

# Planning Writing Lesson Using Proposed Sequential Planning Model (PSPM) in the Limited Proficiency Writing Classroom

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**Abstract** The proposed model represents a strategy for addressing the need for second language writing lessons to be divided into discrete stages dealing with a specific language focus in each lesson. This proposed model helps in the planning of writing lessons as the process of learning to write in a second language classroom among limited proficiency English language learners (LEPL) whose motivation is affected negatively due to language barriers resulting in their inability to express their ideas in English. Due to this, there is a need for teachers to plan and provide the required tools for LEPL to be able to write well. The proposed Sequential Planning Model (PSPM) provides ESL teachers with a mean to help learners in these aspects. The preliminary study was conducted in 5 secondary schools in a rural district in Sabah to test out the PSPM. The respondents (five TESL teachers) were teachers teaching English in Upper forms. Primarily data collected is derived from a questionnaire with all ESL teachers in the district as a form of need analysis. Data was raised in the way of document review, pre and post-semi-structured interviews with the respondents. The supporting data was derived from student's performances in their writing tasks before and after the intervention. The findings of this research suggest a potential strategy for teachers to use in planning their lesson and indicate that this approach is operational in helping teachers effectively plan their lessons.

**Keywords** Sequence, Lesson Planning, Mind Mapping, Writing Process

## 1. Introduction

In recent years, the Malaysian Education Ministry has introduced *Dasar Transformasi Pendidikan (DTP)*, as an attempt to transform and reform the teaching profession in Malaysia by 2025. Hence, teachers must now be aware that lesson planning must be taken seriously to fulfill the Malaysian Education Blueprint (MEB), where 21<sup>st</sup>-century teaching and learning (21<sup>st</sup> T & L) is being emphasized. Planning a lesson helps teachers to set goals for classroom teaching, therefore lesson planning should be based more on teacher reflections on learners need and based on lesson observation in class rather than just trying to finish the syllabus without considering learners' weak points or learners' need for learning (Peterson, Marx, & Clark,

1978). How a teacher plans and controls the classroom as well as the delivery of the lesson determined the learners' success in learning (Mutton, Hagger, & Burn, n.d., 2010)

Methods of learning English for EFL/ESL varies depending on the student's level of English proficiency and, the means and setting in which they are taught, which can range from required classes in school to self-directed study at home, but this again depends on the family educational level, background and proficiency level (John, 1991). In some programs, educational materials are provided in a mixture of English and are translated orally in the learners' native language to enable the learners to understand the instructions better. Wright (2010) mentioned that in other programs, educational materials are always in English, but the vocabulary, grammar, and contextual clues adapted so that it becomes more easily understood by learners with varying levels of comprehension (Bernhardt & Krashen, 1989).

Teaching English is not easy for English Language Learners (ELL) as it requires a lot of effort from the learners as well as the teacher particularly in multiracial country like Malaysia especially in Sabah and Sarawak, where the learners' home languages, backgrounds, and cultures are varied, and their exposure to the English language is also significantly affected by geographical areas (Mercer & Littleton (2007), Lantolf, Thorne, & Poehner (2015)) in which, learners can be EFL or ESL or even ESOL. In other words, teachers are faced with learners who walk into their classrooms with a wide range of language abilities. As for the learning of English is concerned, almost all learners in the class have the same problem in the language, i.e., lack of vocabulary, grammatical knowledge, ideas, and also sentence construction ability.

In this study, the research will be mainly on the strategy to plan a lesson for writing using a proposed model which reverses the planning process according to the needs of the learners, and how this relates to how teachers interpret the syllabus to suit their learners hence improving in the learners' ability to write. In the Proposed Sequential Planning Model (PSPM), teachers plan their lesson based on learners' need to achieve the objectives of the writing lesson. In this approach, before teachers decide to have a writing task, they need to first analyze ELLs' need before actually planning the lesson to suit the targeted learners' needs. Based on the need analysis, teachers brainstorm on what is needed to achieve the objectives of the writing

lesson and how. Teachers' mind-map on the needs of the learners and mind mapping on learners' needs for writing English essay in various scaffolded lessons (Bakker, Smit, & Wegerif, 2015) dealing with a specific language focus in each lesson instead of just in one lesson as what teachers normally do. According to Reed and Michaud (2010), lesson planning is a process of allowing teachers as the planner to evaluate their knowledge with regards to the content to be taught.

There has been a concern in the achievement of the English language in Sabah schools being primary or secondary. From the researcher's coaching and mentoring visits to schools since 2014, it was realized that most teachers plan their lessons correctly. Planning a good lesson is crucial in determining the success of teaching and learning (John, 1991, 2006; Pang, 2016; Peterson et al. 1978) but the issue is that almost 30 – 40 percent of learners are still not able to perform well in the English SPM examination paper in the district. Teachers know and do the planning, but the question is why learners are still finding it difficult to write in English, especially the limited proficiency learners. In response to the issue is a need to investigate alternative lesson planning design approach (Slater, 2011) to conform to the LEPL needs.

The English Language Teaching Centre (ELTC) has worked together with the Malaysian Ministry of Education to introduce new approaches in helping teachers in overcoming learners' weakness in writing as well as reading. In 2014, Differentiated Teaching and Learning Approach (DTL) were introduced to all SISC officers (English Secondary schools), then since 2015 to date, it is followed up by School Support Program (SSP) for selected schools in phases. In a way, the SSP is almost similar to the PSPM. The difference between the two is that SSP focuses on remedying after the writing stage, i.e., the *product*, whereas, PSPM, is the lesson planned towards the writing, i.e., the *process*. Murray (1972) has mentioned that teachers need to teach writing as a process and not to teach writing as a product. To do this, teachers need to interpret the syllabus while building the yearly scheme of work. There is a need for teachers' to rethink on the writing lesson itself. Teachers must ask themselves, are learning writing for knowledge or learning writing for the examination. The low achievement of learners in writing is a great concern as various continuous efforts are made to increase the ELL proficiency level among Malaysian learners (Tengku Mahadi et al., 2018). A substantial amount of research has been published on lesson planning; however, there has been relatively little research on planning in a scaffolded and staged manner to construct a writing lesson. A different design of planning is much needed for the limited English proficiency learners (LEPL)(Slater, 2011). The limited research on teacher planning seems to indicate that, in planning, teachers do not use all features of the theoretical model but focus primarily on the content to be taught and rarely consider educational objectives, learner characteristics, or instructional strategies (Pang, 2016; Peterson et al., 1978).

Introducing teachers to Proposed Sequential Planning Model (PSPM) helps teachers to be aware that, in certain

cases, the common way of planning a writing lesson is not sufficient for the limited English proficiency learners (LEPL). The dominant way to plan a writing lesson would be by staging the writing process, beginning with the introduction, ending with the conclusion only and teaching the grammar and vocabulary totally out of context to the writing. Despite this structured approach, unfortunately, the problem persists among the ELL in the limited proficiency Classroom (LPC). There is still an unrequited question as to why these ELL aren't performing even though many research has been done to improve ELLs performance in writing, and teachers used the suggested strategies in their teaching. There are studies on vocabulary acquisition and grammar teaching to mention a few, but yet to find one that puts all as one big integrated lesson plan for writing with the same topics and themes in a series of a lesson plan. Despite the importance of the role, lesson planning plays in teachers' development of practical competence, exploration of this essential pedagogical task of teachers seems scarce in language teachers' cognition research, Pang (2016). The PSPM approach creates a less stressful lesson for the teachers as well as for the learners. It opens opportunities for teachers to plan better and in a structured, guided manner corresponding to Communicative Language Teaching (CLT) methodology. Furthermore, this approach offers teachers to apply 21<sup>st</sup>-Century T & L in their teaching. Teachers are reluctant to use the 21<sup>st</sup>-Century T & L because they said they do not have enough time to come up with exciting, fun activities.

It is common in a writing lesson that teachers give learners a time limit (*usually in double period lessons which are roughly 80 minutes*) to produce an essay which can be stressful to both learners and teachers. To produce the introduction of an essay can be a time-consuming activity for LEPL. It may take more than one lesson to complete. Pressed for time, teachers may overlook the need to provide learners with the much-needed vocabulary and schemata to help them generate their ideas for writing essays. LEPL struggles to write and ends up copying from their friends. They become demotivated hence affecting their interest in learning the language. Writing difficulties affect LEPL motivation toward writing (Ismail, Hussin, & Darus, 2012). The PSPM approach helps teachers to plan their writing lesson in sequence based on the learners' requirements. Learning to write is scaffolded in a fun and achievable way, especially for the LPEL. This fun achievable approach would motivate ELLs to participate and hence perform better.

## 2. Problem Statement

The problem that this research wanted to explore was if teachers' teaching in LEPL designed their lesson planning to accommodate ESL/EFL learners need for writing. Ideally, if the syllabi consistently followed from year 1 to year 6, all learners should have mastered the English Language by the end of their primary school, and would not have faced problems in secondary schools. The syllabi were built with the objective that by the end of year 6, English Learner (EL) should have mastered a certain

level of the English language. Unfortunately, the reality is, at least 40 percent of Form 1 learners' are unable to write well in English. Why is this so?

In Kudat, a rural district situated at the northern part of Sabah, the English proficiency level is quite low and every year, for the band 4, 5 and 6 schools. In the SPM English papers, at least 10 to 50 learners failed (based on SPM data), and mainly from the LEPL classes. There are two categories of learners in these classes; category 1 are those with 25 above total marks of 85 from paper 1, and category 2 are those with 25 marks below. Item analysis of the results revealed that the ELLs are weak, especially in vocabulary, grammar, sentence constructions or structures, and lack of ideas to respond to the writing task. Teachers normally do pre-teach the writing process, fully guided, and tell ELLs to write essays based on the task given. Unfortunately, ELLs are still weak or still having the same weakness. The worst scenario is when it comes to the examination, some ELLs only manage to write only half the page of a foolscap paper or leave the answer sheet blank.

Many of the LEPLs are in the marks range of 20 to 39. So, there is a need to dig deep on what has gone wrong or what is lacking in the LEPL classroom. Hence, this preliminary research is a reflection of what the researcher found lacking in teachers lesson planning strategies, especially in the limited English proficiency (LEP) classroom. For this research, the researcher focused on English teachers teaching in the LEP class, i.e., learners have some English language background, where most learners lack in the much-needed writing ingredients for writing essays in English. For this study, only category 1 (marks ranging 20 to 39) will be taken into account because category 2 (below 20) learners may have other learning problems which are not studied in this research paper. Class management will be the extraneous variable, while motivation and teachers approach is the confounding variable in this study.

The study aims to propose a research on a proposed Sequential Planning Model (PSPM) for a writing lesson on which if correct guidance and suitable activity or input that is relevant to the needs of the learners, the approach will have an impact on LEPL writing skills. The objective of the preliminary study is to investigate teachers' practices of teaching writing, as well as to explore factors affecting the LEPL writing ability and to discover alternative ways to writing lesson by the integration of various lessons using PSPM approach to guide the learners' writing process based on learners' need.

The research questions based on the objective of the study include:

RQ1: How is the normal practice of teachers writing lesson plan?

RQ2: What are the factors affecting LEPL writing ability?

RQ3: How does the application of PSPM help teachers to plan writing a lesson for LEPL?

RQ4: What is the effect of the PSPM approach on LEPL writing performances?

### 3. Literature Review

Sijil Pelajaran Malaysia (SPM) is the Malaysian final examination before entering tertiary level education. The English paper; teachers' into Paper 1, which is the written work test and Paper 2 on the reading comprehension and literature components. Paper 1, the written test carries a total of 85 marks, in two sections, Section A, Directed Writing (35 marks), and Section B, continuous writing (50 marks). Writing has been a problem for many years for LEPL. The skill to write well is not a naturally taught skill; it is learned or transferred as a set of practices in formal instructional settings or other situations (Myles, 2002). It is necessary to help learners build a positive attitude towards writing in addition to teaching them how to write (Zorbaz, 2015). In empowering LEPL writing skills, a systematic instructional practice need to be followed so that the learners will be directed to progress in their writing tasks (Mahadi. T. et al., 2018)

The normal teaching practice for a writing class would be teaching the writing process within 80 minutes for Malaysian class. There are four stages to cover within the 80 minutes lesson, i.e., pre-writing, drafting, revising, and editing. Most LEPL could not write within the given time. They struggle and end up doing the writing task at home. The majority will not do. LEPL are finding it hard to write because of certain factors such as limited vocabulary which contributes to the difficulty of writing (Tengku Mahadi et al., 2018; Astika, 1993; Santos, 1988) grammar knowledge, lack of ideas as well how to construct sentences. During observation in the classroom, it was noticed that LEPL tends to use the first language (L1) in their second language (L2) writing tasks. The reason is that they do not know what word to use and how to elaborate on their ideas in L2. In a study conducted by Tengku Mahadi et al. (2018), it was mentioned that many LEPL uses L1 in their L2 writing practices to make up for linguistic deficiencies. It is necessary to help learners build positive attitude towards writing in addition to teaching them how to write during instruction (Harmer, 2004). Data from several studies have identified that writing difficulties affect learners' attitude towards writing (Slater, 2011) therefore it is important that LEPL sees writing the lesson in an achievable, meaningful and purposeful for real-life learning and not just for the examination. The whole process towards writing is important and should be focused on, and not just the product of the writing.

For many years, teaching of writing always focused on the written product rather than the writing process (Harper, 2004). Learners are directed to 'what' rather than 'how.' Process writing is not easy option for ELL of EFL/ESL/ESOL or even for the teachers. In applying product approaches, teachers expect the ELL to only analyse text in terms of what language they used on constructed, whereas if process approach, it's a way of looking at what people do when they compose written text.

Teachers need to see the planning of the writing lesson when looking at the whole process of writing. The writing lesson should be staged in different sub-lessons to fit the needs of the LEPL. Teachers need to analyze and

synthesize the syllabus to fit the writing process planning by reflecting on the LEPL needs. This study is to discover a writing process planning to fit LEPL needs. There are situations in which teachers need to produce a much longer sequence of their lesson (Jeremy, 2007) and the PSPM approach guides teachers to plan the writing lesson in a series of staged sub-lessons. Designing activities based on the lesson plan is crucial for learners' success in learning. In PSPM, instead of looking at one writing lesson, teachers need to mind map on series of sub-lessons to achieve a common goal, i.e., writing an essay according to the topic given in Paper 1. The lesson planning is done in stages of sub-lessons; each lesson is planned according to the dominant linear model. The PSPM lesson plan is the teachers' road map of what learners need to learn and how it will be done efficiently during class time. So, it is imperative before planning a lesson, teachers' first need to identify the main learning objectives from the syllabus and then relate to LEPL needs to plan for the 21<sup>st</sup> century T & L activities.

Lesson planning is the heart of teaching because it is a plan that correlates between learning activities and assessment practices in classrooms. It is an innovative process that allows teachers to synthesize their understanding of second language acquisition (SLA) (Krashen, 1982) and language teaching pedagogy with their knowledge of their learners, the curriculum, and the teaching context. But, experience in classroom teaching is far more complex and differentiated than what the policy-makers would have teachers to believe (John, 2007), growth of teachers have shed light on the importance of engagement in lesson planning in teacher development (Pang, 2016). It is the basis of effective teaching. Experienced teachers learn to juggle the classroom variables almost separately from the planning process (Peterson 1978), but Syed Ismail et al., (2017), Jason, (2006) mentioned that when planning a lesson, teachers should consider learners background knowledge and should be flexible and reflects form learners' ability. So, teachers need to find out LEPL needs before telling LEPL to write. Different learner types and learners from different backgrounds should be well addressed in the lesson plan to achieve full participation. The lesson plan should include instructions and learner activities that address multiple learning styles and multiple ways for learners to provide evidence of understanding (Anderson, 2015). Differentiating instruction for diverse learners in the lesson plan is as important as one fits all, especially in a mixed-ability classroom. In the PSPM, all this is taken into consideration.

For the preliminary research, the PSPM approach was introduced to selected teachers and was implemented for three months period. Before the training, teachers were requested to do a need analysis for writing in the LEPL written work. During the intervention period, selected teachers were trained to plan using the PSPM approach based on the learners' need analysis for writing. Before the planning, teachers need to decide on the theme or topic for the writing task and find reading materials in context with the theme or topic to be used in PSPM. The reading

materials will be the materials used actively in the PSPM. It is in the reading material in a context that learners will be able to get their vocabulary, contents, lexical variety, and use of grammar. Next, teachers ask the learners what they need to fulfill the task, then mind map learners' need and plan their lesson by referring to the mind map (Leinhardt & Greeno (1986)) to guide their planning sub-lesson plans were prepared to fit the learners' need by mind-mapping the main topic/themes for the writing lesson. Each lesson is incorporated with 21<sup>st</sup> century T & L and infused with HOTS elements, Robyn Collins (2014), using the chosen reading materials. Some of the planned writing lessons were broken to 4 to 6 sub-lessons only; the number of sub-lessons depends on the learners need and ELs level of proficiency. Each sub-lesson is lesson to fit learners need before the real writing task, and a systematic instructional practice needs to be followed so that the LEPL will be directed to progress in their writing task (Tengku Mahadi et al., 2018). Each lesson is scaffolded in an organized manner prioritize the most needed by LEPLs. By scaffolding also ELLs will be able to note areas in which their understanding is lacking and engaging in knowledge (Davis & Linn, 2000). All materials for the lesson must be in context with the topic chosen hence choosing the right reading materials are imperative. After the first cycle, teachers will check learners' work and continues the cycle to use PSPM for other topic or theme as practice and preparation for the SPM paper.

## **4. Methods**

For this preliminary study, the name of teachers and schools remained anonymous and represented by Teacher A, B, C, D, and E. The researcher use mainly qualitative approach with quantitative data to support the findings. Data were collected responding to the research objectives and research questions using interviews before and after, documents (lesson plans), and learners marks for the pre and post from Mid-semester and Final exam as well as the SPM results for selected schools.

### **4.1. Samplings**

Samples for this preliminary research consisted of 5 English language teachers from 5 different schools in Kudat district. All selected teachers have more than five years of experience in teaching the English Language. The criteria for selecting the subjects are based on the final subject marks after the semester examination. The intervention was conducted in the LEPL class. The number of learners in the class is around 17-35 learners. The learners' marks for writing range from 20 – 39. Data was collected and analyzed by the teachers before and after the intervention. The papers were marked according to the actual SPM paper 1 marking scheme. The training was done individually one to one basis to the chosen teachers at different time. The training began after teachers have done the need analysis of the learners based on their observation and reflection. Teachers were also asked to give learners

need based on the pre-test marks. The intervention was conducted in 3 phases.

#### 4.2. Pre-Intervention (Phase 1)

The initial phase is when teachers were interviewed on the teaching writing practices. Teachers were asked for data (marks for paper 1 in the mid-semester exam paper) of chosen classes for the intervention. The objective of phase 1 was to find out what were the learners' needs based on teachers' item analysis and classroom reflection (asking the LEPL). Primary data were taken from all teachers teaching LEPL in Kudat district. Teachers were asked to choose a topic or theme, and then decide on the title of the writing task. The teacher then asked to find reading materials in context with the title chosen.

#### 4.3. Intervention (Phase 2)

Training began in Phase 2; the intervention group was trained and exposed to the PSPM. These processes can reach up to 10 related sub-lessons per topic. Each lesson is incorporated with the 21<sup>st</sup> century T & L. First, teachers' mind map the writing lesson into several sub-lesson which respond to their learners' need, then scaffolded the lesson according to priority on which sub-lesson to be taught first and so on. Teachers' need to be creative in planning their lesson and they need to remember the main product of the intervention is writing. All the sub-lesson will be conducted respectively until the final writing.

#### 4.4. Post-Intervention /Reflective feedback (Phase 3)

Data were gathered in Phase 3; teachers' were interviewed. Data were taken from teachers' analysis of their learners' writing (marks).

### 5. Findings

Prior to the study, data were collected from teachers teaching in the LEPL in all schools in the Kudat district. The data below shows the average marks for the LEPL differs in different schools. The average marks for LEPL are more than 20 but less than 35 marks. As can be seen in the data, 53.8% of the LEPL can pass the SPM English paper if given the right approach and guidance.

### 6. Discussion

#### 6.1. ESL Teachers' Writing Lesson Plan Practices

The data from the interview with the teachers implied that teachers do plan their writing lessons but only suitable for good ELL. They designed the writing lesson to respond to the exam type of paper rather than for knowledge. Despite learners, limited proficiency in the English language teachers still uses the same approach for LEPL and competent learners. Teachers began to see the needs to have a different plan in their lesson planning for

the LEPL classes. Learners began to be more focused and motivated during PSPM intervention. The finding, while preliminary, suggests that the PSPM have potentials in helping teachers in teaching LEPL writing. The Teachers responses in the interview suggest that teachers seem to realize the need to plan differently for the LEPL classes. Obviously, before going deep to the writing process, teachers need to build the foundation of the writing process, to achieve the written product.

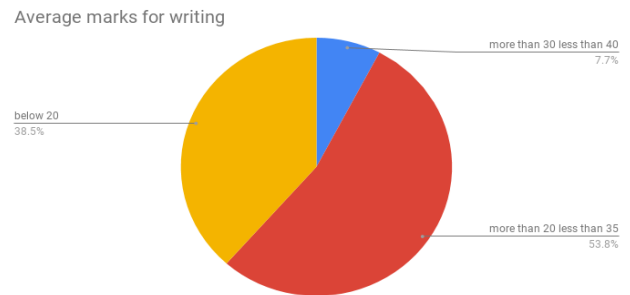


Figure 1. Average marks for writing

#### 6.2. Factors Affecting LEPL writing Ability

Data was taken from teachers at the beginning of the intervention based on teachers classroom observation and after the writing pre-test.

Teachers need to identify what are learners need to ensure reasonable chances to succeed to counteract the potential problem in writing task. It was evident that the LEPL needs the most help in acquiring vocabulary, use correct grammar, and how to form sentences. These findings suggest that LEPL were struggling to write because they lack words to use to construct good meaningful comprehensible sentences. The findings from the pre-test indicated that LEPL is having a problem in 3 elements, vocabulary, grammar and sentence construction in parallel. What teachers' reflected in class and the data analysis from learners' scripts shows the relationship, and this is the problem learners' were facing in their writing task. The core problems are vocabulary and grammar which make up the sentences. Without sufficient vocabulary, it will be difficult to express their ideas proficiently; writing quality can be enhanced having good vocabulary (Leki & Carson, 1994) and Walters and Wolf (1996) agrees to this notion. The issues such as syntax, concord, and collocation are all parallel to the lack of vocabulary and grammar knowledge amongst ESL/EFL/ESOL. Vocabulary has been acknowledged as L2 learners' greatest single source of problems (Meara, 1980 as cited in (Alqahtani, 2015)) and this can be acquired through reading text in context (Krashen, 1989, 2003), and retention of the lexical pattern can be applied by the LEPL in their writing (Tengku Mahadi et al., 2018).

Linguist David Wilkins (1972) states that without grammar, very little can be conveyed but without vocabulary, nothing can be conveyed. Vocabulary is very important for LEPL to be able to write better. The question

is how teachers are supposed to plan their lessons based on Wilkin’s idea. The preliminary findings agree to the notion that there is a need for teachers to plan a vocabulary lesson in context with the writing task. Vocabulary is largely a collection of items, whereas grammar is a system of rules in writing. Both are important. LEPL are also seen by teachers to have a problem in giving ideas or responding to questions. As proposed by Vygotsky’s Zone of Proximal Development (Davydov, 1995), new information should be placed at a level just above the knowledge the learners already possess. Given this, teachers indeed need to take this theory into account. Hence the need for teachers to plan their writing lessons in stages (sub-lessons) to give the LEPL all the tools or ingredients much needed for them to be able to write. Learners get their schematic knowledge from the reading materials, and prior knowledge can be absorbed to written task by giving reading activity in context with the writing task in one of the lesson plan planned using PSPM. As mentioned earlier, an increase in vocabulary and exposure to a variety of lexical syntaxes will help learners to write better.

The majority of teachers in the study disagree with the notion that their LEPL can write under time constraints. Their LEPL were unable to write within a given time limit. Teachers seem to be contradicting themselves when asked if they spend a lot of time to plan their writing lesson and how often teachers give writing task to the learners. The findings from the interview based on teachers experience in ESL classroom, also implied that writing lesson could not be completed in 80 minutes lessons as teachers claim. In the study, the frequency of writing tasks planned by teachers seems to indicate that LEPL were given sufficient writing practice, but LEPL performances seem to be the opposite.

### 6.3. PSPM Intervention

An important concern emerging from these findings is the writing lesson planning planned by teachers did not match the need and other issues faced in the LEPL classroom. The study set out to find a suitable approach for planning the LEPL writing lessons. Teachers agreed that the PSPM approach indeed has an impact on their learners’ writing performances. As mentioned earlier in the literature, studies by (Jeremy Harmer, 2006; Leki & Carson, 1994; Tengku Mahadi et al., 2018) proper planning to cater LEPL needs helping to improve learners’ writing performances. The PSPM approach in planning a writing lesson allowed teachers to shape their lessons in a more structured that fit in the LEPL needs. In the process of planning, teachers drew images of the classroom events and the learners’ level of proficiency. A teacher’s lesson planning is influenced by the ability of the learners, their achievements, their personalities, and their home background (Nieuwoudt & Beckley, 2004:317, as cited in (Slater, 2011). PSPM approach agreed to Slater, (2011), research on lesson planning, where he argued on the importance and need for teachers to consider other issues faced by the LEPL. The PSPM intervention approach was discussed in details in the methodology in this paper.

Teachers should structure and organize their lesson plans well, which will translate into a structured and organized presentation to avert confusion for ESL learners (Slater, 2011).

### 6.4. The Effects of PSPM approach in LEPL writing performances

The findings, as pictured in *Table 1*, while preliminary, suggest that, after teachers used the PSPM approach for their writing lesson plan, there is an increase in the number of passes in the LEPL.

**Table 1.** Data to show differences before and after the intervention (3 months)

Teacher	Form /class	No of learners	Mid sem Pre		No. of learners	Final Post	
			Pass	Failed		Pass	Failed
A	5	26	2	24	26	10	16
B	5	35	0	35	32	5	27
C	5	17	1	16	17	7	10
D	5	35	6	28	35	9	26
E	5	31	5	26	31	14	17

## 7. Conclusion

The sample use for the preliminary research was very small and did not allow for generalization on how teachers accommodate ESL learners in the classroom. The study only included five rural schools with poorer socio-economic areas where there is a larger diversity of mother tongues, and a bigger disparity between the learners’ and teachers would have contributed significantly to the findings. Classroom observations to assess how educators present the lesson and how ESL learners are accommodated would have provided more insight.

This research has investigated the effect of PSPMS approach in writing lesson planning to help LEPL improve their performances in writing. The findings in this preliminary study add to teachers understanding that, it is very important that teachers of LEPL, think over their teaching practices to cater for these learners’ need (Fullan & Pomfret, 1977). The PSPMS approach helps teachers to reflect on their normal approach to plan and teach the LEPL in their school. The findings suggest that teachers are more aware of using PSPM and finds it very useful in their lesson planning. Although teachers were skeptical to the intervention at first, after trying it out with few lessons, teachers found that this approach helped them a lot in planning their lesson, especially now that 21<sup>st</sup> century T & L are emphasized in the classroom. It was shown in this study that the intervention will benefit teachers’ especially English teachers who are struggling to teach their struggling learners. Competence in lesson planning reflects the quality teaching of the teachers (Brown, 2001; John, 2006). The findings add to our understanding that lesson planning is imperative in teaching and learning process, and the good lesson planning will have a good impact on the learners. In general, the results show that it is important

for teachers to fulfill to learners' need before planning a lesson to have good impact on learners' learning. The PSPM allowed teachers to be more creative in planning their 21<sup>st</sup>-century classroom. The classes were more learners centered providing a communicative approach and more fun because learners know what to learn and what to produce. Several limitations need to be acknowledged even though the findings showed promising impact using the PSPMS approach. More research is needed to understand PSPMS strategies for LEPL better.

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