Analyze, synthesize, evaluate, select

Professional Outcomes: Demonstrate, perform, apply, write, design

Transferable and General Outcomes: Communicate, collaborate, problem-solve.

Conclusion

The ILOS model's classification into four types of outcomes offers a structured and clear framework for formulating learning objectives. This structure helps educators avoid the complexities and overlaps inherent in Bloom's taxonomy, providing a more user-friendly and practical approach to designing and assessing educational programs. By aligning learning outcomes with professional and general skills, the ILOS model ensures that students are prepared not only academically but also for real-world challenges.

Step (2).Content Matrix:

Creating a content matrix is a pivotal step in the instructional design process, particularly within the ILOS (Intended Learning Outcomes Suggested) model. This step ensures that the content aligns with the learning objectives and appropriate assessment methods. Here are the benefits of the content matrix, along with an illustration of how it functions within the ILOS model:

1. Alignment of Content with Learning Objectives: ensures that every piece of content taught is directly related to a specific learning objective. This avoids teaching unrelated material and keeps the focus on what's essential for achieving the intended outcomes.

2. Cohesive Learning Experience: promotes a cohesive learning journey for students by ensuring that the progression of content logically follows the learning objectives.This helps students build on their knowledge systematically.

3. Effective Assessment Planning: facilitates the alignment of assessment methods with both the content and the learning objectives. This ensures that assessments accurately measure whether students have achieved the intended learning outcomes.

4. Resource Optimization: helps teachers identify the most relevant and effective resources and instructional materials, avoiding the inclusion of superfluous content and thereby saving time and effort.

5. Enhanced Teaching Strategies: encourages teachers to think critically about how each piece of content can be best delivered to meet the learning objectives, leading to more innovative and effective teaching strategies.

6. Improved Student Engagement: By ensuring that content is directly relevant to learning objectives, students are more likely to see the value in what they are learning, increasing engagement and motivation.

Table (1): An Example of Content Matrix Agreement

Content/Activity	Learning Outcome Category	Intended Learning Outcome	Assessment Method
Introduction to Essay Structure	Knowledge and Understanding	Students will identify the key components of a persuasive essay (introduction, body, and conclusion).	Quiz on essay structure
Thesis Statement Workshop	Intellectual Skills	Students will formulate clear and concise thesis statements for their essays.	Evaluation of thesis statements
Argument Development Exercise	Intellectual Skills and Professional Skills	Students will develop arguments and supporting evidence for their thesis statements.	Argument outline submission
Essay Outline Creation	Transferable Skills	Students will create detailed outlines for their persuasive essays.	Review of essay outlines
Draft Writing Session	Professional Skills	Students will write the first draft of their persuasive essays.	Teacher feedback on drafts
Peer Review Session	Transferable and General Outcomes	Students will provide and receive constructive feedback on their essay drafts.	Peer review forms and teacher observation
Revising and Editing Workshop	Professional Skills and Transferable Skills	Students will revise and edit their essays based on peer and teacher feedback.	Comparison of first and final drafts

Step (3) Strategies and Teaching Methods

To effectively achieve the intended learning outcomes (ILOs) for the lesson, it's crucial to employ a variety of teaching strategies and methods. These strategies should cater to diverse learning styles, promote active engagement, and facilitate the development of both content knowledge and transferable skills.

Step (5) Warming –up

Warming up as the fifth step in the suggested ILOS (Instructional Learning Outcome Sequence) is crucial for preparing students' minds to effectively receive and engage with the lesson content. There are various techniques a teacher can use to achieve this. Here are a few illustrated examples:

Here are various warming-up techniques listed in points:

1. Brainstorming

- Pose a question or problem related to the lesson topic.
- Students generate ideas or solutions.

2. Quick Write

- Students write briefly about a specific prompt or question.
- Focuses thoughts and engages emotions.

3. K-W-L Chart (Know-Want to Know-Learned(

- Fill in what they know and want to know at the beginning.
- Complete what they learned at the end.

4. Interactive Activities

- Engage in a quick, related game or puzzle.
- Energizes and stimulates thinking.

5. Discussion Questions

- Pose open-ended questions.
- Stimulate discussion and critical thinking.

6. Visual Prompts

- Use images, videos, or other visual media.
- Introduce the lesson topic visually.

7. Recap and Connect

- Recap the previous lesson.

- Connect it to the current lesson.

8. Mind Mapping

- Create a mind map to organize information.
- Visualize and connect concepts.

9. Guessing Games

- Engage with a fun guessing game.
- Pique interest and create a competitive atmosphere.

10. Role Play

- Act out scenarios related to the lesson topic.
- Understand concepts through dramatization.

Step (6) Key Vocabulary

In this step, the teacher focuses on introducing and explaining new words that are essential for understanding the lesson content. These words are often ones that students may not be able to guess from context alone, known as passive vocabulary. The process involves several sub-steps to ensure students grasp both the pronunciation and meaning of these words. Here's how it can be structured:

1. Selection of New Words

- Identify words from the lesson content that are likely unfamiliar to students.
- Prioritize words that are crucial for understanding the lesson and that students cannot easily infer from context.

2. Writing the Words

- Write each new word clearly on the board or display it using a projector.

3. Providing Transcription

- Write the phonetic transcription of each word next to it. This helps students understand the correct pronunciation.
- Example:Word: Democracy/Transcription: /dɪˈmɒkrəsi/

4. Giving Definitions

- Provide a clear, concise definition of each word in English. Avoid using complex language that might confuse students further.
- Example: Word: Democracy/Definition: A system of government where the citizens exercise power by voting.

5. Pronunciation Practice

- Model the pronunciation of each word. Have students repeat the words several times, focusing on correct pronunciation.
- Engage the class in choral repetition and individual practice to ensure all students are comfortable with the pronunciation.

6. Contextual Sentences

- Give example sentences using the new words to show how they are used in different contexts.
- Example: Word: Democracy/ Sentence/ "In a democracy, everyone has the right to vote and participate in decision-making."

Transition to Step (7) Key Structure:

After students are familiar with the new vocabulary, the teacher can move to Step (7) Key Structure. In this step, the teacher writes different sentences using the newly learned words, demonstrating how they can be used in various grammatical structures and contexts.

1. Write Example Sentences:

- Using the key vocabulary, create sentences that illustrate different grammatical structures.
- Example: "The revolution was a pivotal moment in history".
- Example: "Colonists played a crucial role in the fight for independence".

2. Encourage Practice:

- Have students practice by creating their own sentences using the new vocabulary.
- Provide feedback and correct any grammatical errors.

By following these steps, the teacher not only introduces new vocabulary but also enhances students' pronunciation, comprehension, and ability to use these words in context. This method promotes a deeper understanding and retention of the lesson content.

Step (8) Practice

In Step (8) "Practice and Exercises," the teacher designs tasks and activities aimed at deepening students' understanding of the topic and enhancing their language skills through imitation and practice. The goal is to help students achieve the intended learning outcomes of the lesson. Here's an illustration:

Example: English Language Lesson on Past Tense Verbs

A. Objective: Students will be able to correctly use past tense verbs in sentences.

B. Activity: Sentence Completion

- Task: Provide students with sentences missing past tense verbs.
- Example: "Yesterday, I ____ (go) to the park".
- Student Action: Fill in the blank with the correct past tense verb: "Yesterday, I went to the park".
- Purpose: This activity helps students practice verb conjugation and reinforces their understanding of past tense usage.

C. Activity 2: Role-Playing

- **Task**: Students pair up and role-play a conversation about what they did last weekend.
- **Example**: One student might say, "I visited my grandparents," while the other responds, "I watched a movie".
- Student Action: Engage in dialogue using past tense verbs.
- Purpose: This exercise allows students to practice speaking and listening skills in a context that mimics real-life conversations, helping them internalize the use of past tense verbs.

D. Activity 3: Story Writing

- Task: Students write a short story about a memorable event using past tense verbs.
- Example: "Last summer, my family and I traveled to the beach. We swam in the ocean and built sandcastles".
- Student Action: Write a narrative incorporating various past tense verbs.
- Purpose: This activity encourages creative expression and the application of past tense verbs in a cohesive piece of writing, aiding in the development of both writing and grammatical skills.

E. Activity 4: Imitation Drills

- Task: The teacher reads a passage using past tense verbs, and students repeat it.
- Example: Teacher: "The dog chased the cat." Students: "The dog chased the cat".
- Student Action: Repeat the sentences verbatim.
- Purpose: Imitation drills help students improve pronunciation and fluency, reinforcing correct verb forms through repetition.

By incorporating these varied activities, the teacher provides a comprehensive practice environment that helps students improve their language skills and achieve the lesson's goals through imitation and practical application.

Step (9).Evaluation

In the evaluation step of planning, the teacher focuses on designing questions and evaluation tasks to assess the achievement of intended learning outcomes. It is crucial to ensure that these evaluation tools are aligned with the objectives of the lesson or unit, covering the full spectrum of knowledge, skills, and attitudes intended for the students. Evaluation can be classified into different types. The most popular types of evaluation are based on the purpose and timing of evaluation. According to (Mehta, 2022, Madaus &Stufflebean, 2012 & Harlen, 2oo7) the different types of evaluation based on purpose are placement, formative, diagnostic and summative evaluations.

(1).Placement test: this type of evaluation is carried out to fix the student in the appropriate group or class. In some schools, for instance, students are assigned to classes according to their subject combinations, such as science technical, arts, commercial, etc.; before this is done in examination will be carried out .This is in the form of a pretest or aptitude test.It can also be a type of evaluation made by the teacher to find out the entry behavior of his students before he starts teaching. This may help the teacher to adjust his lesson plan. Tests like readiness tests, ability tests, aptitude tests, and achievement tests can be used. Placement evaluation purpose,

- **Purpose**: Placement evaluation is conducted to determine the most suitable group or class for a student based on their prior knowledge, skills, and abilities. This type of evaluation ensures that students are placed in an educational setting that matches their current level and subject preferences, such as science, technical, arts, or commercial streams.
- **Timing**: Placement evaluations are typically conducted before the start of a course or instructional period.

Methods and Tools:

- **Pre-Tests:** Assess students' existing knowledge and skills relevant to the subject matter.
- **Aptitude Tests:** Measure students' inherent abilities and potential in specific areas.
- **Readiness Tests:** Evaluate whether students have the foundational skills necessary for the upcoming curriculum.
- **Achievement Tests:** Assess students' past academic performance and achievements.

(2)Formative Evaluation

Formative evaluation is aimed at helping both students and teachers identify areas where learning has not been fully achieved so that these gaps can be addressed. This type of evaluation provides ongoing feedback, enabling students to understand their progress and areas needing improvement, while also helping teachers gauge the effectiveness of their instruction. By highlighting specific weaknesses in students' understanding, formative evaluation allows for timely interventions to enhance learning outcomes.

Examples of formative evaluation include weekly tests and periodic exams, which serve to continually monitor and support the learning process throughout the instructional period.

(3).Diagnostic Evaluation

Diagnostic evaluation is conducted as a follow-up to formative evaluation when initial corrective measures have not been successful. As a teacher, after using formative evaluation to identify weaknesses in your students and applying corrective measures that did not yield the desired results, you now need to design a diagnostic test. This test, administered during instruction, aims to uncover the underlying causes of persistent learning difficulties. These diagnostic tests can take various forms, such as achievement tests, performance tests, self-rating scales, interviews, and observations.

In other words, diagnostic evaluation involves creating specialized assessments to delve deeper into the root causes of students' ongoing learning challenges. These assessments can be tailored to measure different aspects of student performance and understanding, allowing you to gather detailed information and develop more targeted interventions.

(4).Summative evaluation

Summative evaluation, conducted at the conclusion of a course or instructional program, assesses the extent to which learning objectives have been met. This comprehensive evaluation often referred to as summarizing evaluation, reviews the entire instructional period to make judgments about the performance of both teachers and students, as well as the effectiveness of the curriculum and educational system. It is typically used for certification purposes, providing a final measure of achievement and proficiency.

Below are various types of evaluation tools and strategies that can be employed in teaching as illustrated in the following diagram:

Step (10): Consolidation (improvement plan).

The tenth step of the ILOS (Integrated Learning Outcomes System) suggested model focuses on consolidation, specifically on developing and implementing an improvement plan. In this step, the teacher selects appropriate

techniques to address students' weaknesses identified through evaluation results. The goal is to enhance student performance by tailoring instructional strategies to meet their needs. Below is a detailed explanation of this step:

Objective of Consolidation (Improvement Plan)

The primary objective of the consolidation phase is to address and rectify the areas where students are struggling, based on the outcomes of their assessments. This step ensures that every student receives the necessary support to overcome their weaknesses and achieve the desired learning outcomes.

Techniques for Improvement

The improvement plan can incorporate various techniques to target students' weaknesses effectively. Some of the common techniques include:

1. Assignments

Description: assignments tailored to address specific areas of weakness identified in the evaluation.

Benefit: They reinforce learning by providing students with additional practice on challenging topics.

2. Individual Tasks

Description: personalized tasks designed for individual students based on their unique learning needs.

Benefit: these tasks allow students to work independently on areas where they need improvement, enabling focused and personalized learning.

3. Pair Work

Description: activities where students work in pairs to support each other in overcoming their weaknesses.

Benefit: pair work promotes collaborative learning, allowing students to learn from each other and offer mutual support.

METHDOLOGY

Research Design

The present study is a descriptive, analytical, and quasi- experimental study. It is partially analytical and partially experimental. It uses a pre-post to assess the participants' planning skills of English lessons; two groups experimental design.

Participants

The participants in the study were third-year students from the English Language Department.

- The total number of participants was 80, divided equally into two groups:
- Control Group: 40 students who received lesson planning training based on Bloom's Taxonomy.
- Experimental Group: 40 students who received lesson planning training using the ILOS model.

Grouping:

The students were divided randomly into the control and experimental groups to ensure that any differences observed were due to the intervention and not pre-existing differences between the groups.

Instruments

1. Planning Rubrics Form for the Lesson:

- This rubric was used to assess the quality of lesson plans created by the students.
- The rubric likely included criteria such as clarity of objectives, appropriateness of content, selection of teaching strategies, and methods of evaluation.
- The rubrics were designed to objectively evaluate the effectiveness of the lesson plans based on predefined standards.

2. Pre- posttest:

The "Lesson Planning Skills for Pre-service Teachers" test is designed to evaluate the ability of pre-service teachers to create comprehensive and effective lesson plans for a third-grade preparatory stage English class. The test consists of five sections, each with specific questions to guide the planning process. In Section 1, candidates must define at least three specific, measurable lesson objectives. Section 2 requires a description of the lesson content, including the main topics or concepts and a list of necessary materials. In Section 3, candidates must outline the introduction, main activities, and procedures for teaching the lesson. Section 4 focuses on assessment and evaluation methods, requiring both formative and summative approaches and how feedback will be provided to students. Finally, Section 5 addresses reflection and adaptation, asking candidates to explain how they will evaluate the lesson's effectiveness and use this reflection to inform future lesson planning. This comprehensive test comprises a series of open-ended items designed to assess critical aspects of lesson planning, including setting objectives, content delivery, material usage, assessment strategies, and reflective practice.The test was administered to both the control and experimental groups before and after the intervention. It aimed to assess the baseline skills of the students in lesson planning and their understanding of learning objectives, as well as measure any improvements or changes in their abilities to plan lessons effectively. The focus was on assessing the skills developed through the intervention, such as formulating learning objectives, selecting appropriate content, and planning effective teaching strategies. Both groups were required to create lesson plans as part of their training and assessment, and these lesson plans were evaluated using the Good Planning Rubrics Form to determine the effectiveness of the training received.

3. Training Program:

- For the experimental group, the training program was designed to activate and utilize the ILOS model in lesson planning during the first semester 2022/2023.
- The control group received training based on traditional lesson planning methods aligned with Bloom's Taxonomy in a simplified form based on ILOS.

Psychometric Properties of the Lesson Planning Skills Test

The researcher verified the psychometric properties of the lesson planning skills test through a pilot study conducted on 40 pre-service student teachers who were not participate in the main study sample. The objectives of this verification were:

Firstly, Calculate Internal Consistency of the Test

Secondly, Calculate Test Reliability

Thirdly, Calculate Test Validity

Fourthly, Calculate Item Difficulty and Ease Indices

Fifthly, Calculate Item Discrimination Indices

The results of the pilot study for the test are as follows:

1. Calculation of Internal Consistency

Internal consistency and coherence of the test were verified by calculating the correlation coefficients between each skill and the total score of the test, as shown in Table (**2**):

Table (2): Correlation Coefficients between Each Skill and the Total Test Score

Skill	Correlation	Sig
Formulate specific, measurable, and achievable objectives	0.616	0.01
Identify the content	0.641	0.01
Identify the appropriate teaching strategies	0.702	0.01
Select the appropriate warming up	0.589	0.01
Identify the key concepts, vocabularies	0.775	0.01
Consider incorporating activities and exercises	0.687	0.01
Select the appropriate assessment, tools, tasks	0.563	0.01
Use feedback to make improvements	0.813	0.01

The table shows that all correlation coefficients between each skill and the total test score are significant at the 0.01 level, indicating strong internal consistency of the test.

2. Calculation of Test Reliability

Reliability refers to the consistency of the measurement tool, meaning it should yield the same results if applied again under the same conditions after at least two weeks. The researcher used two methods to ensure the test's reliability:

a. Using the Spearman-Brown Split-Half Reliability Coefficient:

- The correlation between the odd and even items of the test was calculated, resulting in a value of 0.517.
- This was corrected using the Spearman-Brown formula, yielding a split-half reliability coefficient of 0.682, indicating an acceptable level of reliability.

b. Using Cronbach's Alpha Coefficient:

- The Cronbach's Alpha coefficient for the test was calculated to be 0.715, which is an acceptable level of reliability, indicating confidence in the results obtained when the test is applied to the main study sample.

3. Calculation of Test Validity

The researcher calculated the test validity through the following methods:

a. Face Validity (Expert Judgment)

- The initial version of the test was presented to a panel of experts in curriculum and instruction (Appendix2)
- The experts evaluated the test items based on:
- The relevance of each item to the skill it represents.
- The appropriateness of each item for the study sample.
- The linguistic accuracy of the test items.
- Suggestions for adding, deleting, or modifying items to achieve the test's objectives.
- All items were retained, with agreement rates between 80% and 100%.
- The researcher conducted personal interviews with the experts to discuss the test and its items, leading to minor adjustments and finalizing the test.

b. Discriminant Validity (Extreme Groups Comparison)

- The researcher verified discriminant validity by ranking the scores of the 40 pre-service student teachers (from the pilot study) in descending order.
- The significance of differences between the highest 27% and lowest 27% scores on the test was calculated using the Mann-Whitney U test, as shown in Table (**3**):

Table (3): Differences Between Upper and Lower Quartile Scores on the Lesson Planning Skills Test

Skill	Upper Quartile (n = 11)	Lower Quartile (n = 11)	U	W	Z	Sig
Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks			
Formulate specific, measurable, and achievable objectives	17	187	6	66	0	66
Identify the content	16	176	7	77	35	77
Identify the appropriate teaching strategies	17	187	6	66	0	66
Select the appropriate warming up	16	176	7	77	35	77
Identify the key concepts, vocabularies	17	187	6	66	0	66
Consider incorporating activities and exercises	17	187	6	66	0	66
Select the appropriate assessment, tools, tasks	16	176	7	77	35	77
Use feedback to make improvements	17	187	6	66	0	66
Total	17	187	6	66	0	77

The table shows significant differences at the 0.01 level between the mean ranks of the high and low-performing students, indicating strong discriminant validity of the test.

4. Calculating the Ease, Difficulty, and Discrimination Indices for the Writing Skills Test

A. Calculating Ease and Difficulty Indices:

The researcher calculated the ease and difficulty indices for the test items as shown in the following table:

Item Number	Ease Index	Difficulty Index	Discrimination Index	Item Number	Ease Index	Difficulty Index	Discrimination Index
1	0.35	0.65	0.234	5	0.41	0.59	0.242
2	0.31	0.69	0.214	6	0.31	0.69	0.214
3	0.35	0.65	0.234	7	0.41	0.59	0.242
4	0.41	0.59	0.242	8	0.43	0.57	0.245

The ease indices of the items ranged between 0.31 and 0.43, and the difficulty indices ranged between 0.57 and 0.69. Based on this, the researcher ranked the items according to their ease and difficulty indices from easiest to hardest.

B. Calculating the Discrimination Indices for the Test Items:

The discrimination index indicates the ability of each test item to differentiate between high and low performance among the sample participants. Upon calculating the values for each item, it was found that the discrimination indices ranged from 0.214 to 0.245, which are acceptable as they all exceed 0.2, the threshold below which an item should be discarded.

Summary

Ease Indices: ranged between 0.31 and 0.43.

Difficulty Indices: ranged between 0.57 and 0.69.

Discrimination Indices: ranged between 0.214 and 0.245, all of which are acceptable.

It can be concluded that the test items have appropriate levels of ease, difficulty, and discrimination, which supports the validity of the test in measuring writing skills.

Equivalence of the Groups in Pre-Test Lesson Planning Skills

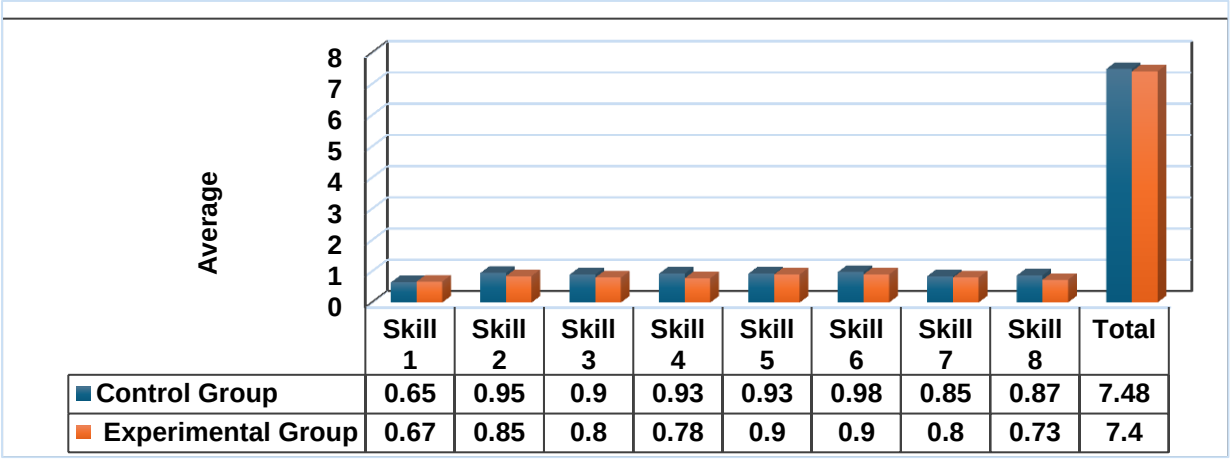
The researcher verified the equivalence of the experimental and control groups regarding their pre-test lesson planning skills. The results are presented in Table

Table (4): Significance of Differences between the Mean Scores of the Experimental and Control Groups in the Pre-Test Measurement of Lesson Planning Skills

Skills	Groups	No. group	Mean	St. Division	T	Sig
Formulate specific, measurable, and achievable objectives	Control	40	0.65	0.48	0.234	Not Sig
	Experiment	40	0.67	0.47		
Identify the content	Control	40	0.95	0.22	1.49	Not Sig
	Experiment	40	0.85	0.36		
Identify the appropriate teaching strategies	Control	40	0.9	0.31	1.25	Not Sig
	Experiment	40	0.8	0.41		
Select the appropriate warming up	Control	40	0.93	0.27	1.89	Not Sig
	Experiment	40	0.78	0.42		
Identify the key concepts, vocabularies	Control	40	0.93	0.27	0.391	Not Sig
	Experiment	40	0.9	0.31		
Consider incorporating activities and exercises	Control	40	0.98	0.16	1.39	Not Sig
	Experiment	40	0.9	0.31		
Select the appropriate assessment, tools, tasks	Control	40	0.85	0.36	0.58	Not Sig
	Experiment	40	0.8	0.41		
Use feedback to make improvements	Control	40	0.87	0.33	1.69	Not Sig
	Experiment	40	0.73	0.45		
Total	Control	40	7.48	0.51	0.67	Not Sig
	Experiment	40	7.4	0.49		

It is clear from Table (4) and Figure (1) that all T-values are not statistically significant for both the individual skills and the overall score of the lesson planning skills test. This indicates that the two groups, control and

experimental, were equivalent in the pre-test measurement of lesson planning skills.



	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Total
Control Group	0.65	0.95	0.9	0.93	0.93	0.98	0.85	0.87	7.48
Experimental Group	0.67	0.85	0.8	0.78	0.9	0.9	0.8	0.73	7.4

Figure (1): Differences between the Mean Scores of the Control and Experimental Groups in the Pre-Test Measurement of Lesson Planning Skills and Overall Score

Results and Discussion

This section discusses the results of the analysis of pre-service teachers' planning competency results and evaluates the effectiveness of the proposed ILOS-based model (Intended Learning Outcomes-based model) in enhancing these skills. It also assesses whether the hypotheses formulated at the beginning of the study are validated by the data collected or not.

Testing the First Hypothesis of the Study

Hypothesis one states that "There are statistically significant differences between the mean scores of the experimental group and the control group on planning lesson skills post-test on the overall lesson planning skills in favor of the experimental group". To verify this hypothesis, the researcher used the parametric statistical method, the Independent Samples (T) Test, to check the significance of differences between the mean scores of the control and experimental groups in the overall post-test measurement of lesson planning skills. The results are as shown in Table (5):

Table (5): Significance of Differences between the Mean Scores of Students in the Experimental and Control Groups in the Overall Post-Test Measurement of Lesson Planning Skills

Skills	Groups	No. group	Mean	St. Division	T	Sig
Total	Control	40	16.4	1.22	-61.65	0.001
	Experiment	40	30.5	0.78		

It is clear from Table (5) that the T-value is -61.65, which is statistically significant (0.001) for the overall score of the lesson planning skills test. This indicates that there are statistically significant differences between the control and experimental groups in the post-test measurement of lesson planning skills, in favor of the experimental group. Thus, the first hypothesis is confirmed. Figure (2) illustrates the differences between the mean scores of the control and experimental groups in the post-test measurement of lesson planning skills.

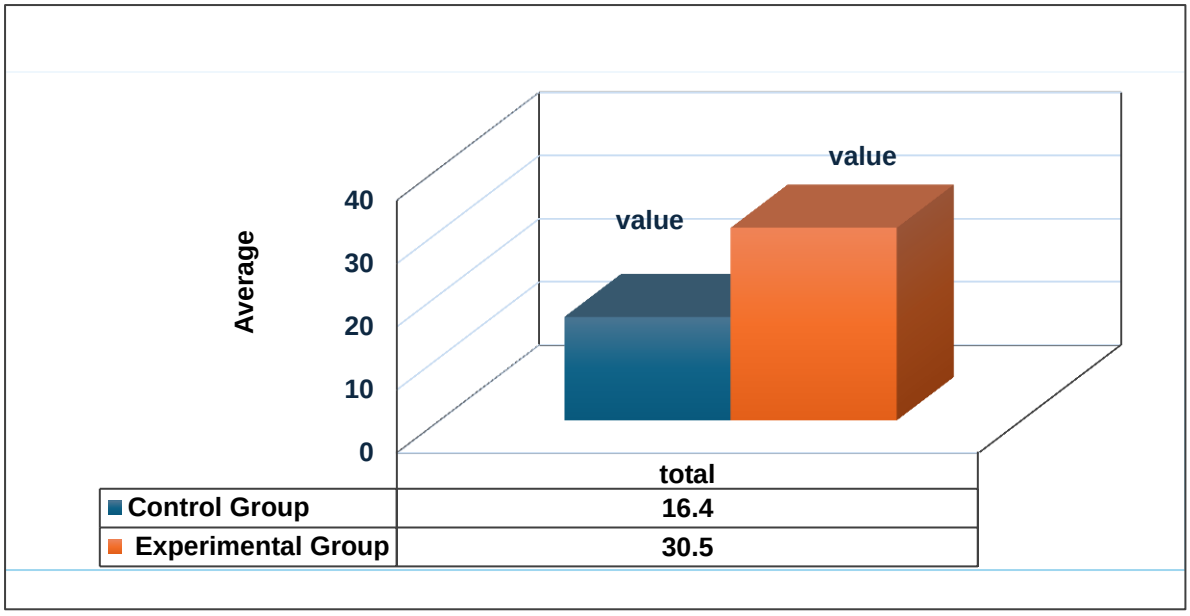


Figure (2): Mean Scores of the Control and Experimental Groups in the Post-Test Measurement of Lesson Planning Skills

This result can be interpreted in light of several key factors that contributed to the significant improvement in the experimental group's lesson planning skills. First, the effectiveness of the ILOS-based model (Intended Learning Outcomes-based model) played a fundamental role. This model's structured approach ensured that pre-service teachers in the experimental group could

systematically align their lesson objectives with specific learning outcomes, leading to more coherent and comprehensive lesson plans.

Second, the practical application of the ILOS-based model likely enhanced the experimental group's understanding and execution of lesson planning. The experimental group had the opportunity to practice and refine their skills through repetitive feedback and real-world teaching scenarios, which the control group did not experience to the same extent.

Finally, the confidence and competence of the pre-service teachers in the experimental group increased as a result of the structured and supportive environment provided by the ILOS-based model. This boost in self-efficacy likely translated into better performance in lesson planning tasks, as reflected in their higher test scores.

In conclusion, the statistically significant differences in the post-test scores between the experimental and control groups underscore the success of the ILOS-based model in enhancing lesson planning skills among pre-service teachers. This model's focus on aligning instructional strategies with intended learning outcomes, coupled with practical application and innovative teaching methods, proved to be highly effective.

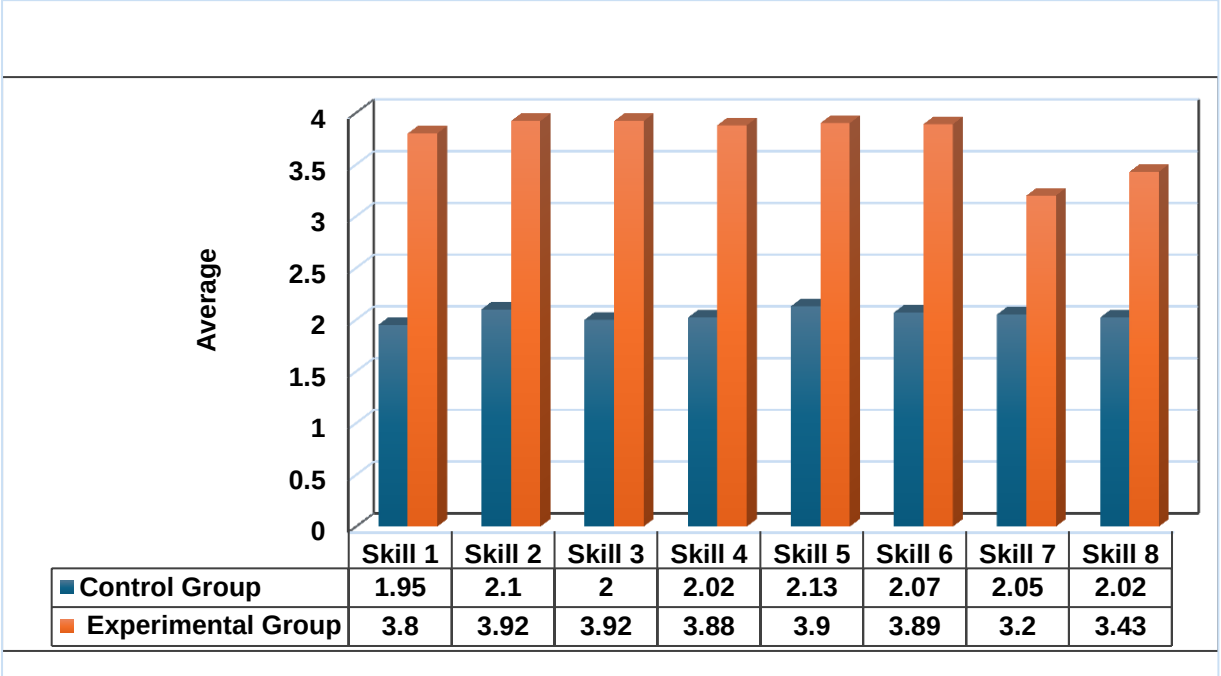
Testing the Second Hypothesis of the Study

Hypothesis two states that “There are statistically significant differences between the mean scores of the experimental group and the control group on planning lesson skills post-test on each sub-skill of English lesson planning in favor of the experimental group”. To verify this hypothesis, the researcher used the parametric statistical method, the Independent Samples (T) Test, to check the significance of differences between the mean scores of the control and experimental groups in the post-test planning skills for each sub-skill of English lesson planning. The results are shown in Table (6):

Table (6): Significance of Differences between the Mean Scores of the Control and Experimental Groups in the Post-Test Planning Skills for Each Sub-Skill of English Lesson Planning

Skills	Groups	No. group	Mean	St. Division	T	Sig
Formulate specific, measurable, and achievable objectives	Control	40	1.95	0.32	-22.77	0.01
	Experiment	40	3.8	0.41		
Identify the content	Control	40	2.1	0.3	-39.55	0.01
	Experiment	40	3.92	0.21		
Identify the appropriate teaching strategies	Control	40	2	0.25	-79.1	0.01
	Experiment	40	3.92	0.39		
Select the appropriate warming up	Control	40	2.02	0.16	-35.4	0.01
	Experiment	40	3.88	0.23		
Identify the key concepts, vocabularies	Control	40	2.13	0.33	-35.89	0.01
	Experiment	40	3.9	0.21		
Consider incorporating activities and exercises	Control	40	2.07	0.42	-29.21	0.01
	Experiment	40	3.89	0.28		
Select the appropriate assessment, tools, tasks	Control	40	2.05	0.22	-15.77	0.01
	Experiment	40	3.2	0.41		
Use feedback to make improvements	Control	40	2.02	0.42	13.51	0.01
	Experiment	40	3.43	0.51		

It is clear from Table (6) and Figure (3) that all T-values are statistically significant (0.01) for each sub-skill of English lesson planning. This indicates that there are statistically significant differences between the control and experimental groups in the post-test measurement for each sub-skill of English lesson planning, in favor of the experimental group. Thus, the second hypothesis is confirmed.



	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8
Control Group	1.95	2.1	2	2.02	2.13	2.07	2.05	2.02
Experimental Group	3.8	3.92	3.92	3.88	3.9	3.89	3.2	3.43

Figure (3): Mean Scores of the Control and Experimental Groups in the Post-Test Measurement of Lesson Planning Skills

This result can be interpreted in light of several contributing factors that explain the significant improvement in the experimental group's lesson planning skills for each sub-skill of English lesson planning.

1. **Targeted Training and Practice**: the experimental group received focused training that specifically addressed each sub-skill of lesson planning. This included formulating specific, measurable, and achievable objectives, identifying content, selecting appropriate teaching strategies, warming up activities, key concepts, and vocabulary, incorporating activities and exercises, and selecting appropriate assessment tools. This targeted approach ensured that the pre-service teachers could develop a comprehensive understanding and mastery of each sub-skill.

2. **Structured Framework of the ILOS-based Model:** the ILOS-based model provided a structured framework that guided the pre-service teachers in systematically planning their lessons. This framework helped them to clearly outline their lesson objectives and align their teaching strategies and activities with these objectives. The clarity and structure provided by the ILOS-based model were instrumental in enhancing the lesson planning skills of the experimental group.

3. Practical Application and Feedback: the experimental group had opportunities to apply the lesson planning skills in practical scenarios and received iterative feedback. This practical application and feedback loop enabled them to refine their skills and address any deficiencies promptly. The hands-on experience and constructive feedback played a critical role in their skill development.

4. Increased Confidence and Competence: the structured training and continuous feedback provided by the ILOS-based model boosted the confidence and competence of the pre-service teachers. As they gained more experience and received positive reinforcement, their self-efficacy in planning lessons improved, which was reflected in their higher test scores.

5. **Alignment with Learning Outcomes:** the emphasis on aligning lesson plans with intended learning outcomes ensured that the pre-service teachers focused on achieving specific educational goals. This alignment helped them to plan more purposefully and effectively, leading to better student outcomes.

In conclusion, the significant differences in the mean scores of the control and experimental groups in the post-test measurement of lesson planning skills can be attributed to the comprehensive and structured approach of the ILOS-based model, the targeted training and practice, the innovative teaching strategies employed, and the practical application with feedback. These factors collectively contributed to the enhanced lesson planning skills of the experimental group.

Analysis of Post-Test Results for Lesson Planning Skills between the Control and Experimental Groups for Each Planning Skill

1. Formulating specific, measurable, and achievable objectives skill

The suggested ILOS (Intended Learning Outcomes) model significantly assisted students in the experimental group to formulate learning outcomes correctly to be SMART (Specific, Measurable, Achievable, Relevant, Time-bound) as opposed to the control group. Unlike the control group, which used traditional methods, the experimental group benefited from a more structured approach provided by the ILOS model. This model included a classification system for learning outcomes that was easier to use than Bloom's taxonomy.

Moreover, it offered specific verbs tailored for each domain, making it simpler for students to construct precise and actionable learning outcomes.This structured approach likely contributed to the substantial difference in mean scores between the experimental group (mean = 3.8) and the control group (mean = 1.95) as shown in the post-test results Table (7) and Figure (4). The significant T-value of -22.77 with a significance level of 0.01 indicates that the difference between the groups was statistically significant, demonstrating the effectiveness of the ILOS model in helping students achieve better results in formulating SMART learning objectives.

Table (7): Significance of Differences between the Mean Scores of Experimental and Control Groups in the Post-Test for formulating specific, measurable, and achievable…….

Skills	Groups	No. group	Mean	St. Division	T	Sig
Formulate specific, measurable, and achievable objectives	Control	40	1.95	0.32	-22.77	0.01
	Experiment	40	3.8	0.41		

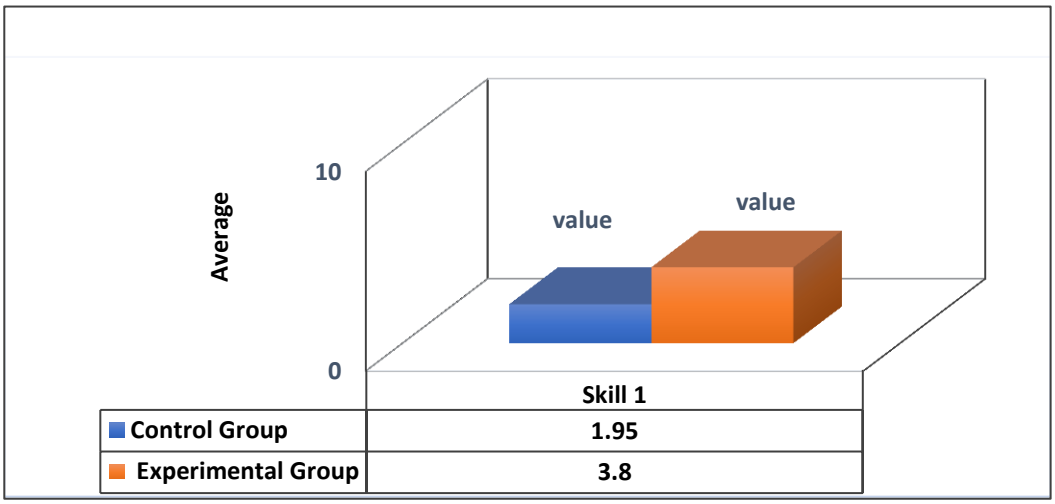


Figure (4): Mean Scores of the Control and Experimental Groups in the Post-Test for formulating specific, measurable, and achievable objective

2. Identifying the content

The suggested ILOS (Intended Learning Outcomes) model significantly aided the students in the experimental group in employing a content matrix to identify the appropriate content needed to achieve learning outcomes. Unlike

the control group, the experimental group was better equipped to use the content matrix, which allowed them to differentiate between relevant and irrelevant information. This methodical approach helped students focus on appropriate content, enhancing their ability to meet the learning objectives effectively.This advantage is supported by the results shown in Table (8) and Figure (5). The experimental group achieved a mean score of 3.92 compared to the control group's mean score of 2.1. The significant T-value of -39.55 with a significance level of 0.01 indicates a statistically significant difference between the two groups, demonstrating the effectiveness of the ILOS model in helping students identify and utilize relevant content to achieve their learning outcomes.

Table (8): Significance of Differences between the Mean Scores of Experimental and Control Groups in the Post-Test for identifying the relevant content…..

Skills	Groups	No. group	Mean	St. Division	T	Sig
Identify the content	Control	40	2.1	0.3	-39.55	0.01
	Experiment	40	3.92	0.21		

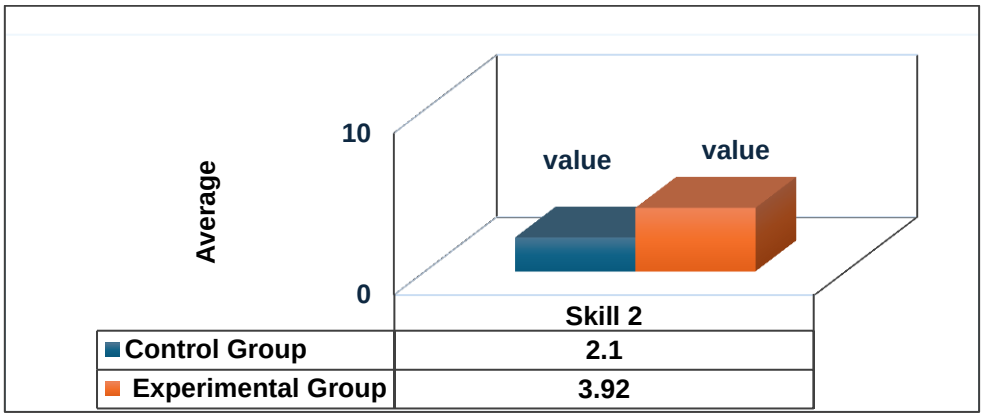


Figure (5): Mean Scores of the Control and Experimental Groups in the Post-Test for identifying the relevant content…..

3. Identify the appropriate teaching strategies

The suggested ILOS (Intended Learning Outcomes) model significantly enhanced students' ability to select appropriate teaching strategies to achieve intended learning outcomes, as evidenced by the comparison between the experimental and control groups shown in Table (9) and Figure (6).In the experimental group, students followed the standards for choosing suitable

strategies, considering the nature of the subject, the characteristics of the students, and the qualities of the teachers themselves. This structured approach enabled students to make more informed and effective decisions regarding teaching strategies. The results indicate a considerable improvement in the experimental group (mean = 3.92) compared to the control group (mean = 2.00). The T-value of -79.1 with a significance level of 0.01 highlights a statistically significant difference between the groups. This demonstrates that the ILOS model was instrumental in improving the students' ability to identify appropriate teaching strategies, outperforming the control group who did not utilize this model.

Table (9): Significance of Differences between the Mean Scores of Experimental and Control Groups in the Post-Test for Identifying Strategies...

Skills	Groups	No. group	Mean	St. Division	T	Sig
Identify the appropriate teaching strategies	Control	40	2	0.25	-79.1	0.01
	Experiment	40	3.92	0.39		

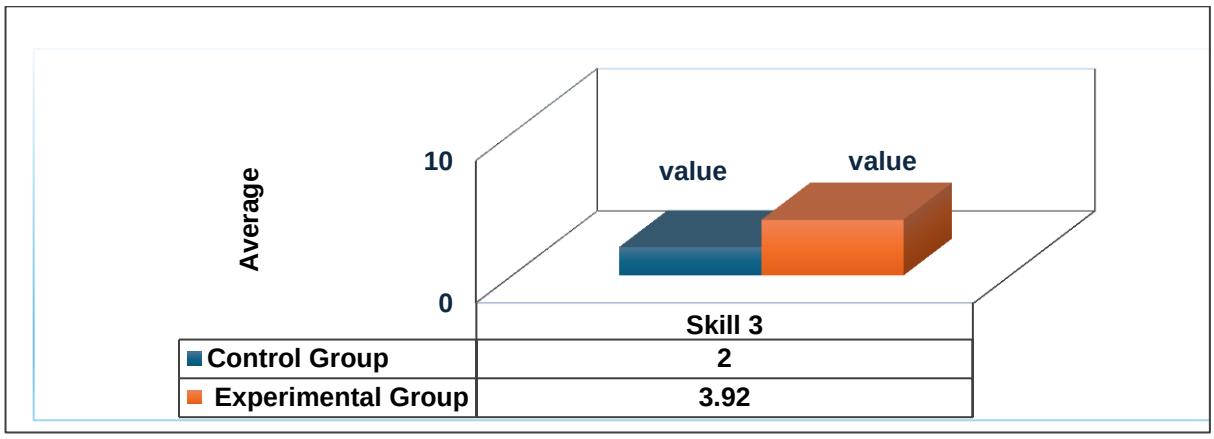


Figure (6): Mean Scores of the Control and Experimental Groups in the Post-Test for Identifying Strategies

4. Select the appropriate warming up that prepare students' mind to receive the topic.

The suggested ILOS (Intended Learning Outcomes) model significantly aided students in the experimental group in identifying appropriate warming-up

techniques. This was achieved through a thorough analysis of learning outcomes, which provided a structured framework for decision-making. For instance, students were able to choose specific warming-up exercises tailored to the physical and cognitive demands of the lesson, considering factors such as the intensity of the activity, the duration, and the specific skills to be developed.In contrast, the control group, which did not use the ILOS model, showed a reduced ability to select suitable warming-up techniques. This is evident from the mean scores, where the experimental group scored significantly higher (mean = 3.88) compared to the control group (mean = 2.02). The T-value of -35.4 with a significance level of 0.01 indicates a statistically significant difference between the two groups.This comparison, as shown in Table (10) and Figure (7), highlights the effectiveness of the ILOS model in enhancing students' skills in selecting the appropriate warming-up methods, thereby demonstrating a clear advantage over traditional approaches used by the control group.

Table (10): Significance of Differences between the Mean Scores of Experimental and Control Groups in the Post-Test for Selecting Warming-up

Skills	Groups	No. group	Mean	St. Division	T	Sig
Select the appropriate warming up	Control	40	2.02	0.16	-35.4	0.01
	Experiment	40	3.88	0.23		

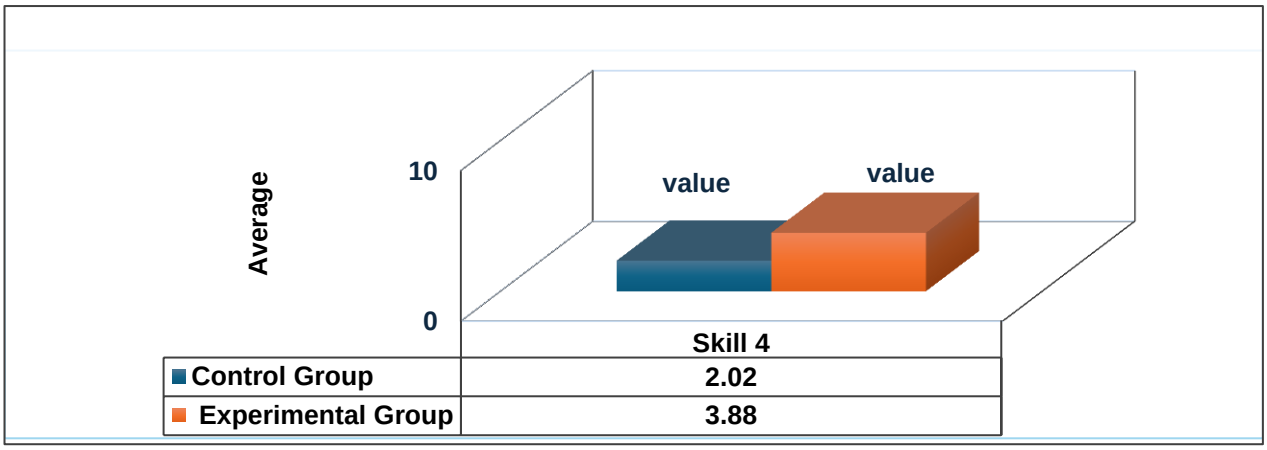


Figure (7): Mean Scores of the Control and Experimental Groups in the Post-Test for the Fourth Skill

5. Identifying the key concepts, vocabularies and structures that learners need to understand to achieve the learning outcomes.

The suggested ILOS (Intended Learning Outcomes) model proved highly effective in helping students identifying key vocabularies, including their phonetic transcription and definitions. This comprehensive approach gave teachers a high degree of confidence in their teaching and use of essential terms.For example, students in the experimental group were able to correctly transcribe and define complex vocabulary related to the subject matter, ensuring a deeper understanding and more precise communication. This was achieved through the structured guidance provided by the ILOS model, which emphasized clarity and accuracy in learning outcomes.In contrast, the control group, which did not utilize the ILOS model, showed a lower proficiency in identifying and understanding key vocabularies. This is reflected in the mean scores, where the experimental group significantly outperformed the control group (mean = 3.9 compared to mean = 2.13). The T-value of -35.89 with a significance level of 0.01 indicates a statistically significant difference between the two groups.These results, as shown in Table (11) and Figure (8), highlight the effectiveness of the ILOS model in enhancing students' abilities to master key concepts and vocabularies, thereby providing a clear advantage over traditional teaching methods used by the control group.

Table (11): Significance of Differences between the Mean Scores of Experimental and Control Groups in the Post-Test for Identifying Key……

Skills	Groups	No. group	Mean	St. Division	T	Sig
Identify the key concepts, vocabularies	Control	40	2.13	0.33	-35.89	0.01
	Experiment	40	3.9	0.21		

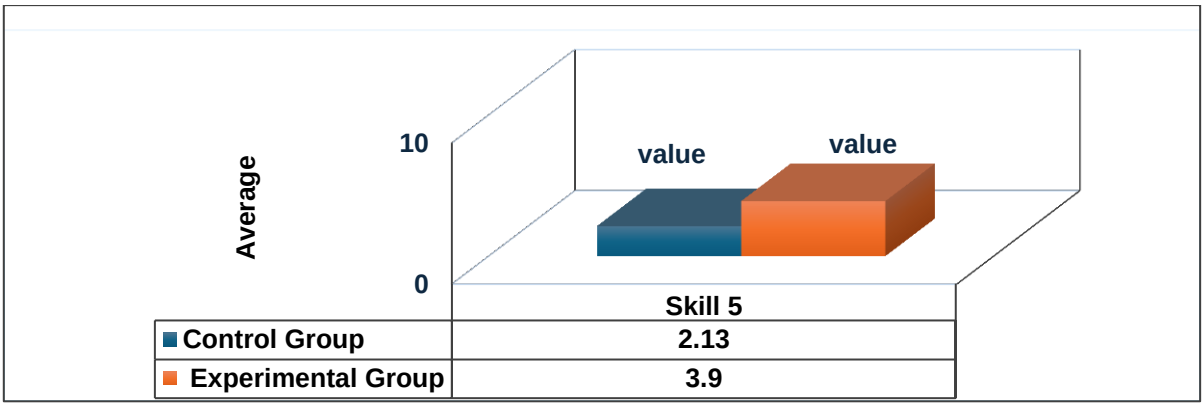


Figure (8): Mean Scores of the Control and Experimental Groups in the Post-Test for Identifying the Key concepts,

6. Considering incorporating activities and exercises that allow learners to practice and apply their knowledge and skills.

The suggested ILOS (Intended Learning Outcomes) model significantly aided students in developing their skills by effectively selecting and incorporating appropriate tasks and activities. When teachers plan lessons, writing suitable activities or tasks is central for engaging students and enhancing their learning experience.For instance, students in the experimental group were exposed to well-chosen activities that were specifically designed to reinforce the learning objectives, provide practical application opportunities, and cater to diverse learning styles. This method not only improved their understanding but also their ability to apply what they learned in real-world scenarios.In contrast, the control group, which did not benefit from the ILOS model, showed less improvement in skill development. This is evident from the mean scores, where the experimental group scored significantly higher (mean = 3.89) compared to the control group (mean = 2.07). The T-value of -29.21 with a significance level of 0.01 indicates a statistically significant difference between the two groups.These results, as shown in Table (12) and Figure (9), underscore the effectiveness of the ILOS model in helping students enhance their skills through the careful selection of tasks and activities, thereby providing a substantial advantage over traditional methods used by the control group.

Table (12): Significance of Differences between the Mean Scores of Experimental and Control Groups in the Post-Test for Considering……..

Skills	Groups	No. group	Mean	St. Division	T	Sig
Consider incorporating activities and exercises	Control	40	2.07	0.42	29.21	0.01
	Experiment	40	3.89	0.28		

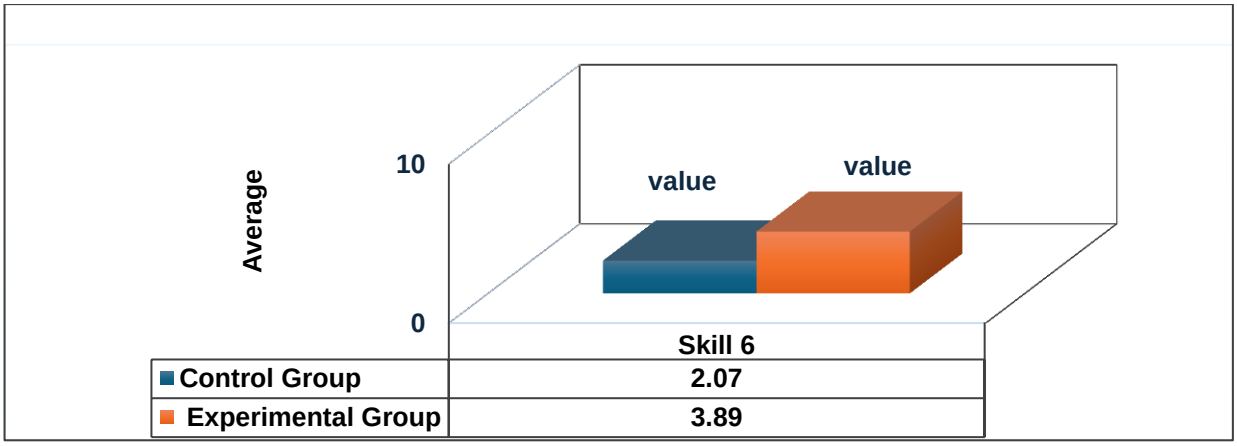


Figure (9): Mean Scores of the Control and Experimental Groups in the Post-Test for considering incorporating activities….

7. Selecting the appropriate evaluation, tools, tasks, questions, or activities that accurately measure students' knowledge, skills, and understanding.

The suggested ILOS (Intended Learning Outcomes) model significantly assisted students in selecting appropriate evaluation tools and tasks, thereby ensuring that learning outcomes are effectively achieved and accurately measured.For example, students in the experimental group were guided to choose evaluation tools that were directly aligned with the learning objectives. This alignment helped in accurately assessing the extent to which the students had achieved the desired outcomes. By using specific evaluation methods such as formative assessments, peer reviews, and practical tasks, students were able to demonstrate their understanding and skills more effectively.In contrast, the control group, which did not utilize the ILOS model, showed less proficiency in selecting appropriate evaluation tools, as reflected in their mean scores. The experimental group scored significantly higher (mean = 3.2) compared to the

control group (mean = 2.05). The T-value of -15.77 with a significance level of 0.01 indicates a statistically significant difference between the two groups.These results, as shown in Table (13) and Figure (10), highlight the effectiveness of the ILOS model in enhancing students' abilities to select the most suitable evaluation tools, thereby providing a more accurate and comprehensive measurement of the achievement of learning outcomes compared to the traditional methods used by the control group.

Table (13): Significance of Differences between the Mean Scores of Experimental and Control Groups in the Post-Test for selecting the appropriate Evaluation tools……

Skills	Groups	No. group	Mean	St. Division	T	Sig
Select the appropriate evaluation, tools, tasks	Control	40	2.05	0.22	-15.77	0.01
	Experiment	40	3.2	0.41		

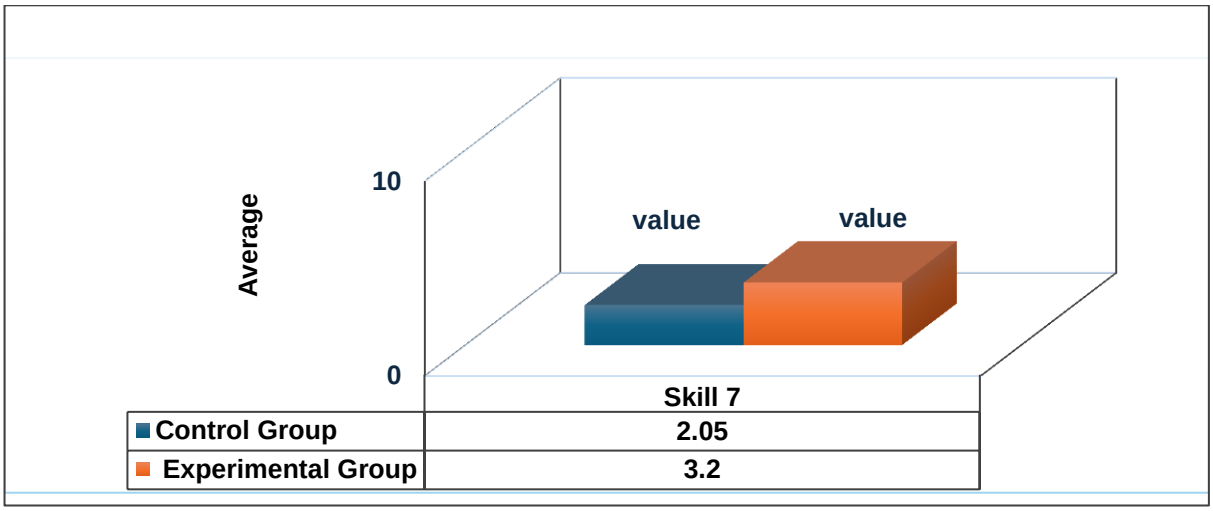


Figure (10): Mean Scores of the Control and Experimental Groups in the Post-Test for selecting the appropriate Evaluation tools……

8. Using feedback to make improvements for future planning efforts.

The suggested ILOS (Intended Learning Outcomes) model significantly improved participants' competence in using feedback to make improvements for future planning efforts.For example, students in the experimental group learned to effectively incorporate feedback into their work, which led to continuous improvement in their learning processes. Feedback was employed to enhance various tasks such as assignments, individual tasks, pair work, and group work.

This iterative process allowed students to refine their approaches and achieve better results over time.In contrast, the control group, which did not benefit from the ILOS model, demonstrated a lower ability to use feedback effectively. This is evident from the mean scores, where the experimental group scored significantly higher (mean = 3.43) compared to the control group (mean = 2.02). The T-value of 13.51 with a significance level of 0.01 indicates a statistically significant difference between the two groups.These results, as shown in Table (14) and Figure (11), highlight the effectiveness of the ILOS model in enhancing students' abilities to use feedback constructively, thereby facilitating continuous improvement in various learning activities and providing a clear advantage over the traditional methods used by the control group.

Table (14): Significance of Differences between the Mean Scores of Experimental and Control Groups in the Post-Test for Using Feedback to make improvements …….

Skills	Groups	No. group	Mean	St. Division	T	Sig
Use feedback to make improvements	Control	40	2.02	0.42	13.51	0.01
	Experiment	40	3.43	0.51		

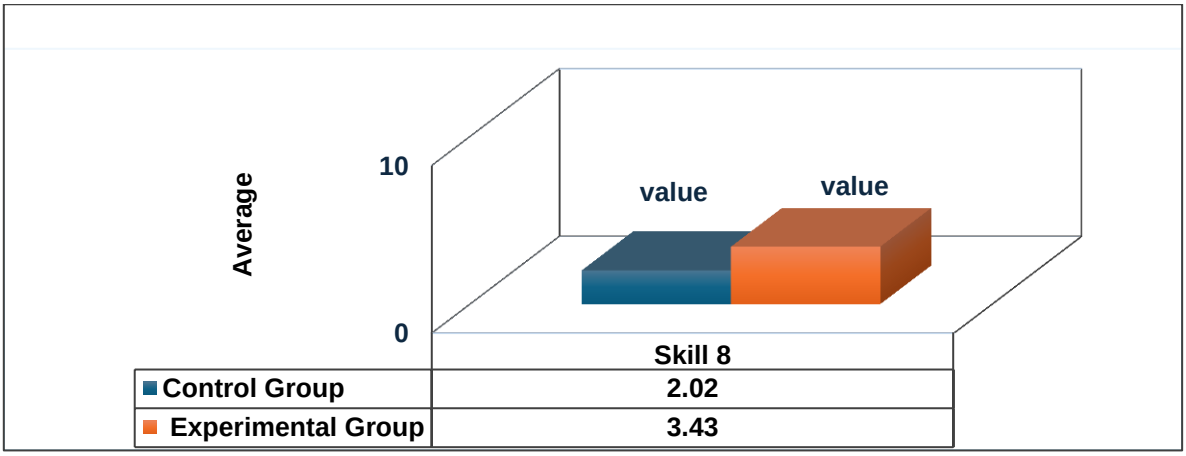


Figure (11): Mean Scores of the Control and Experimental Groups in the Post-Test for Using Feedback to make improvements …….

3. Testing the Third Hypothesis

Hypothesis Three states that "There are statistically significant differences between the mean score of the experimental group on the pre-post-test on the overall on planning lesson skills in favor of the post-test."To verify this

hypothesis, the researcher used the parametric statistical method, the Paired Samples (T) test, to determine the significance of the differences between the mean scores of the pre-test and post-test on the overall lesson planning skills for the experimental group students. The results are as shown in Table (15) and Figure (12).

Table (15): Significance of the differences between the mean scores of the experimental group students in the overall score of the pre- post-test for lesson planning skills (n=40)

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size
Total	Pre	7.4	0.51	-151.41	0.001	Post	0.98
	Post	30.5	0.78				

It is evident from Table (15)and Figure (12) that there are statistically significant differences at the 0.01 significance level between the overall mean scores of the pre-test and post-test for the lesson planning skills test among the experimental group students, in favor of the post-test. Hence, the third hypothesis is confirmed.Moreover; the effect size (η^2) of the independent variable on lesson planning skills indicates a strong effect size for the overall test score. According to the reference table for effect size levels: from zero to less than 0.3 is a weak effect, from 0.3 to less than 0.5 is a medium effect, and from 0.5 to 1.0 is a strong effect (Ikhlas Abdel Hafiz, Mustafa Bahi, Adel Al-Nashar, 2004, p. 235.

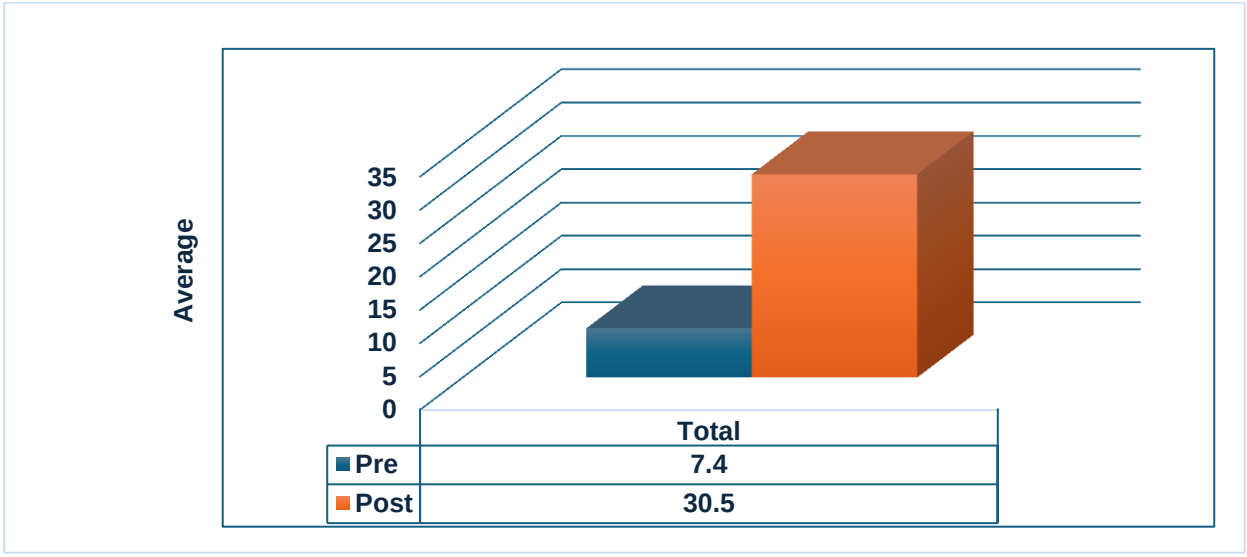


Figure (12): Differences between the mean scores of the pre-post-test for the overall lesson planning skills test among the experimental group students.

The results of this hypothesis can be interpreted in light of several key factors:

1. Effectiveness of the Intervention: the statistically significant improvement in post-test scores suggests that the instructional intervention or training program provided to the experimental group was effective in enhancing their lesson planning skills. This indicates that the methods and materials used during the intervention were beneficial and well-received by the students.

2. Student Engagement and Learning: the strong effect size ($\eta^2 = 0.98$) demonstrates that the intervention had a substantial impact on the students' performance. This could be attributed to increased engagement, motivation, and active participation during the intervention period, leading to better understanding and application of lesson planning skills.

3. Baseline Skill Levels: the initial pre-test scores provide a baseline for measuring improvement. The significant differences between pre-test and post-test scores indicate that students had room for growth and were able to build upon their existing knowledge and skills effectively during the intervention.

4. Assessment Reliability and Validity: the consistent and reliable assessment methods used to evaluate the students' lesson planning skills ensured that the observed improvements were accurately measured and reflected genuine skill development.

5. Individual Differences: while the overall group showed significant improvement, individual differences among students, such as prior knowledge, learning styles, and personal motivation, might have influenced the degree of improvement seen in the post-test scores.

By considering these factors, the results highlight the success of the intervention in enhancing lesson planning skills among the experimental group and provide insights into the elements that contributed to this positive outcome.

Testing the Fourth hypothesis of the study

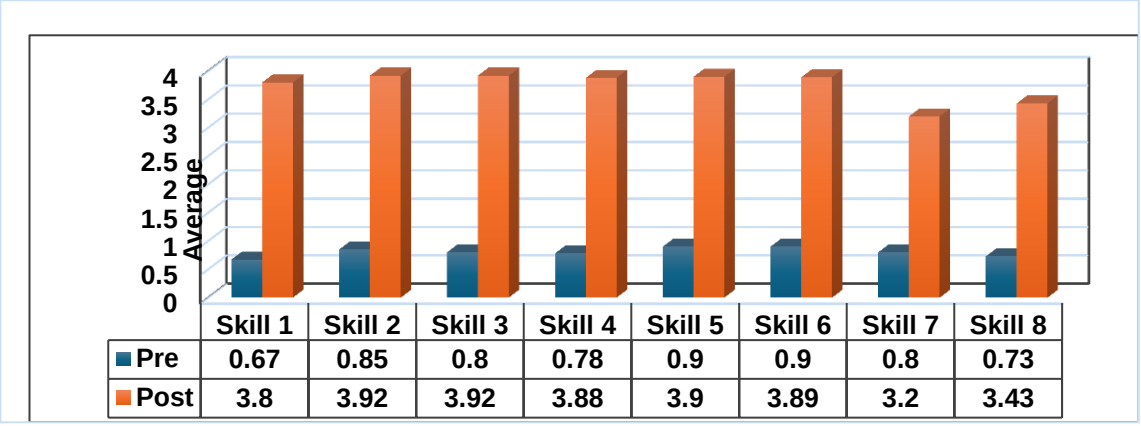
Hypothesis Four states that "There are statistically significant differences between the mean score of the experimental group on the pre-post-test on each sub-skill of the planning skills of English lessons in favor of the post-test". To verify this hypothesis, the researcher used the parametric statistical method, the

Paired Samples (T) test, to determine the significance of the differences between the mean scores of the pre-test and post-test on each sub-skill of English lesson planning for the experimental group students. The results are as shown in Table (16) .

Table (16): Significance of the differences between the mean scores of the pre-test and post-test on each sub-skill of English lesson planning for the experimental group students (n=40)

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size
Formulate specific, measurable, and achievable objectives	Pre	0.67	0.45	37.1	0.01	Post	0.97
	Post	3.8	0.41				
Identify the content	Pre	0.85	0.3	45.24	0.01	Post	0.98
	Post	3.92	0.27				
Identify the appropriate teaching strategies	Pre	0.8	0.31	44.1	0.01	Post	0.98
	Post	3.92	0.28				
Select the appropriate warming up	Pre	0.78	0.36	41.1	0.01	Post	0.97
	Post	3.88	0.27				
Identify the key concepts, vocabularies	Pre	0.9	0.3	45.3	0.01	Post	0.98
	Post	3.9	0.29				
Consider incorporating activities and exercises	Pre	0.9	0.33	48.4	0.01	Post	0.98
	Post	3.89	0.31				
Select the appropriate assessment, tools, tasks	Pre	0.8	0.36	25.64	0.01	Post	0.94
	Post	3.2	0.41				
Use feedback to make improvements	Pre	0.73	0.27	28.41	0.01	Post	0.95
	Post	3.43	0.51				

It is evident from Table (16) that there are statistically significant differences at the 0.01 significance level between the mean scores of the pre-test and post-test on each sub-skill of English lesson planning for the experimental group students, in favor of the post-test. Hence, the fourth hypothesis is confirmed.Figure (13): illustrate differences between the mean scores of the pre-test and post-test for sub-skills of lesson planning.



	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8
Pre	0.67	0.85	0.8	0.78	0.9	0.9	0.8	0.73
Post	3.8	3.92	3.92	3.88	3.9	3.89	3.2	3.43

Figure (13): Differences between the mean scores of the pre-test and post-test for sub-skills of lesson planning

The results of this hypothesis can be interpreted in light of several key factors:

1. Effectiveness of the Training Program: the statistically significant improvement in post-test scores across all sub-skills suggests that the training program or instructional intervention was effective in enhancing specific aspects of lesson planning for the experimental group.

2. Targeted Instruction: the focused approach on individual sub-skills such as formulating objectives, identifying content, and selecting appropriate teaching strategies likely contributed to the observed improvements. This targeted instruction helps students develop a comprehensive understanding of each element of lesson planning.

3. Increased Engagement: the significant differences in scores indicate that students were more engaged and motivated during the intervention. Interactive and practical activities that directly related to sub-skills of lesson planning may have fostered better engagement and retention of skills.

4. Practical Application: the emphasis on practical exercises and real-world application of lesson planning sub-skills in the training program could have helped students better understand and implement these skills, leading to improved post-test scores.

5. Feedback Mechanisms: the incorporation of feedback and opportunities for improvement within the training program might have played a crucial role in enhancing students' abilities. Constructive feedback helps students identify their weaknesses and work on them effectively.

6. Resource Availability: adequate resources and support provided during the intervention, such as teaching materials, guidance from instructors, and a supportive learning environment, likely facilitated the students' learning process.

7. Baseline Skill Levels: initial pre-test scores provided a baseline that demonstrated the potential for growth in each sub-skill. The significant gains in post-test scores show that students were able to build on their existing knowledge and improve their lesson planning skills.

By considering these factors, the results highlight the success of the intervention in enhancing the sub-skills of lesson planning among the experimental group and provide insights into the elements that contributed to this positive outcome.

Analysis of differences between the mean scores of the pre- post-test for each sub-skill of lesson planning:

1. Formulating specific, measurable, and achievable objectives

Table (17): Significance of Differences between Mean Scores of the Experimental Group Students in the Pre-Test and Post-Test for Formulating specific, measurable….

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size
Formulate specific, measurable, and achievable objectives	Pre	0.67	0.45	37.1	0.01	Post	0.97
	Post	3.8	0.41				

As shown in Table (17) and Figure (14) the results from the study show a statistically significant improvement in the experimental group's ability to formulate specific, measurable, and achievable objectives, as indicated by the Paired Samples (T) test. The mean score increased from 0.67 in the pre-test to 3.8 in the post-test, with a strong effect size ($\eta^2 = 0.97$) and a significance level of 0.01 (T = 37.1, Sig. = 0.01). This substantial improvement highlights the effectiveness of the suggested ILOS (Intended Learning Outcomes) model in enhancing the participants' competence in writing learning outcomes correctly across various domains.

In terms of knowledge and understanding, participants demonstrated an enhanced ability to identify and articulate key concepts and themes necessary for student learning. For intellectual skills, the improvement suggests that participants could now formulate learning outcomes that promote higher-order thinking, such as analysis, synthesis, and evaluation. The training also positively impacted their professional skills, as evidenced by their ability to create clear, specific, and measurable objectives that align with educational standards.

Furthermore, the ILOS model improved the participants' general and transferable skills, allowing them to select appropriate measurable verbs and structure outcomes that are assessable and effective across different educational contexts. This comprehensive improvement contrasts sharply with the pre-test results, where participants struggled to write clear and measurable learning outcomes. The significant gains observed in the post-test scores underscore the model's success in equipping educators with the skills necessary for effective educational planning and assessment, highlighting the model's practical applicability and benefit.

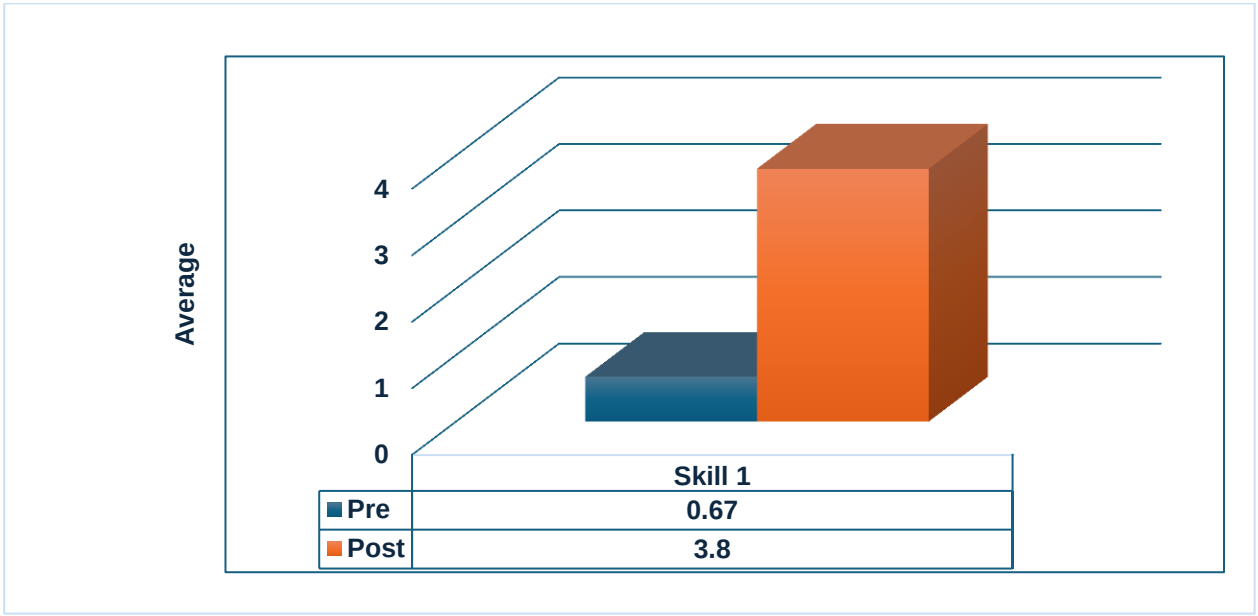


Figure (14): Differences between Mean Scores of the Pre-Test and Post-Test for Formulating specific, measurable….. Skill among Experimental Group Students

2. Identifying the Content

Table (18): Significance of Differences between Mean Scores of the Experimental Group Students in the Pre-Test and Post-Test for identifying the content… (n=40).

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size (□□□
Identify the content	Pre	0.85	0.3	45.24	0.01	Post	0.98
	Post	3.92	0.27				

The results from the study as shown in Table (18) and Figure (15) demonstrate a statistically significant improvement in the experimental group's ability to identify appropriate teaching strategies, as indicated by the Paired Samples (T) test. The mean score increased from 0.8 in the pre-test to 3.92 in the post-test, with a strong effect size ($\eta^2 = 0.98$) and a significance level of 0.01 (T = 44.1, Sig. = 0.01). This significant improvement illustrates the effectiveness of the suggested ILOS (Intended Learning Outcomes) model, particularly through the use of a content matrix, in enhancing the participants' ability to accurately identify the necessary content and avoid irrelevant information.

The use of the content matrix helped participants systematically analyze learning outcomes, ensuring they included all necessary content and excluded irrelevant information. This improvement indicates that participants could better align their teaching strategies with the learning outcomes, ensuring that the strategies selected were both appropriate and effective for achieving the desired educational goals. The statistical analysis clearly shows that after the intervention, participants were more adept at identifying and implementing suitable teaching strategies, which is critical for effective lesson planning. This improvement is reflected in the high post-test scores compared to the pre-test scores, demonstrating the practical impact of the ILOS model on the participants' teaching competencies. This approach not only enhanced their understanding of how to align content with learning outcomes but also improved their overall instructional planning skills, leading to more focused and effective teaching practices.

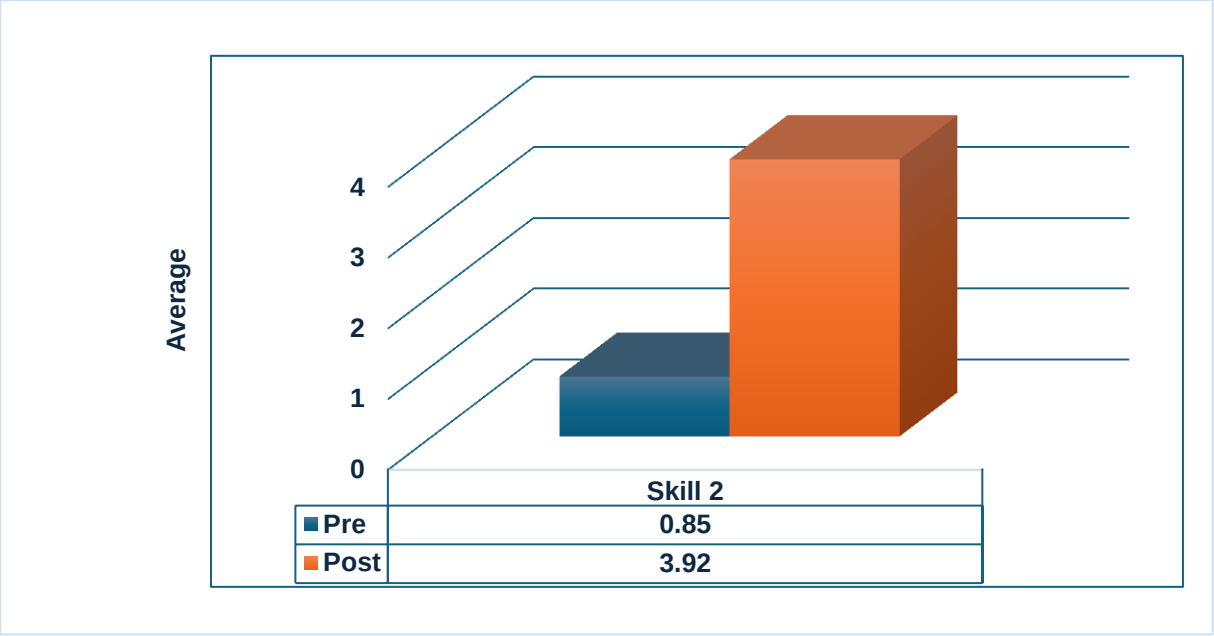


Figure (15): Differences between Mean Scores of the Pre-Test and Post-Test for Identifying the content Skill among Experimental Group Students

3. Identify the appropriate teaching strategies

Table (19): Significance of Differences between Pretest and Posttest Scores for the Experimental Group on identifying the appropriate teaching strategies…. (N=40)

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size (□□□
Identify the appropriate teaching strategies	Pre	0.8	0.31	44.1	0.01	Post	0.98
	Post	3.92	0.28				

The statistical analysis demonstrates a significant improvement in the skill of identifying appropriate teaching strategies among the experimental group participants, as evidenced by the comparison of pretest and posttest results. As shown in table (19) and Figure (16) the effect size (η^2) of 0.98 indicates a very large effect, suggesting that the intervention had a substantial impact. The mean score increased significantly from 0.8 in the pretest to 3.92 in the posttest, indicating marked improvement in performance. The standard deviation values were relatively low, with 0.31 for the pretest and 0.28 for the posttest, showing consistency in participants' scores. The t-value of 44.1, with a significance level of 0.01, confirms that the difference in mean scores between the pretest and

posttest is statistically significant. These findings clearly indicate that the suggested ILOS (Intended Learning Outcomes) model has significantly improved the participants' skill in selecting appropriate teaching strategies. The substantial increase in mean scores, along with the high effect size and significant t-value, underscores the effectiveness of the ILOS model as a powerful tool for enhancing the ability to choose suitable strategies to achieve learning outcomes. Furthermore, identifying measurable and achievable learning outcomes and relevant content drives students to select the appropriate teaching strategy as a channel to present content.

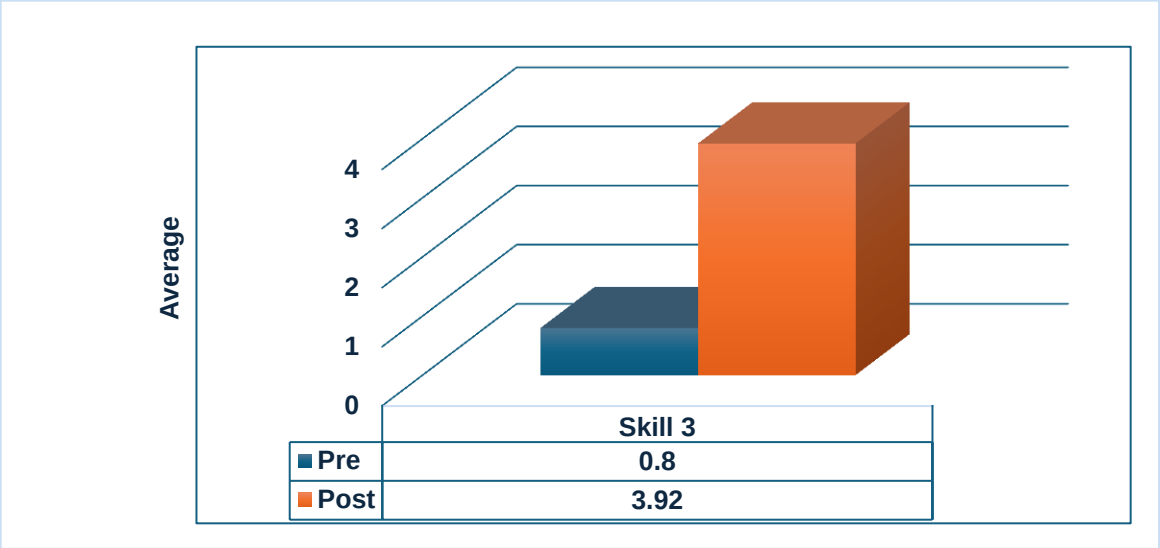


Figure (16): Differences between Pre-Posttest Mean Scores for identifying the appropriate strategies…. Skill in the Experimental Group Students.

4. Select the appropriate warming up that prepare students' mind to receive the topic.

Table (20) Significance of Differences between Pre-test and Post-test Scores of the Experimental Group for Skill 4 (N=40)

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size (□□□
Select the appropriate warming up	Pre	0.78	0.36	41.1	0.01	Post	0.97
	Post	3.88	0.27				

As shown in Table(20) and Figure(17) the statistical analysis of the experimental group's pre-test and post-test scores for selecting the appropriate warming up activities skill reveals a significant improvement due to the

implementation of the suggested ILOs (Intended Learning outcomes model). The effect size (η^2) of 0.97 indicates a substantial impact of the intervention. The significance value ($p = 0.01$) is well below the conventional threshold of 0.05, confirming that the observed improvements are statistically significant and not due to random chance. The t-value of 41.1 further supports the significance of the difference between pre-test and post-test scores. Additionally, the mean score increased dramatically from 0.78 in the pre-test to 3.88 in the post-test, demonstrating the effectiveness of the ILOS model. The standard deviations for pre-test and post-test scores (0.36 and 0.27, respectively) suggest that post-test scores were more consistent, indicating uniform improvement among participants. Overall, the analysis validates that the ILOS model significantly enhances students' ability to select appropriate warming up activities, thereby better preparing them to engage with new topics.

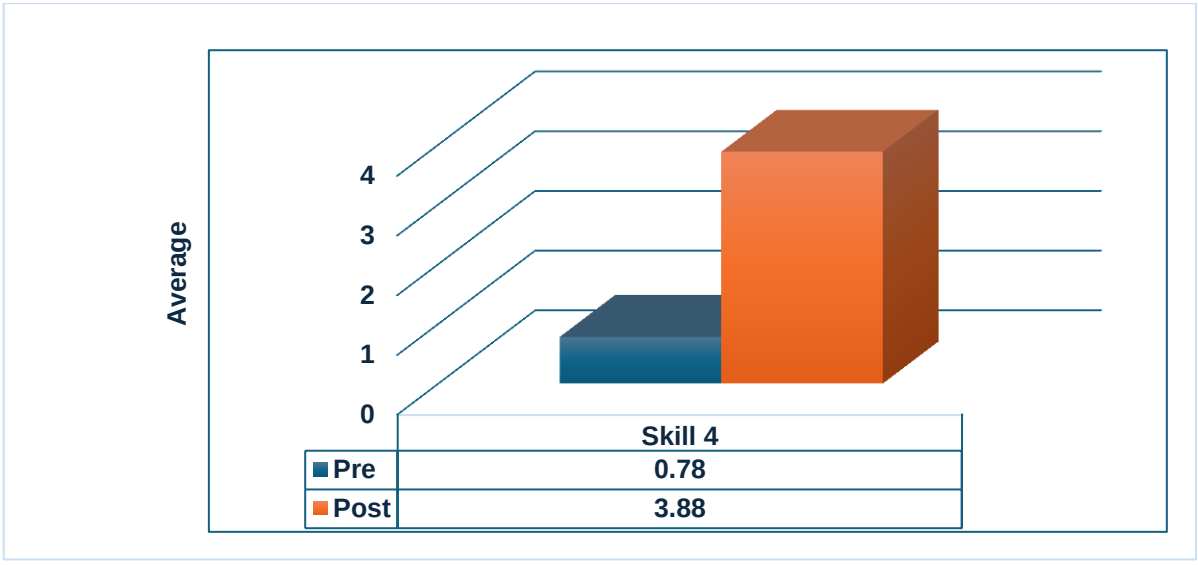


Figure (17) Differences between Pre-test and Post-test Scores for Skill 4 in the Experimental Group

5. **Identifying the key concepts, vocabularies and structures that learners need to understand to achieve the learning outcomes.**

Table (21) Significance of Differences between Pre-Posttests Scores of the Experimental Group for Identifying the key concepts, vocabularies….. (N=40)

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size
Identify the key concepts, vocabularies	Pre	0.9	0.3	45.3	0.01	Post	0.98
	Post	3.9	0.29				

As shown in Table (21) and Figure (18) The statistical analysis of the experimental group's pre-test and post-test scores for identifying key vocabulary, new terms, concepts, and key structures, reveals significant improvements attributed to the suggested model. The effect size (η^2) of 0.98 indicates an extremely strong impact of the intervention. The significance value ($p = 0.01$) is well below the conventional threshold of 0.05, confirming that the observed improvements are statistically significant and unlikely to be due to chance. The t-value of 45.3 further underscores the substantial difference between the pre-test and post-test scores.Moreover, the mean score rose dramatically from 0.9 in the pre-test to 3.9 in the post-test, highlighting the effectiveness of the model in enhancing participants' ability to identify key concepts and vocabulary. The standard deviations for pre-test and post-test scores (0.3 and 0.29, respectively) suggest that post-test scores were more consistent, indicating identical improvement among participants. This analysis demonstrates that the suggested model significantly improves participants' ability to identify key vocabulary, new terms, concepts, and key structures by analyzing content and learning outcomes. Additionally, training students to transcribe new words as part of their planning motivates them to achieve accurate pronunciation and gain self-confidence, which was evident during discussions about their planning. Overall, the results validate the effectiveness of the model in enhancing these critical skills among students.

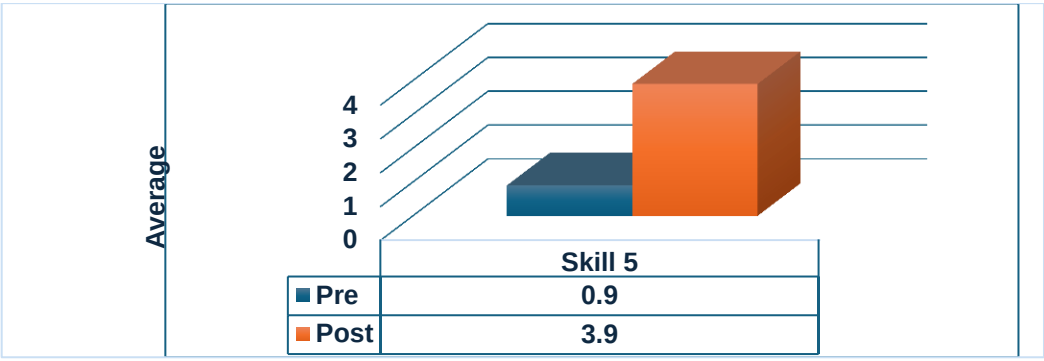


Figure (18): The differences between the pre-test and post-test mean scores for Identifying the key concepts, vocabularies…. among the experimental .group students

6. Considering incorporating activities and exercises that allow learners to practice and apply their knowledge and skills.

Table (22): Significance of Differences between Pre-test and Post-test Scores of the Experimental Group for Considering incorporating activities…… (N=40(

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size
Consider incorporating activities and exercises	Pre	0.9	0.33	48.4	0.01	Post	0.98
	Post	3.89	0.31				

The statistical analysis of the experimental group's pre- post-test scores for skill of considering the incorporation of activities and exercises reveals significant improvements due to the suggested ILOS (Interactive Learning Objects and Simulations) model. As shown in Table (22) and Figure (19) the effect size (η^2) of 0.98 indicates an extremely strong impact of the intervention. The significance value ($p = 0.01$) is well below the conventional threshold of 0.05, confirming that the improvements are statistically significant and unlikely to be due to chance. The t-value of 48.4 further emphasizes the substantial difference between pre-test and post-test scores.Moreover, the mean score increased significantly from 0.9 in the pre-test to 3.89 in the post-test, showcasing the effectiveness of the ILOS model in enhancing participants' ability to prepare activities and exercises. The standard deviations for pre-test and post-test scores (0.33 and 0.31, respectively) suggest that post-test scores

were slightly more consistent, indicating a uniform improvement among participants.

This analysis demonstrates that the suggested ILOS model significantly improves participants' skills in preparing activities to acquire knowledge and develop skills. All activities and tasks were designed to transform learning outcomes into question forms, which further facilitated understanding and retention. Overall, the results validate the efficacy of the ILOS model in enhancing students' ability to effectively incorporate activities and exercises into their learning process.

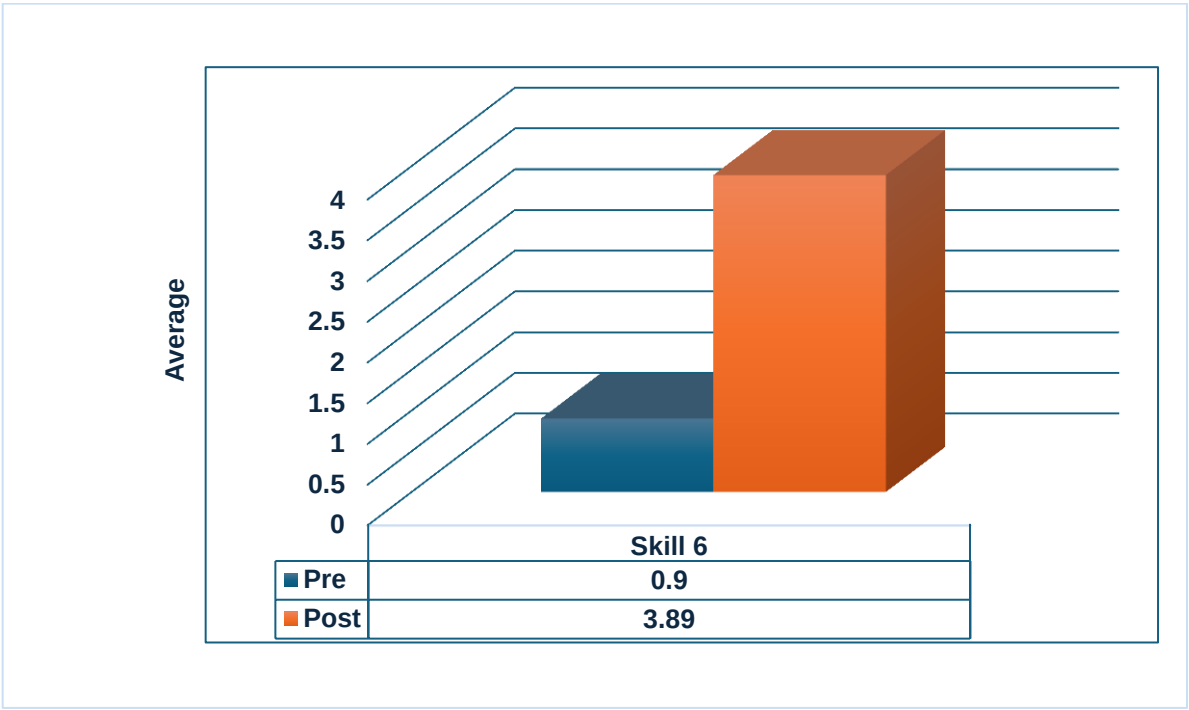


Figure (19) Differences between Pre-test and Post-test Scores for Considering incorporating activities and exercises…. skill in the Experimental Group

7. Selecting the appropriate evaluation, tools, tasks, questions, or activities that accurately measure students' knowledge, skills, and understanding.

Table (23): Significance of Differences between Pre-test and Post-test Scores of the Experimental Group for selecting the appropriate assessment tools …… (N=40)

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size
Select the appropriate assessment, tools, tasks	Pre	0.8	0.36	25.64	0.01	Post	0.94
	Post	3.2	0.41				

The statistical analysis of the experimental group's pre-test and post-test scores for selecting appropriate assessments, tools, tasks, questions, or activities to measure students' knowledge, skills, and understanding, reveals significant improvements due to the suggested ILOS (Interactive Learning Objects and Simulations) model. As shown in Table (23) and Figure (20) the effect size (η^2) of 0.94 indicates a very strong impact of the intervention. The significance value ($p = 0.01$) is well below the conventional threshold of 0.05, confirming that the observed improvements are statistically significant and unlikely to be due to chance. The t-value of 25.64 further emphasizes the substantial difference between the pre-test and post-test scores.

Moreover, the mean score increased significantly from 0.8 in the pre-test to 3.2 in the post-test, demonstrating the effectiveness of the ILOS model in enhancing participants' ability to select appropriate assessment tools and tasks. The standard deviations for pre-test and post-test scores (0.36 and 0.41, respectively) suggest that while post-test scores were slightly more variable, there was still a uniform improvement among participants.

This analysis demonstrates that the suggested ILOS model significantly improves students' skills in selecting the appropriate evaluation methods to accurately measure knowledge, skills, and understanding in light of analyzing learning outcomes. These practices ensured that participants considered how to measure the achievement of each learning outcome effectively. The clear differences between pre-test and post-test results validate the efficacy of the ILOS model in enhancing these critical skills among students.

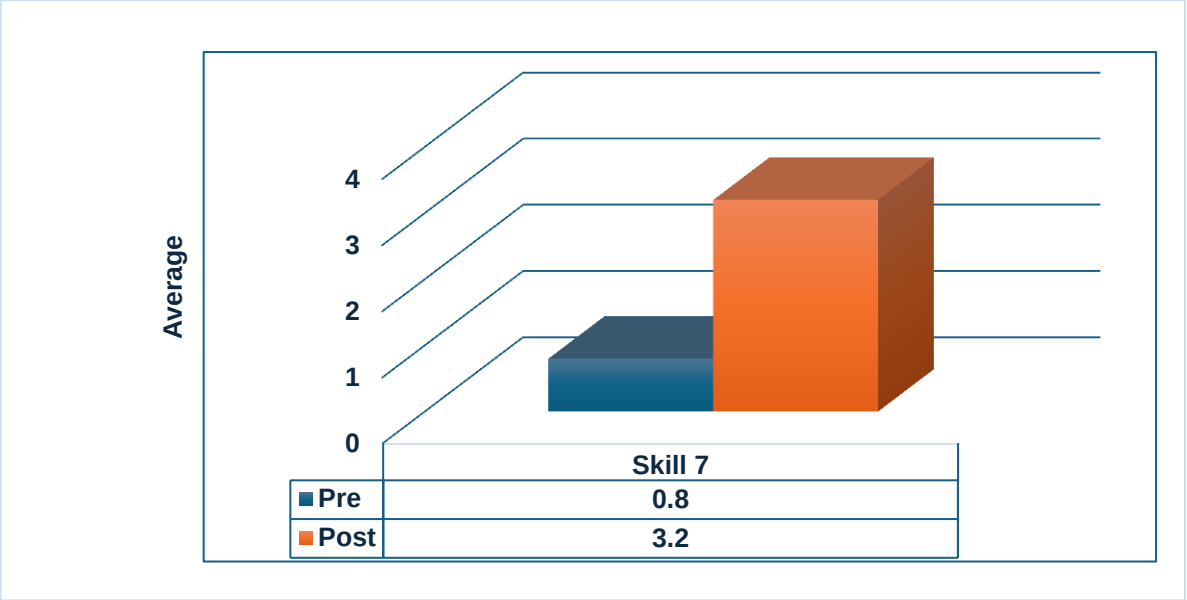


Figure (20): Differences between Pre-test and Post-test Scores for Selecting the appropriate assessment, tools, tasks….. in the Experimental Group

8. Using feedback to make improvements for future planning efforts.

Table (24) Significance of Differences between the Mean Scores of the Experimental Group Students in the Pre- Posttest for Using feedback to make improvements (N=40)

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size (□ □ □
Use feedback to make improvements	Pre	0.73	0.27	28.41	0.01	Post	0.95
	Post	3.43	0.51				

The comparison of pre-post-test results for using feedback to make improvements for future planning efforts among the experimental group students indicates the effectiveness of the suggested ILOS (Intended Learning Outcomes) model in preparing an improvement plan based on assessment results. The effect size (η^2) is 0.95, indicating a large effect, and the p-value is 0.01, showing statistical significance in the difference between pre-test and post-test scores. The T-value of 28.41 further supports the significance of the results. The mean score increased from 0.73 (pre-test) to 3.43 (post-test), demonstrating a significant improvement in the ability to use feedback to make improvements.

These findings have important implications for planning and student support. For planning, the assessment results help identify specific areas where students struggle, enabling the design of targeted interventions, such as additional workshops or practice sessions. For students, personalized feedback based on their performance helps them understand their areas of improvement and set clear, achievable goals, motivating them to track their progress.

In cases where learning outcomes are not achieved, students should engage in reflective practice to analyze their study habits and use of feedback. Additional support, such as tutoring or peer mentoring, and regular assessments can help monitor progress and adjust improvement plans as needed. Overall, the ILOS model effectively enhances student performance by using assessment data to develop targeted improvement plans, addressing specific weaknesses, and improving learning outcomes.

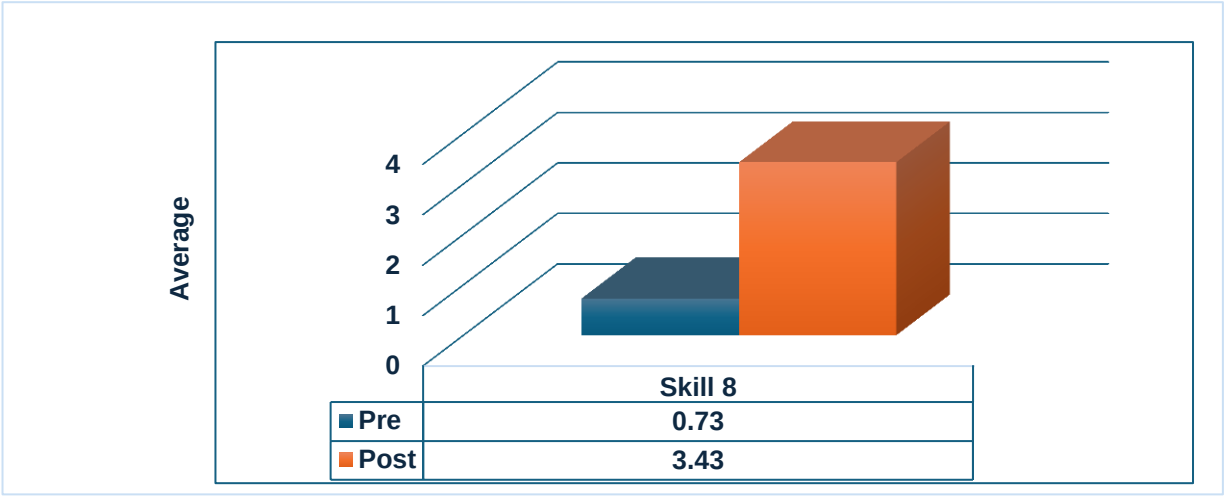


Figure (21): Differences between the means of the pre-post-test for Using feedback to make improvements among students……. in the experimental group.

Research Findings

The research findings from this study indicate several key outcomes regarding the effectiveness of the proposed model based on Intended Learning Outcomes (ILOS) for pre-service English language teachers:

1. **Significant Improvement in Skill Development:** the results showed that the experimental group, which used the ILOS model for lesson planning, demonstrated significant improvement in developing the skill of integrated

lesson planning compared to the control group, which used Bloom's Taxonomy.

2. **Effective Formulation of Objectives:** students in the experimental group were more proficient in correctly formulating lesson objectives. This suggests that the ILOS model effectively helps students identify and articulate clear learning goals.
3. **Enhanced Content Determination:** the ILOS model facilitated better determination of appropriate lesson content. Students were able to align content with the objectives more effectively.
4. **Selection of Strategies and Methods:** the experimental group showed improved ability in selecting suitable teaching strategies and methods. The ILOS model helped students choose the most appropriate approaches to achieve their lesson objectives.
5. **Assessment and Evaluation:** the findings indicated that students in the experimental group were better at designing methods of evaluation and assessment to determine the extent to which lesson objectives were achieved. This reflects the model's effectiveness in integrating assessment planning with lesson objectives.
6. **Overall Efficiency:** the proposed program enhanced the overall efficiency of students in planning lessons, suggesting that the ILOS model is a valuable tool for improving lesson planning skills among pre-service English language teachers.

In summary, the study found that the ILOS model significantly enhances various aspects of lesson planning, making it a more effective approach than traditional methods based on Bloom's Taxonomy. The model aids in the correct formulation of objectives, appropriate content selection, effective strategy and method selection, and comprehensive assessment planning.

Conclusion, Recommendation and Suggestions

Conclusion of the study

The study concludes that the proposed model based on Intended Learning Outcomes (ILOS) is highly effective in enhancing the lesson planning skills of pre-service English language teachers. The quasi-experimental design, which compared the outcomes of an experimental group trained with the ILOS model

and a control group using Bloom's Taxonomy, demonstrated that the ILOS model significantly improves the ability to formulate clear learning objectives, select appropriate content, choose effective teaching strategies, and design comprehensive assessment methods.

The ILOS model's structured approach, which classifies educational outcomes into categories such as knowledge and understanding, mental, professional general, and transferable outputs, aligns well with the standards of the National Authority for Quality Assurance and Accreditation. This alignment not only supports the theoretical framework but also translates into practical improvements in lesson planning.

The findings indicated substantial improvements in integrated lesson planning skills, objective formulation, content determination, strategy and method selection, and assessment design in the experimental group compared to the control group. These results underscore the value of the ILOS model in teacher education, particularly in preparing pre-service teachers to plan lessons more effectively and efficiently.

A critical aspect of the ILOS model's effectiveness is its use of a content matrix, which enhances the planning process by ensuring that all relevant components of lesson planning are systematically addressed. The content matrix helps in:

1. Structured Objective Formulation: by using the matrix, teachers can ensure that learning objectives are clearly defined and categorized into knowledge, skills, and attitudes. This structured approach ensures that all important educational outcomes are covered comprehensively.

2. Comprehensive Content Coverage: the matrix aids in the systematic selection and organization of content that aligns with the learning objectives. This ensures that all necessary material is included and that there is a logical progression of topics.

3. Strategic Method Selection: the matrix helps in choosing the most appropriate teaching methods and strategies that best align with the content and learning objectives. This strategic selection enhances the effectiveness of lesson delivery.

4. Integrated Assessment Planning: by incorporating assessment methods into the matrix, teachers can design evaluations that are directly aligned with the learning objectives and content. This integration ensures that assessments accurately measure the attainment of learning outcomes.

5. Ensuring Balance and Cohesion: the content matrix ensures a balanced approach to lesson planning by integrating various components (objectives, content, methods, and assessments) into a cohesive plan. This balance enhances the overall effectiveness of the lesson.

In summary, the study concludes that incorporating the ILOS model and its content matrix into teacher training programs can significantly enhance the planning skills of future educators. The structured and comprehensive approach of the ILOS model leads to more effective teaching and better learning outcomes for students, making it a valuable tool in teacher education.

Recommendations of the Study

Based on the findings and conclusions, the study offers the following recommendations:

1. Incorporate the ILOS Model into Teacher Training Programs: teacher training institutions should integrate the ILOS model into their curricula to enhance the lesson planning skills of pre-service teachers. This integration can help future educators develop a more structured and effective approach to lesson planning.

2. Utilize the Content Matrix for Comprehensive Planning: educators should be trained to use the content matrix as part of the ILOS model. This tool helps ensure that all components of lesson planning, including objectives, content, methods, and assessments, are systematically addressed and aligned.

3. Regular Professional Development Workshops: conduct regular workshops and professional development sessions for in-service teachers to familiarize them with the ILOS model and its benefits. Continuous training can help teachers stay updated with effective planning strategies and improve their teaching practices.

4. Emphasize Reflective Practice: encourage teachers to engage in reflective practice regularly. Reflecting on their lesson plans and teaching methods can

help educators identify areas for improvement and make necessary adjustments to their plans.

5. Develop Assessment Tools Aligned with Learning Objectives: schools and educational institutions should develop and provide assessment tools that are aligned with the learning objectives outlined in the ILOS model. This alignment ensures that evaluations accurately measure student learning and progress.

6. Encourage Collaborative Planning: promote collaborative planning among teachers. Working together to develop lesson plans using the ILOS model can lead to the sharing of best practices and enhance the overall quality of lesson planning.

7. Monitor and Evaluate Implementation: establish a system to monitor and evaluate the implementation of the ILOS model in classrooms. Regular evaluations can provide insights into the model's effectiveness and areas that may require further improvement or support.

8. Customize the ILOS Model for Different Subjects: adapt the ILOS model to fit the specific needs of different subjects beyond English language teaching. Customization can make the model relevant and beneficial for a wide range of disciplines.

By following these recommendations, educational institutions can maximize the benefits of the ILOS model, leading to more effective teaching, better student outcomes, and overall improvement in the quality of education.

Suggestions for Further Research

To build on the findings of this study, further research is recommended in the following areas:

1. Conduct LS (Longitudinal Studies) to assess the long-term impact of the ILOS model on teaching effectiveness and student learning outcomes.

2. Perform CSOM (Comparative Studies with Other Models), such as Understanding by Design (UbD).

3. Investigate ISEM (Impact on Student Engagement and Motivation) to understand how structured and outcome-focused lesson planning influences student attitudes and participation.

4. Examine ITILOS (Integration of Technology in the ILOS model) and its impact on lesson planning and delivery.

5. Investigate the most effective methods for PDT (Professional Development and Training) teachers to use the ILOS model.

6. Explore different SAM (Student Achievement Metrics) under the ILOS model, such as standardized test scores, formative assessments, student portfolios, and qualitative measures.

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