

Investigating the Problems that Face Sudanese Secondary School English Teachers in Lesson Planning and Preparation (A case Study of White Nile State Kosti Locality)

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Abstract: *The study aimed to investigate the problems that faced English language teachers at secondary stage when they preparing and planning the lessons. The researchers adopted analytical descriptive method to proceed the study. The community of the study was English teachers at secondary stage in kosti locality, while Nile State. The chosen sample of the study is representing the teachers who work at the secondary level and have problems and difficulties in preparing and planning the lessons. After researchers did the data analysis using Statistical Package of Social Sciences (SPSS), they found out the follows: English language teachers at secondary stage, Kosti locality in White Nile State, are not trained enough in preparing and planning the lessons, some of them doing their own efforts to train themselves in preparing and planning lessons and that is not enough unless there is an expert in this domain to give them an advice, the most important recommendation to handle these problems, English language teachers at secondary stage in Kosti locality, While Nile State should be given opportunities to attend workshops and courses for preparing and planning lessons in order to the achieve desired educational objectives.*

Keywords: face Sudanese, secondary school, English teachers, planning and preparation, White Nile state, Kosti locality

Background of the study

It is well known that English language teachers should have responsibilities to design plan for the lesson that is related to the elements of Curriculum they teach. It is generally regarded to be the cornerstone of successful teaching. However, English language teachers sometimes feel difficult to plan and prepare their lessons may be because they are not specialized in education or they teach as hobby not as professional. They do not want to plan for lesson because of many reasons. Sometimes teachers face difficulties in designing planning because of the students' individual differences and students' encouragement to be active learners, and lack of ability in matching between technique of teaching and students' learning styles. Some difficulties in lesson planning related to determining assessment, particularly in assessing students' attitude. Some teachers do not understand about Curriculum design, which confused them to design some elements of lesson plan in terms of phases of Scientific Approach and to determine the time-share for each activity. The ultimate goal of this study is to investigate the problems and the difficulties that face Sudanese secondary school English language teachers in lesson planning and preparation. It is very important to write about this topic because lesson plan is very useful to help teachers specifying their planning and it can help them to prevent classroom difficulties when they get confuse in explaining something. Moreover, lesson plan gives framework for teachers of an overall shape of the lesson and gives students confidence in the teacher. It is assumed that lesson plan could help inexperienced teachers organize content, materials, and methods that they use in teaching.

Regarding this issue, the researchers believed that many Sudanese secondary school teachers of English language face difficulties in lesson planning and preparation. Due to the difficulties that they face, they do not plan and prepare their English language lesson lessons.

Statement of the Problem

This study aims to investigate the challenges that face Sudanese English language teachers in lesson planning and preparation. Some new teachers of English at Sudanese secondary schools think that lesson preparation and planning is not important because they know how to teach. Others don't plan for their lesson because the senior teachers do not do it due to their long experience in teaching English and some of them are not specialized in teaching English and they have no credential from faculty of education so they don't able to plan prepare for their lesson.

The absence of lesson planning and preparation can affect the process of learning English language for EFL learners. Through the movement of the researchers as English language teachers in White Nile state, they observe that, the lack of and absence of the lesson planning and preparation is one of the most serious problems that face English language teachers to teach English Language. It is due to many factors such as absence of training, lack of desire, the researcher's observe that English language teachers at secondary schools in White Nile State have no desire as well as knowledge and experiences to prepare and plan their English lessons. Moreover, these teachers to some extent are not qualified enough to plan and prepare their English lessons when they teach English language. Despite a number of researches and articles that have been written on the

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importance and effectiveness of lesson, planning and preparation, the teachers at Sudanese secondary schools, need to be further encouraged and taught to learn how English language lessons are planned and prepared.

Questions of the study

This study aims to answer the following questions

1. To what extent do secondary schools English teachers ignore the way English lesson is planned?
2. To what extent do secondary schools English teachers do not attend a training course concerning lesson planning?
3. To what extent do secondary school teachers of English do not know how to embody values, develop key competencies such as thinking and relating to others and embody principles such as cultural diversity when they prepare the lesson?
4. What is the role of planning and preparation in teacher practice?

Hypotheses of the Study

This study aims to verify the following hypotheses.

1. Secondary schools English teachers ignore the way English lesson is planned.
2. Secondary schools English teachers do not attend a training course about lesson planning.
3. Secondary school teachers of English do not know how to embody values, develop key competencies such as thinking and relating to others, and embody principles such as cultural diversity when they prepare the lesson.
4. Planning and preparation are considered to have a central role in teacher practice.

Objectives of the Study

This study aims to achieve the following objectives.

1. To ensure whether the secondary schools English new teachers know the way English lesson is planned or not.
2. To ensure whether the secondary schools English teachers attend a training course about lesson planning or not.
3. To ensure whether beginning secondary school teachers of English don't know how to embody values, develop key competencies such as thinking and relating to others and embody principles such as cultural diversity when they prepare the lesson or not.
4. To investigate the role of planning and preparation are considered to have a central role in teacher practice.

LITERATURE REVIEW

Definitions and concepts of lesson planning and preparation

Hill and Dobbyn (1976) thought that lesson planning and preparation is a matter of knowing what do a teacher want to do? How to do it? Moreover, How to find out whether the teacher has succeeded or not. It is generally assumed that lesson planning is a rather neglected aspect of teachers' work. Calderhead (1984:82) argues that although much of the thinking that guides classroom activities occurs during lesson planning, teachers receive little official time or assistance for this. This is because planning is, generally, an individual pursuit that involves minimal consultation with others. However, if teachers could have the opportunity and encouragement to discuss with other fellows their experiences in planning, they might have valuable knowledge to exchange. Teachers' planning, of course, includes more than simply lesson preparation. It also involves making longer-term decisions about the curriculum.

The Components of the Lesson Plan

According to Srihidayanti, Desi Wijayanti Ma'rufah and Khainur Jannah (2015, p: 258) In 2013 Curriculum, designing the lesson plan should refer to the regulation of Ministry of Education and Culture, number 65, 2013 which stated that the lesson plan should at least cover the learning objective, the learning material, the learning method, the learning source, and the assessment of students' achievement". Particularly, the components of the lesson plan are: (1) identity (school name, subject, class/semester, major content, and time allotment); (2) core competence (aspects of attitude, knowledge, and skill that should be learned by students in certain school level, class, and subject); (3) basic competence and indicator of competence achievement; (4) learning objective; (5) learning materials; (6) teaching method; (7) resources (tools and media); (8) teaching activities; (9) Assessment.

Types of lesson planning

According to Talha Mohammed Ahmed and Ibrahim Mohammed Alfaki (2007, p:15) Calderhead (1984) cited in mentions three types of lesson planning. They are:

Incremental planning:

Some thinking this type involves little thought in advance about the lesson and its curricula context. A high value is put on spontaneity, of staying in close contact with the pupils; interests and on day – to – day development and of their knowledge and skills.

Comprehensive planning:

This type involves more thought both about individual lessons and about their place within the whole course. A clearer idea of the knowledge and skills to be achieved is directly stated.

Survival planning

Some teachers actually do a lot of systematic lesson planning. However, other teachers appear to rely very much on classroom routine. The planning, which is done by the latter, is mostly done during teaching when they snatch time to think about what comes next. Of course, this type of planning is not recommended as it inevitably adds to the burden that teachers have to think about during lessons. This situation possibly increases the stress that some teachers already experience.

Stages of lesson planning

Harmer (1983) has suggested the following two stages of lesson planning.

1. Pre- plan

This stage precedes the planning stage. Given the fact that the teacher is knowledgeable about the institution, his profession, the prescribed syllabus and the students, s/he needs to think generally about what he is going to do in the next class or classes before he actually writes down the detailed contents of a lesson plan. Based on her/his knowledge of the students, and the syllabus, s/he will consider four major components, which constitute the basis of the pre-plan stage. These components are the activities, language skills, language type, subject, and content.

2. The plan

The plan stage has five major components. These are

- Description of the class (students, time, frequency, restrictions).
- Recent work (activities students have been doing, subject, content, language skill type).
- Objectives (aims: written in terms of what students will do or achieve: (specific)
- Contents (context, activity, classroom organization, aids, and possible problems).
- Additional possibilities (other activities).

Lesson and the Stages that it Follow

According to Willingdon Avenue, Burnaby (2010, p:1) A lesson is an organized set of activities designed to present one manageable-sized piece of your course. Do not confuse lesson with lecture as it is commonly used in the expression lecture/lab when describing course hours. You may have more than one lesson in a 50-minute lecture or lab. A lecture is just one teaching technique that you may use in a lesson. Each lesson should be a complete segment in itself, providing new learning. Try to keep your students in mind as you plan your lesson—ask yourself:

- Who are they?
- What do they already know?
- Why should they learn about this?
- What must they learn?
- What must they do to learn?
- How will they demonstrate their learning?

What the instructor and students do varies at the different stages of a lesson. The stages of a lesson plan—beginning, middle end—reflect the three stages of learning:

1. Motivation (beginning)
2. Guidance (middle)
3. Practice (end)

Each stage should flow smoothly into the next, which builds on the previous. If students do not have an opportunity to go through all three stages, learning may not occur!

Guidelines for making a lesson plan

You need to pay attention to the three stages of learning at the different stages of the lesson.

A. Beginning stage

As an instructor, a part of your job is to try to motivate the students—make them want to learn the new material. Tell them what the learning outcome of the lesson is and how they can use it on the job and in other areas of their lives. Remember that they can only concentrate on one thing at a time, so make sure they are concentrating on what you want them to learn.

B. Middle stage

English language instructors, do the teaching and where most of the learning happens. Part of your job is to help your students connect the new information to something that they already know and to help them “file” it so that they can find it again later. People generally need a systematic way of organizing information in order to learn it. Your instructional aids, student learning materials, etc., are guides to help students store the information and reach it again when they need it. Make sure the information is ordered logically so that they can easily put it in their long-term memories.

Another important part of your job is to provide opportunities for your students to attempt to use the information and then give them your feedback.

C. End stage

English language instructors, provide a variety of ways for students individually to recall or practice with the information so they can commit it to memory.

Strategies for Effective Lesson Planning

According to Stiliana Milkova, cited in Fink, D. L. (2005). A lesson plan is the instructor’s road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities

• Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished.

Presenting the Lesson Plan

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

Reflecting on Your Lesson Plan

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. For additional feedback on planning and managing class time, you can use the following resources: student feedback, peer observation, viewing a videotape of your teaching, and consultation with a staff member at CRLT (see also, “Improving Your Teaching: Obtaining Feedback” on pp. 146-147 and “Early Feedback Form” on pp. 148).

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An overview of previous studies

This study was conducted by Milagro Piñeiro Ruiz (2009), this article attempts to guide students of Teaching English as a Foreign Language at the Universidad de Costa Rica, Sede de Occidente, in the process of planning. The paper presents the basic principles and components of lesson planning by organizing them into three different stages: before planning, while planning, and after planning. In addition, the article pretends to motivate student teachers in the field of action research as a way to grow professionally.

Judy Bailey did this study. It was entitled as the challenge of supporting a beginning teacher to plan in primary mathematics. The main concern of this study is to investigate the effective lesson planning that is a challenge for many beginning teachers. This paper presents a case study of one such teacher, and the author's efforts to support her in the planning process. Results show supporting the beginning teacher's planning by (a) providing access to resources such as web-sites and teaching handbooks, (b) modelling, and (c) providing an explication of planning were insufficient to create substantive and necessary changes in the teacher's planning during the period of research. Implications for supporting beginning teachers are considered. Both of the study concern with the challenges that face primary school teachers in lesson planning and preparations. The difference between them may be of the locations in which both studies take place.

Andi Nur Fitriyanti, 2019. The Problems Faced by English Teachers in Making Lesson Plan at SMAN 10 Makassar. A thesis of English Education Department, the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, guided by Nunung Anugrawati and Andi Asri Jumiati. This research aimed to finding out the problems faced by English teachers in making lesson plan and to finding out the solutions of the problems. This research applied a descriptive with qualitative approach. The sample of this research were four English teachers of SMAN 10 Makassar. This research used total sampling technique. The researcher collected the data through interview and documentation. The result of this research showed that there were sixth problems faced by English teachers they students' condition, learning method, delivery of learning material, learning activities, Instructional media and assessment. Meanwhile, there were four solutions for the problems they were change the learning method, student's ability in general, the teacher's ability to teach and the teacher is too many aspects. Based on the findings, the researcher concluded the primary problems faced by the teachers in making lesson plan at SMAN 10 Makassar was student's condition because based on the results of teacher's interview there were many problems they were difficult to adjust students both from their abilities and behavior in making lesson plan. The solution for the problem should be based on the teacher's ability in implemented the lesson plan in the class.

METHODOLOGY

This study is Quantitative one that concerned with statistical method and language purposively selected sample. This study used a questionnaire that aimed to identify the problems that face Sudanese secondary school English language teachers in lesson planning and preparation. The population of this study is Sudanese secondary school teachers.

The sample of the study was selected randomly according to scientific procedures that will be explained later. The sample of this study consists of 20 secondary school English language teachers. The samples that chosen to conduct this study are secondary school teachers who have been chosen randomly from Kosti, White Nile State district. The tool used in this study is teachers' questionnaires, the questionnaire designed by the researcher herself, and designed to be relevant and suit the research's hypotheses. The questionnaire directed to secondary school teachers in order to examine the challenges that face then in lesson planning and preparation.

Reliability refers to the property of a measurement instrument that causes it to give similar results for similar inputs. The result of the readability will be obtained by the analysis of the hypotheses. Prior to the final formulation and publication of the questionnaire, the researcher tested the validity of the questionnaire to ensure that the questions were formulated in a clear manner, away from any ambiguity or ambiguity, and the comprehensiveness and integrity of the questionnaire. It was presented to three professors who specialize in English language. These referees reviewed the questionnaire and presented their observations and recommendations, which were taken into account by the researcher in preparing the questionnaire in its final form, as shown in Annex.

DATA ANALYSIS AND DISCUSSION OF THE RESULT

In this section, the researchers deal with the society and sample of the study, presenting, analyzing and discussing the data of the study, explaining the methodology used to describe the sample and the data collection tool used in the questionnaire and the statistical methods used to prove the validity of the hypotheses.

The third topic: tasting of Hypothesis

Table (1) test of Hypothesis (1): Secondary schools English teachers ignore the way English lesson is planned

Items	Accounted value	p-value	DF	Result
I write down the topic of the lesson that I would like to plan and prepare for it.	29.10	0.00	4	accepted
I must know what do my students want to learn.	42.30	0.00	4	accepted
I must to plan for what do I want them to understand and be able to do at the end of class.	26.18	0.00	4	accepted
I must know what do I want my students to take away from this particular lesson.	32.24	0.00	4	accepted
I know well what to in planning and preparing my English language lessons.	29.10	0.00	4	accepted
My teacher of English appreciate my correct answer.	29.10	0.00	4	accepted
General indicator	25.30	0.00	5	Accepted

Source: Preparation of the researcher, based on the questionnaire data, 2024.

We note from table (1):

1 The probability value of the first term (0.00) is less than (0.05) so the phrase “I write down the topic of the lesson that I would like to plan and prepare for it” is correct and acceptable.

2 The probability value of the second phrase (0.00) is less than (0.05) so the phrase I must know what my students want to learn “is correct and acceptable.

3 The probability value of the third phrase (0.00) is less than (0.05) so the phrase “I must to plan for what I want them to understand and be able to do at the end of class “is correct and acceptable.

4 The probability value of the four phrase (0.00) is less than (0.05) so the phrase “I must know what do I want my students to take away from this particular lesson” is correct and acceptable.

5 The probability value of the five phrase (0.00) is less than (0.05) so the phrase " I know well what to in planning and preparing my English language lessons" is correct and acceptable.

6 The probability value of the six phrase (0.00) is less than (0.05) so the phrase “My teacher of English appreciate my correct answer “is correct and acceptable.

Table (2) test of Hypothesis (2): Secondary schools English teachers do not attend a training course about lesson planning.

Items	Accounted va	p-value	DF	Result
After I join teaching at primary school I don't attained any training course concerning lesson	20.13	0.00	4	accepted
I train myself on how to plan and to prepare my lesson.	53.17	0.00	4	accepted
I attend online training course on how to prepare and plan your lesson.	15.26	0.00	4	accepted
The head of English Department tells me how to prepare my lesson.	26.18	0.00	4	accepted
I study at university the lesson planning and preparation.	20.13	0.00	4	accepted
General indicator	12.8	0.00	4	accepted

Source: Preparation of the researcher, based on the questionnaire data, 2024.

We note from table (2):

1 The probability value of the first term (0.00) is less than (0.05) so the phrase "After I join teaching at primary school I don't attained any training course concerning lesson plan" is correct and acceptable.
 2 The probability value of the second phrase (0.00) is less than (0.05) so the phrase "I train myself on how to plan and to prepare my lesson" is correct and acceptable.
 3 The probability value of the third phrase (0.00) is less than (0.05) so the phrase "I attend online training course on how to prepare and plan your lesson" is correct and acceptable.

4 The probability value of the four phrase (0.00) is less than (0.05) so the phrase "The head of English Department tells me how to prepare my lesson" is correct and acceptable.

5 The probability value of the five phrase (0.00) is less than (0.05) so the phrase "I study at university the lesson planning and preparation" is correct and acceptable.

Table (3) test of Hypothesis (3): Secondary school teachers of English do not know how to embody values, develop key competencies such as thinking and relating to others, and embody principles such as cultural diversity when they prepare the lesson.

Items	Accounted value	p-value	DF	Result
I embody values in my lesson plan.	12.11	0.00	4	Accepted
I consider thinking when I plan for my lesson.	32.21	0.00	4	Accepted
I develop some key competence such as the skill of thinking and reading with critical eyes.	15.20	0.00	4	Accepted
I consider to develop the critical reading when I plan my lesson	32.21	0.00	4	Accepted
I consider the cultural diversity when I plan my lesson	15.20	0.00	4	Accepted
General indicator	29.34	0.00	4	Accepted

Source: Preparation of the researcher, based on the questionnaire data, 2024.

We note from table (3):

1 The probability value of the first term (0.00) is less than (0.05) so the phrase "I embody values in my lesson plan" is correct and acceptable.
 2 The probability value of the second phrase (0.00) is less than (0.05) so the phrase "I consider thinking when I plan for my lesson" is correct and acceptable.
 3 The probability value of the third phrase (0.00) is less than (0.05) so the phrase "I develop some key competence such as the skill of thinking and reading with critical eyes" is correct and acceptable.
 4 The probability value of the four phrase (0.00) is less than (0.05) so the phrase "I consider to develop the critical reading when I plan my lesson" is correct and acceptable.

5 The probability value of the five phrase (0.00) is less than (0.05) so the phrase “I consider the cultural diversity when I plan my lesson” is correct and acceptable.

Table (4) test of Hypothesis (4): Planning and preparation are considered to have a central role in teacher practice.

Items	Accounted value	p-value	DF	Result
Lesson planning is important for me to teach well.	12.11	0.00	4	accepted
Planning helps me to build the confidence in teaching English language	32.21	0.00	4	accepted
Planning for my lesson tells me how to teach.	15.20	0.00	4	accepted
Planning for my lesson tells me what to teach.	32.21	0.00	4	accepted
Planning for my lesson tells me why and when to teach.	12.11	0.00	4	accepted
General indicator	29.34	0.00	4	Accepted

Source: Preparation of the researcher, based on the questionnaire data, 2024.

We note from table (3):

- 1 The probability value of the first term (0.00) is less than (0.05) so the phrase “Lesson planning is important for me to teach well” is correct and acceptable.
- 2 The probability value of the second phrase (0.00) is less than (0.05) so the phrase “Planning helps me to build the confidence in teaching English language” is correct and acceptable.
- 3 The probability value of the third phrase (0.00) is less than (0.05) so the phrase “Planning for my lesson tells me how to teach” is correct and acceptable.
- 4 The probability value of the four phrase (0.00) is less than (0.05) so the phrase "Planning for my lesson tells me what to teach" is correct and acceptable.
- 5 The probability value of the five phrase (0.00) is less than (0.05) so the phrase " Planning for my lesson tells me why and when to teach" is correct and acceptable.

CONCLUSION

To be effective, the lesson plan does not have to be an exhaustive document that describes each possible classroom scenario. Nor does it have to anticipate every student’s response or question. Instead, it should provide you with a general outlines of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

This study is an attempt to investigate the problems that face Sudanese Secondary School English language teachers in lesson planning and preparation. The study showed the best ways and methods that lesson is planned and prepared. How teachers prepare and plan their English lessons at Sudanese primary schools. Moreover, the study exposed how lesson planning and preparation affect and play a vital role in foreign language acquisition. After researchers did the data analysis by using Statistical Package of Social Sciences (SPSS), they found that the following: English language teachers at secondary level, Kosti locality, White Nile State, are not trained enough in preparing and planning the lessons, some of them doing their own efforts to train themselves in preparing and planning lessons and that is not enough unless, there is an expert in this domain to give them an advice. The most important recommendation to handle these problems, English language teachers at secondary stage in Kosti locality, While Nile State should be given opportunities to attend workshops and training courses for preparing and planning lessons in order to the achieve desired educational objectives.

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