**Evaluation Strategy**

Without the evaluation strategy, the teacher cannot analyze the success of the student and assess the kind of changes and adjustments to make in the plan (Brown, 1994). Brown further stated that the evaluation can be both formal and informal and offers students with the opportunities to learn.

Furthermore, Ur (1996) has found out the fact that student learning is the first and most important criteria for lesson plan evaluation. A good guess is always helpful to assess the extent by which student has learned. Ur provides certain criteria on the basis of which the lesson plan should be evaluated, such as:

* The class seems to be learning well or the material is well-explained
* The learners are engaging with the challenge or not
* The learners stayed attentive during all lessons or not
* The students enjoyed the lessons or not
* The lessons were planned and prepared on the basis of the plan or randomly

After all lesson plan, the following questions should be asked to be able to evaluate the lesson plan, such as: Why is vital to give clear bearings? What sorts of circumstances have you been in when you have needed to listen precisely to somebody talking? Why is it critical to grow great talking and listening aptitudes? Have understudies portrayed circumstances when they have not utilized great talking or listening abilities. What were the outcomes?

The principal step is to figure out what you need understudies to learn and have the capacity to do toward the end of class. To help you determine your targets for understudy learning, answer the accompanying inquiries: What is the point of the lesson? What do I need understudies to learn? What do I need them to comprehend and have the capacity to do toward the end of class? What do I need them to understand from this specific lesson?

When you layout the learning destinations for the class gathering, rank them regarding their imperativeness. This step will set you up for overseeing class time and achieving the more imperative learning goals in the event that you are pressed for time. Consider the accompanying inquiries: What are the most imperative ideas, thoughts, or abilities I need understudies to have the capacity to handle and apply? Why are they imperative? On the off chance that I used up time, which ones couldn't be excluded? What's more on the other hand, which ones would I be able to skip if pressed for time?

The students should be asked about different questions, and then they should be asked about different answers. On the basis of their answers and their feedback, the evaluation about the lesson planning will assess whether it has really affected the students in a good way or not.

Set up a few distinctive methods for clarifying the material (genuine samples, analogies, visuals, and so on) to catch the consideration of more understudies and speak to diverse learning styles. As you plan your illustrations and exercises, evaluate the amount of time you will spend on each. Assemble in time for expanded clarification or discourse, additionally be arranged to proceed onward rapidly to diverse applications or issues, and to recognize systems that check for comprehension. These inquiries would help you plan the learning exercises you will utilize: What will I do to clarify the subject? What will I do to outline the theme in an alternate manner? In what capacity would I be able to captivate understudies in the theme? What are some applicable genuine illustrations, analogies, or circumstances that can help understudies comprehend the point? What will understudies need to do to help them comprehend the theme better? A brief agenda should be written to be able to present the lesson plan to the students.

Utilize the accompanying three-point rubric to assess understudies' work amid this lesson.

* Three points: Students were exceedingly occupied with class and gathering discourses; eagerly took part in activities emulated the principles of the activities without requiring instructor direction or supervision; and exhibited an acceptable understanding of the essentialness of having great talking and listening abilities.
* Two points: Students for the most part occupied with class and gathering discourses; took an interest in activities; emulated the standards of the activities with little educator supervision or direction; and showed an essential understanding of the criticalness of having great talking and listening aptitudes.
* One point: Students took part insignificantly in class and gathering exchanges; were not able to take an interest in the activities without consistent educator supervision or declined to partake in the activities and were not able to show an essential understanding of the imperativeness of having great talking and listening aptitudes.

**References**

Brown, H.D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.

Ur, P. (1994). *A course in language teaching, practice and theory*. Cambridge: Cambridge University Press.