

**STUDENT-TEACHERS' BELIEFS TOWARDS THE USE OF  
LESSON PLANS**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Bharti Kumari Yadav**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mrs. Bharti Kumari Yadav** has prepared this thesis entitled **Student-teachers' Beliefs Towards the Use of Lesson Plans** under my guidance and supervision.

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## **DEDICATION**

Dedicated  
to  
my husband

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**Bharti Kumari Yadav**



## **ABSTRACT**

The purpose of carrying out the present research work is to find out the Student-Teachers' beliefs towards the use of the lesson plans. Keeping this objective in mind I have selected 10 student -teachers of M.Ed. final year from the Department of English Education, TU, Kirtipur who were sent for the practice teaching of 2011/12 for the study. I have used the tool interview in order to gather the required data from the respondents. The collected data were transcribed, coded, thematically grouped and analyzed or interpreted systematically. It was found that the STs Beliefs towards the use of lesson plans are positive. They believe that the lesson plan is an effective and useful for teaching rather than just as formality, boredom and time consuming task for the effective and interactive teaching and learning. Similarly, they also believe that the lesson plan helps to teach the lessons systematically and provide the teachers confidence on the subject- matter. Likewise, they think that the lesson plan is like a compass for the STs to move ahead for achieving the determined goal. That's why it is necessary for all the teachers including the student-teachers as well.

This thesis consists of four chapters: Chapter one deals with the introduction to the research which included introduction, general background, review of the related literature, objectives, and significance of the study. Chapter two deals with the methodology adopted for the study in terms of sources of data, population of the study, sampling procedure, tools and process of data collection and limitations of the study. Chapter three contains the analysis and interpretation of the data collected from informants. Finally, the chapter four summarizes the findings of the study and suggests for recommendations.

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## LIST OF ABBREVIATIONS

Dr.	:	Doctor
e.g.	:	For example
etc.	:	etcetera
ed.	:	Edition
ELT	:	English Language Teaching
FoE	:	Faculty of Education
i.e.	:	That is
M. Ed.	:	Master's Degree in Education
No.	:	Number
NELTA	:	Nepal English Language Teachers' Association
p.	:	page
Prof.	:	Professor
T. U.	:	Tribhuvan University
CUP	:	Cambridge University Press
OUP	:	Oxford University Press
ibid.	:	From the same source

