

Abstract

The research concentrated on the impact of a tutoring program on the theory comprehension by a group of pre-service teachers as they attend a lesson planning course. During the tutoring program, they had to design the lesson plans merely based on their past experience without any theoretical instructions. After the process of both quantitative and qualitative data analysis process which deeply involved the thorough examination on the participants' lesson plans as well as the summary of questionnaire responses, the researcher was eventually able to establish the answers to the research questions. In general, the Tutoring program was an effective experience for the tutors. To be more specific, by following the procedure of the programs, the students had the opportunities to experience the task of designing lesson plans with various related skills and contents ranging from writing the lesson objectives to sequencing the class activities and henceforth. Thanks to the experience gained from the Tutoring program, the learning efficiency in several aspects of the Lesson planning course were enhanced. To be more precise, most of the students found it more straightforward to realize and understand the terms introduced in the course as well as envisage the lesson planning paradigm. However, due to the nature of this program, constraints and limitations were inevitable as claimed by most of the participants. To be more specific, there were two main drawbacks of the Tutoring program namely the lack of the theory introduction prior to the microteaching and the inadequate opportunities of practices. Therefore, with a view to continue ameliorating the quality and the effectiveness of this potential program, further research could be done to figure out the impact of this program on in-class teaching skills.