

Depiction of Role and Power in EFL Teachers' Lesson Plans

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Abstract

An effective lesson plan that includes a variety of mutual activities between students and teacher is required for the instructional process. The lesson plan, on the other hand, is not intended to guide students to be more independent during the process or to apply student-centered learning. As a result, this research is being conducted to examine the role and authority displayed on the twelfth-grade teachers' lesson plan. This research is closely connected to critical discourse analysis, which utilises Brooks' idea of 'Role and Power' (2015). According to the evaluation of the lesson plans, the teachers play a prominent role during the instructional process. On the one hand, they have greater authority in their duties as a teaching manager, guide, and facilitator. For example, according to the lesson plan, the teachers have a prominent role in leading and questioning the students during the teaching and learning process, as represented on the lesson plans. In this situation, the teachers identify as the dominating figure to carry out their tasks in the educational process.

Keywords: EFL Teacher's Lesson Plan, Role and Power, Critical Discourse Analysis

1. Introduction

Lesson planning is an important task for teachers to conduct before teaching since it supports them in structuring their learning processes in order to achieve the learning objectives. Brown (2001) defines a lesson plan as a series of activities that cover 'steps' within a curriculum and functions evaluation and also preparation for the next lesson. Furthermore, Woodward (2001) claims that lesson planning represents not only the teacher's thought about the classroom activities, visualisation, and materials, but also the teacher's thought about the materials.

Harmer (2007) elaborates on two critical aspects of why it is necessary to design a lesson. To begin, a lesson plan is used to guide teachers as they use their creativity to complete a variety of activities in the classroom from beginning to end. Second, it discusses the relationship between the teacher and the students, in which the teacher provides positive materials in order to elicit positive responses from the students. In addition, Jensen (2001) states some benefits of creating a lesson plans. First, lesson planning results in more consistent lessons. It allows teachers to deliberate on their lesson objectives, the types of activities that will accomplish those objectives, the sequence of those activities, the supplies required, how long each activity may take, and how students should be organized. Furthermore, teachers can consider the connections between activities, the relationship between the current lesson and any previous or future lessons, and the relationship between learning activities and assessment practises.

Creating an effective lesson plan, on the other hand, remains a challenge for teachers. Some study in the EFL context revealed that EFL teachers encountered some problems in creating a lesson plan in terms of constructing learning objectives, indicators, choosing materials, deciding learning activities, choosing learning resources, time allocation, forming assessment procedures (Farid, 2014; Permana, 2010; Saputri, 2017), determining learning method and media. Another study discovered that the causes of difficulty in preparing a lesson plan are a lack of time, difficulty in constructing assessments, and a lack of contextual training.

Given the importance of lesson plans in the teaching and learning process, various research were looking into how teachers used lesson plans. Regueira (2020) examined the pedagogic language used in lesson plans made by university student-teachers enrolled in a pre-service teaching practise course in order to comprehend the inherent relationship that pedagogic discursive practises have with power. The study used a Critical Discourse Analysis viewpoint to examine the

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student-intentions teacher's to exert control over the students' contributions in terms of content, relations, and subject positions. The force of power underlying the student teacher's pedagogic discourse practises was then investigated, leading to the conclusion that the exact same lesson plan rules limited their products and served to legitimate and sustain institutional unequal relations.

The lesson plan was evaluated using the principle of 'Role and Power.' Roles are socially constructed both locally (in specific settings involving a specific group of individuals) and culturally (developing within broader institutions and cultural communities). Roles expand relationally within local contexts, evaluating every single moment in interaction from a social, cultural, and historical perspective based on societal structures. Classroom roles are viewed as a site for obtaining covert power (hegemony), overt power, control, resistance to normative or ritualised behaviour, inclusion, or marginalisation, all of which occur as part of modern schooling (Brooks, 2015).

2. Literature Review

2.1. *The Importance of Lesson Plans in ESL Teaching*

Being a good teacher begins with lesson planning. It is a creative process in which teachers combine their knowledge of second language acquisition and language teaching technique with their knowledge of the learners, curriculum, and teaching situation. According to Dunsmore (2019), a lesson plan's principal function is to keep the class on track with the lesson aim; however, it also serves other vital functions, as listed below:

2.1.1. *A lesson plan keeps a check on time within a class*

This does not imply that every teacher will be experienced enough to know how long each activity will take, but a lesson plan helps the teacher to keep track of time in respect to the intended course and make sensible adjustments throughout the class.

2.1.2. *A lesson plan is a written record*

This part is critical because it enables the teacher to review what the students have already learned and apply it to new material - this organisation technique allows for some repetition throughout the course. It is also necessary to note the date and time on the lesson plan in order to have a more complete historical record.

2.1.3. *A lesson plan allows the teacher to be prepared*

One of the most obvious, yet crucial, components of a lesson plan is having spent time and effort into how to approach a topic and gradually construct the learning objective through the Engage, Study, or Activate phases. This preparation also enables the teacher to effectively organise the class materials.

2.2. *Critical Discourse Analysis*

Critical Discourse Analysis (CDA) is an integration between three things that is text analysis, analysis at the time the text was produced, received by listeners, and at the time of distribution, and analysis on sociocultural nature is discursive (including things e.g. conversations, interviews, scientific papers), (N Fairclough, 1995). Critical Discourse Analysis (CDA) is a theory and method of analyzing the way people, community groups, and even certain institutions in using the language, (Richardson, 2017). The analysts of critical discourse according to (Van Dijk, 1993) focus on the relationship between discourse, power, dominance, imbalance in society, and how the discourse is reproduced and maintains the relationship between power and imbalance. CDA practitioners experience a lack of uncertainty between the practice of discourse and social and cultural structures, so they take an explicit political stance. In this context, the CDA is more descriptive than a Conversational Analysis (CA).

CDA specifically emphasized the interdisciplinary study of discourse, which is trying to mediate between the linguistic and social background of the text (N Fairclough, 1995; Wodak, 2001). Unlike the CA, the CDA is more broadly discussing social, indicating external factors, ideology, power, inequality, and afterward using social and philosophical theories to analyze written and verbal text and interpret it. Fairclough (2012) emphasized that in CDA an analyst would analyze text and interactions, but first analyze the problems faced by a particular person or community they are facing, in addition to politics, and Culture. Thus, a CDA researcher began researching from the beginning of the microstructure of the language and then helping to form the macrostructure of society.

3. Research Methods

The current study is closely related to critical discourse analysis (CDA) to explain role and power portrayed in English lesson plans for the twelfth grade in the vocational high schools. CDA focused on investigating discourse which considers language as social practice (Norman Fairclough, 2001) and relates to the context of language use (Wodak, 2001). Ballard (1980) claimed that a discourse focusing on text which is the coverage of a process and a product that required to be well-analyzed in a specific social context. Widodo (2018) reported that the way the speakers employed the language choices concerning with their intentions, ideologies and thoughts. CDA embraces the ideological system is shaped by texts and social practices which cover certain values in social lives (De los Heros, 2009). In terms of analyzing such ideologies, (1980) systemic functional linguistics (SFL) adopts a useable tool with a lexicogrammatically analysis or micro-language analysis. This is concerned with two aspects on linguistic and visual choices in texts as a discourse containing multi-layered meanings (Kress & Van Leeuwen, 2006; Widodo, 2018).

In this study, the texts were in the form of English lesson plans for twelfth grade students which have been implemented by vocational high school teachers. They theoretically represented role and power which were depicted on the lesson plans by considering the theory of Critical Discourse Analysis.

4. Results and Discussion

4.1. Results

Lesson plans are viewed as instructional documents that must be well-planned as well as well-implemented by teachers in their roles as directors and supervisors of the teaching and learning process. They represent teachers' instructional practises, which aid learners in understanding the contents provided. Because of these concerns, lesson plans became the literacy artefacts examined and evaluated in this study. The analysis was concerned with role performance and power in critical discourse analysis. This analysis was performed to determine how important the role and power of teachers in educating the students depicted on the lesson plan was, as well as the implications of this study. The main concern of this analysis was on the three stages of teaching and learning process: pre activity, whilst activity, and post activity. The lesson plans were taken from twelfth grade vocational high schools that focused on English lesson.

All of the lesson plans examined in this study followed the same format, which included the school's identity, learning objectives, learning activities (including pre activity, whilst activity, and post activity), and assessments. The lesson plans showed that in the preliminary activities, the teachers began the lecture by greeting the students. Following that, the teacher monitored the students' attendance and made the learning environment more friendly. The teacher questioned and stimulated the students about the topic before giving it. At the same time, the teacher presented the learning objectives as well as the activities that would be carried out. In the case of a whilst or main activity, students were expected to be more active in the learning process by observing and attempting to understand the material presented by the teachers, discussing the material with friends or teachers, asking questions that were not understood, and displaying the results of their learning. Students were not only passively listening to the teacher's explanation at this point, but they were also given the opportunity to better understand and participate in the learning process. Students were expected to be able to collaborate and discuss the material presented with their peers at this stage. In terms of the post-activity, the teacher and students reviewed and recalled the benefits of the learning process as well as the learning problems. Finally, the teacher concluded the learning outcome.

From the activities written in the lesson plans, the teacher thoroughly dominated their roles in the classroom in terms of leading as well as questioning the students. From the pre-activity, the teachers' roles have been significant in getting the class ready to start the lesson, such as greeting and monitoring students' attendance. Furthermore, when recalling prior material to the students, the teacher assumed the role of questioner. At this point, the students appeared to be responding to the teachers' questions. Teachers were clearly superior to students during classroom activities. On the contrary, students had fewer opportunities to play their roles in the pre-activity. Meanwhile, the teachers mostly served as attendance checkers and questioners during the pre-activity. In summary, the teachers fully directed and managed the pre-activity. Students, on the other hand, only received and listened to the teachers' instructions or did not play many roles in this activity. As a result, the teachers' dominance in this activity drew their social power, as evidenced by the way they positioned themselves during this stage.

During the main activity as specified in the lesson plans, the students served as questioners, presenters, writers, and feedback providers. Rather than being passive, they became more interactive and active at this stage. They also positioned their roles dominantly during the while activity, for example, they discussed with their friends about the

material presented by the teachers, they were engaged in a questioning session about the materials given; they took a note; they also presented the results of their learning; and they planned to provide feedback to their friends. At this point, the students had more control over a variety of activities. Meanwhile, the teachers positioned themselves as the material's presenter. As a result, the student-teacher interaction depicted in the lesson plans contributed to the separation of roles between teachers and students, reflecting their power in the classroom. Classroom roles were viewed as a relevant location for exercising covert power (hegemony), overt power, control, and resistance to social behaviour that occurs in schools in particular.

In terms of the post-activity written in the lesson plans, the teachers and students reviewed the learning results as well as the learning problems. In this activity, the teachers assumed the role of mediator in the event of a thoughtful conversation on such concerns. While the students took on the role of responders, they were responsible for responding to the teacher's directions. In this regard, the roles of teachers and students were part of negotiating their authority, which functioned differently in the framework of the teaching and learning process.

4.2. Discussion

In terms of the twelfth graders' lesson plans, teachers have a prominent role in leading and questioning the students during the teaching and learning process. According to Brooks (Brooks, 2015), roles can be applied both locally (in a specific location that covers the relationship of a group of individuals) and culturally (occurs in broader formal organisations and cultural societies). Thus, the roles described in the lesson plans for teachers contain a local and cultural component in which the teachers use the roles in their own field by engaging a group of learners. It is also reinforced by authority and ideology from the teacher, who is the representation of human phenomena in the classroom as choice (Brooks & Young, 2011), as a point of justice (Holmgren and Bolkan, 2014), and as a component of empowering learners. The pre-activity allows teachers to demonstrate their abilities as process directors and managers. Meanwhile, at this stage, the students become the receivers of the teachers' instructions. According to Freire (2020), the instructional process should be based on banking education, in which the teacher transfers knowledge to the students as the information receiver. Furthermore, the teacher serves as a "director" in terms of delivering commands and carrying them out in various ways (Brooks, 2015). It demonstrates that the teachers are outstanding in administering the pre-activity, but the students have a lack of opportunities to play their function at this step. As a result, the teachers' dominance in this activity attracted their social authority, as seen by the way they positioned themselves during the session. The teacher maintains social distance from her students that attempts to define a teacher–student power differential (Brooks, 2015).

During the main activity, the students took on the roles of questioner, presenter, writer, and feedback presenter. The learners now had more influence over a range of activities. Meanwhile, the teachers appeared to be the presenter of the content. It is similar to Maybin (2013), who claims that the students' words convey their dedication as a type of authority as well. Thus, the student-teacher interaction shown in the lesson plan led to the separation of roles between the instructor and students, reflecting their power in the classroom. According to Mazer and Graham (2015), the interaction among students in the classroom displays normative roles or power dynamics. Classroom roles are viewed as a relevant location for exercising covert power (hegemony), overt authority, control, and resistance to social conduct in the school, in particular (Brooks, 2015).

During the post activity, the teacher and students discuss the learning results as well as the learning obstacles. In this exercise, the teacher serves as a mediator in the case of a thoughtful conversation on certain problems. While the students take on the role of respondent, they are in control of responding to the teacher's directions. In accordance with the above remark, Kellner and Kim (2010) assert that the classroom is viewed as a management of compliance between students and teachers. Finally, positions in the classroom served as representations of power relations and negotiation (Brooks, 2015).

5. Conclusion

The evaluation of the lesson plans is seen as the teachers' supremacy, which is shown on the lesson plans. The teachers' dominance reflects their ideals or personalities, which must be displayed during the teaching process. In this setting, teachers position themselves as dominating characters in the educational process, carrying out their responsibilities according to the lesson plan.

Lesson plans are one of the literacy artefacts that must be evaluated and analysed in this study. In critical discourse analysis, the analysis and assessment are centred on role performance and power. This analysis serves to demonstrate

how important teachers' roles and authority are in managing and directing learners during the English learning process. This approach focuses on three stages of the teaching and learning process: pre-activity, whilst activity, and post-activity. The lesson plans are from the twelfth grade, and they focus on English courses. The lesson plans demonstrate that the teacher has a dominant role in leading and questioning students during the teaching and learning process. Thus, the function of the teacher described in the lesson plan has a local and cultural proportion in which he/she uses the roles in their field by incorporating a group of students in it. For example, the pre-activity is the teacher's opportunity to show as both the director and the manager of the process. In this stage, learners become the recipients of the teacher's instructions. In summary, the instructor is superior at conducting the pre-activity, while the students have little opportunities to play their part during this stage. As a result, the teachers' domination of their responsibilities in this activity attracted their social authority, as seen by the way those teachers position themselves during the lesson. The evaluation of the lesson plans is shown by the teachers' dominance, which is depicted on the lesson plans. The teachers' dominance reflects their ideas or personalities, which must be reflected during the teaching process. In this setting, teachers represent themselves as authoritative personalities in order to carry out their tasks in the teaching process.

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