

# **CHAPTER-ONE**

## **INTRODUCTION**

This chapter begins with the background of the study and is followed by a brief discussion on teaching and learning or, planning for teaching. It also includes the introduction of lesson planning, importance of lesson planning, components of lesson planning, format of lesson planning and ways of planning a lesson. It also strives to delve into the previous studies done in the related field and objectives of the study or it ends with the significance of the study.

### **1.1 General Background**

‘Belief’ is a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person’s actions. It is also called assumptions, conceptions, and personal theories. Not until the 1970s that research on teaching emphasized the significance of teachers’ beliefs. Beliefs are important concepts in understanding teacher’s thought processes, instructional practices, and change and learning to teach. Teacher beliefs can be represented as a set of conceptual representations which store general knowledge of objects, people and events, and their characteristic relationships. A substantial body of research suggests that both the professional development of teachers and their classroom practices are influenced by educational beliefs. Beliefs are the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning. Belief systems therefore serve as a personal guide by helping individuals define and understand the world and themselves.

Teaching is an active process in which one person shares information with others to provide them with the information to make behavioural changes. It is to impart

knowledge or skill and learning is the process of assimilating information with a resultant change in behavior. The process of teaching and learning is a planned interaction that promotes behavioural change that is not a result of maturation or coincidence. That's why it is said that the effective planning is the basis for successful teaching. There are many plans for teaching among them lesson planning is one of the most significant and essential for the effective and interactive teaching. Lesson planning is a teacher's detail description of the course of instruction for the individual lesson. A daily lesson plan is developed by a teacher to guide class instruction. Although the teachers and the student-teachers know the value of lesson planning in teaching but as based my experienced there are only few teachers or student-teachers who are applying it into the real field. The education programme has made the rule of making lesson plans during the practice-teaching by the student-teachers without knowing their beliefs towards it. It means to say that student-teachers can take the lesson planning as an effective, useful and just as formality or a boredom and time consuming task. So that their beliefs towards it need to be taken into account. Anyway, lesson plan is a plan for teaching and learning. It describes how learning is to be organized and facilitated in the classroom.

### **1.1.1 Teaching and Learning**

The term 'teaching' is an art and skill to present certain linguistic items in a meaningful way. It gives an instruction to do something in a certain place. Teaching returns most often to the activity of the teacher should be geared to facilitate learning on the part of the learners. The main goal of teaching is to develop the competencies level focusing on techniques whereas learning means to gaining knowledge of skill by studying, from experiences, from being taught. In other words, we can say that learning refers to gradually change our attitudes about something so that we behave in a different way. The quality of good teaching and learning depends on the skill art, knowledge and attitude as well as

the teaching skills of teacher. It is very difficult to define quality of good teaching and learning .Teachers may appear to be well organized and efficient but this in itself will not guarantee that pupils learn. So, teaching and learning are the complex processes that are socially, culturally, and economically influenced.

The relationship between teaching and learning is at the heart of the education process. The term teaching refers to impart knowledge or skill and learning refers to acquire knowledge or skill by study. Teaching is instruction, or transferring knowledge from one to another and learning is receiving that knowledge and committing it to memory. We learn so then we can teach, to remember what we learned we must teach so we won't forget. Learning is the desired change in the behavior of the individual results from passing a certain expertise and teaching is to help the individual to learn.

We can learn by trial and error, by observation, by experience, by own intelligence/ rational thinking, from mistakes etc. Without needing to be taught formally. Teaching is just one of the ways that can be adopted in order to learn. Teaching however can speed up learning; make it more focused and relevant. Then, in order to be able to teach, the teacher has to have learnt him/herself – either formally or informally.

Thus, learning precedes teaching. A learner may not be a teacher but a teacher has to be a learner. Moreover teaching and learning is actually an on-going interaction and communication between the 2 players .There is stimulus , response, feedback, mutual learning and growth. Similarly, Malaguzzi (1920-1994) states that “The learning and teaching should not stand an opposite banks and just watch the river flow; instead, they should embark together on a journey”.

### **1.1.2 Planning for Teaching**

The term plan refers to do something that intended to do and planning refers to act or process of making plan for something . In other words planning refers to the process of setting goals, developing strategies and out linking tasks and schedules to accomplish the goal . Koontz and Welhrich ,(1990) state that, “planning involves selection of mission and objectives and the actions to achieve them; it requires decision making , that is, choosing from among alternative future course of action” (as cited in Gurung, 1999,p.14 ).Therefore, planning means looking ahead and chalking out future courses of action to be followed. It is a preparatory step. It is a systematic activity which determines when, how and who is going to perform a specific job. However, according to Urwick, “planning is a mental predisposition to do things in orderly way, to think before acting and to act in the light of facts rather than guess.”

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching developed during the early part of the twentieth century as applied linguistics and others sought to develop principles and procedures for the design of teaching methods, materials, drawing on the developing field of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in twentieth century was characterized by frequent changes and innovation and by the development of sometimes competing language teaching ideologies. (Richars and Rodgers, 2001)

Teachers may wonder “which way they ought to go’ before they enter a classroom. This usually means that teachers need to plan what they want to do in their classroom. Most teachers engage in yearly, term, unit, weekly and daily lesson planning”(Yinger,1980). It means to say that the teachers need to plan

coherent and inclusive learning programmes that meet learner's needs and curriculum requirements and lead to further education.

A plan can play a vital role in helping to avoid mistakes or recognize hidden opportunities. Preparing a satisfactory plan of the organization is essential for effective teaching. The planning helps in forecasting the future, makes the future visible to some extent. It bridges between where we are and where we want to go. Planning always helps to achieve goal by using the available time and resource so, a plan should be a realistic view of the expectations. Depending upon the activities, a plan can be long, intermediate or short range. It is the framework within which it must operate. Preparation of comprehensive plan will not guarantee success, but lack of a sound plan will almost certainly ensure failure. Therefore, for the effective and interactive teaching lesson plan is basic. Lesson plan is helpful not only to achieve goal but also to maintain the discipline in the classroom.

### **1.1.3 Lesson Plan**

The word 'lesson' comes from Latin *lectio* "the action of reading (out)." The word was also used for the text itself, very often a passage from the Bible readout during a religious service (First lesson, second lesson). Finally, any portion of a book to be studied was referred to as a lesson. A lesson is a structured period of time where learning is intended to occur. It involves one or more students being taught by a teacher or instructor. A lesson may be either one section of a textbook (which, apart from the printed page, can also include multimedia) or, more frequently a short period of time during which learners are taught about a particular subject or taught how to perform a particular activity. Lesson are generally taught in a classroom but may instead take place in a situated learning environment.

Lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to. But plans which help teachers' identity and anticipate potential problems - are proposals for identity rather than script to be followed slavishly, whether they are detailed documents or hastily scribbled notes (Harmer, 1991, as cited in Phyak and Sharma 2006, p. 362). However, Bhattarai (1986) defines a lesson plan as "The teacher's perception of a particular teaching item to guide his pupils towards achieving a determined objective of language skill within a short class period"(p.3). Moreover, Woodward (2001) states that planning refers to the combination of considering the students, thinking the content, materials and activities that could go into the course of lesson, jotting these down, having a quite ponder etc.

A lesson plan is a teacher's detailed description of the course of instruction for one. A lesson plan is a plan for teaching. It is an orderly prepared plan of the subject matter to be taught deciding the techniques and materials for the presentation of the lesson before entering the classroom. Planning the instruction is much more difficult than delivering the instruction. A daily lesson plan is developed by a teacher to guide class instruction. The detail of the plan will vary depending on the preference of the teacher, subject being covered, and the need and or curiosity of children. Most lesson plans include a title, topic, name and number of the standard being addressed, goals objectives, materials, procedure, practice, evaluation and ways to extend the learning outside lesson.

A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting the teaching philosophy, student population, textbook and most importantly, goals for students. It can be described with many metaphors such as road map, blue print, or game plan (Ur 1996); but

regardless of the analogy, a lesson plan is essential for novice teachers and convenient for experienced teachers.

#### **1.1.4 Value of Lesson Plans**

Lesson planning means deciding the techniques and materials for the presentation of a lesson before the teacher enters the classroom. It is the teacher's preparation of a particular teaching item to guide his/ her students towards achieving a determined goal of language skill within a short period. It is an orderly presentation of the subject matter to be taught. It is just a track of the class on which the teacher goes. A lesson plan clearly points out what has already been done, in what direction the pupils should next be guided and the immediate work to be taken up.

Lesson planning is very important roadmap for the teacher which helps for effective and interactive teaching. It is not written for teachers to read to the class. It is used to structure the lesson and to help with the flow of the class, especially when something has occurred to distract everyone, including teacher. It benefits many stakeholders: teachers, administrators, observers, substituted and of course students.

Richards (1998, p. 103) suggests that lesson plans help the teacher think about the lesson in advance to “resolve problems and difficulties, to provide a structure for a lesson, to provide a map of the teacher to follow, and to provide a record of what has been taught”. Doff (1980) stresses that “writing a lesson plan helps teachers to prepare the lesson ; It helps them decide exactly what they will do and how they will do it”. By comparing the estimated time with the actual time taken for different types of activity, we soon learn to judge lesson stages and phases with great accuracy both in planning the lesson and executing it (Cross,1992, as cited in Phyak and Sharma 2006, p.363).

Lesson plan is a systematic record of a teacher's thought about what will be covered during a lesson. Lesson planning involves decisions about the pedagogical dimensions of the lesson. But another important aspect of a lesson concerns the management of learners during the lesson. This includes eliciting students' attention, maintaining their engagement in the lesson, and organizing them into pairs or groups. If these aspects of a lesson are not well handled by a teacher, much of the time available for teaching can be lost in non-productive activity.

There are also internal and external reasons for planning lessons (McCutcheon, 1980). Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class needs one. Lesson planning is especially important for pre-service teachers because they may feel more of a need to be in control before the lesson begins.

A daily lesson plans can benefit English teachers in the following ways:

- ❖ Lesson planning gives the teacher such different ideas as what to teach, whom to teach, when to teach, why to teach and how to teach.
- ❖ It guides the teacher and shows his /her limitation.
- ❖ It shows the teacher's time to explain and make teaching direct and clear.
- ❖ A plan can help the teacher think about content, materials, sequencing, timing and activities.
- ❖ A plan provides security (in the form of a map) in the, sometimes, unpredictable atmosphere of a classroom.
- ❖ A plan is a log of what has been taught.
- ❖ A plan can help a substitute to smoothly take over a class when the teacher cannot teach (Purgason, 1991).



- ❖ It helps the teacher to connect preceding and following lessons to each other.
- ❖ Teacher will be more relaxed and confident if she/he follows a clear plan.
- ❖ The plans are an aid to continuing improvement. After the lesson, the teacher can add an evaluation to the plan, identifying those parts which went well and those which were less successful.
- ❖ By planning the lesson properly, the subject matter to be presented and practiced is organized in a proper manner so that the teacher can make a systematic progression of activities etc.

### **1.1.5 Components of Lesson Plans**

Before we start to make a lesson plan we need to consider a number of crucial factors such as the language level of our students, their educational and cultural background, their likely levels of motivation and their different learning styles. We also need knowledge of the content and organization of the syllabus or curriculum we are working with, and the requirement of any exams which the students are working towards.

Lesson plan consists of several components. Different scholars divide the components of lesson planning differently. But the most common among are teaching item, objectives, teaching materials, revision and warming up, presentation , practice, activities and evaluation.

I have mentioned the following components as a part of lesson planning. These components are adopted from (Phyak and Sharma, 2006, p. 367).

#### **1.1.5.1 Introductory Part**

The part is also called head part. It mentions the lesson plan number, class, time, unit, etc. Important among them is the teaching item-a specific language element or skill the teacher aims to teach within the given period.

### **1.1.5.2 Specific Objective**

An effective lesson plan starts with appropriate and clearly written objectives. An objective is a description of a learning outcome. Objectives describe the destination we want our students to reach. Clear, well-written objectives are the first step in daily lesson planning. These objectives are the first step in daily lesson planning. These objectives help state precisely what we want our students to learn, help guide the selection of appropriate activities, and help provide overall lesson focus and direction. They also give teachers a way to evaluate what their students have learned at the end of the lesson. Shrum and Gilson (1994, p8) point out that effective objectives “describe what students will be able to do in terms of observable behavior and when using the foreign language.” As cited in Phyak and Sharma (2006, p; 368). Hence, the language a teacher uses for stating objectives is important. Action verbs such as identify, present, describe, explain, demonstrate, list, contrast etc are used for writing objectives.

### **1.1.5.3 Instructional Materials**

Instructional materials should be related to the objectives; they should not be used only for the sake of materials. They may differ from teaching item to teaching item. Such materials as chalkboard, duster, chalk etc can be a part of daily lesson plan. Apart from materials of daily use, we can use flannel board, flash cards, pictures, etc English pedagogy in the 21<sup>st</sup> century is further aided with modern technology like computer, multimedia, Internet, etc.

### **1.1.5.4 Teaching-Learning Activities**

After writing the lesson objectives, teachers must decide the activities and procedures they will use to ensure the successful attainment of these objectives. Teaching-learning activities should be related to the objectives in questions.

Different activities should be clearly mentioned such as what questions the teacher asks, what teacher writes, what materials he/she use, where to use them ,how he/she teach, what methods and teaching he/she applies to teach a particular teaching item. According to Harmer(1991) “The activity that is particularly appropriate for one student may not be ideal for another”(p.259). He further says that the only way to provide variety is to use a number of different techniques. It also includes other sub-steps warning up, presentation practice etc.

#### **1.1.5.5 Evaluation**

It is necessary for the teacher to evaluate his/her students (and his/her teaching as a whole), which reflect the success (or failure) of the lesson. Brown (1994) says that without an evaluative component in the lesson, the teacher has no way of assessing the success of the students.

Brown (ibid) defines evaluation in lesson planning as an assessment that is “formal or informal, that you make after students have sufficient opportunities for learning.” For evaluation purpose, both oral and written questions can be asked. They should be directly related with the objectives.

#### **1.1.5.6 Homework**

The teacher ends the class by giving homework which is directly related to the classroom activities. It can be done individually, in pairs or in groups. It usually an extensive activity of what has been done in the class.

#### **1.1.6 Ways of Planning Lesson**

Before actually making a plan, we need to think about what we were going to do in a general way. Harmer (1991) presents the idea of pre-planning saying that:

The idea of the pre-plan is for the teacher to get a general idea of what they are going to in the next class or classes. Based on the knowledge of the students and the syllabus we can consider the four main ideas: activities language skills, language type and subject and content. When we have ideas of what we want to do as a result of considering these areas we can decide whether such ideas are feasible given the instructional and its restrictions. When this has been done we have our pre-plan and we can't move towards the final detailed plan (p. 265). The concept of the pre-plan and how it operates is summarized in the following diagram.

**Figure No. 1**

**Ways of Planning Plan**

(Adopted from Harmer, 1991, p. 265)

Then, we make an actual plan. The plan we are going to consider extremely detailed and it is understood that most experienced teacher do not write down what they are going to do in such a complicated way. There is beneficial and that is when a teacher is to be observed by providing such plan. Teacher clearly shows that he or she is doing things in classroom and where activity is not totally successful.

## **1.2 Review of the Related Literature**

Reviewing the literature is a continuous process. I have reviewed some literatures which are found useful or related to some extend this study.

These literatures have been reviewed as follows:

Bhatt (1997) has carried out a research entitled “Language Planning in the Education Sector of Nepal and Status of English in it.” The main objective of this research was to find the attitudes of different groups of people towards the suitability necessity and feasibility of educational planning found that the present language policy and planning in the education sector is not clear consistent, flexible and widely accepted . But he did not talk about lesson plan for teaching.

Chapagain (1999) has carried out a research entitled “Use of Teaching Materials and its Impact in English Language Learning”. The main objective of his research was to find the impact of teaching materials in language learning. It was found that teaching materials are as integral part of English language teaching and learning and they have positive impact in language learning. But he did not discuss the impact or attitudes of student teachers towards the lesson plan in English language teaching which is essential for the effective teaching. However his research was somehow related to planning a lesson.

Phyak (2006) has an article which aims to find out the strategies used by teachers to interact with their students in the classroom for effective classroom management which is also related to planning lessons. He found out that one of the real problems in teaching of English is lack of the interaction strategies from both teacher and students side. Similarly, Sharma (2007) focused in his article to describe the common classroom setting and to record the condition of classroom interaction. He found that English classrooms were not encouraging for beginners. Even a trained teacher was also found not sincere to the importance of classroom setting (planning) and classrooms interacting in learning.

K.C. (2011) has carried out a research entitled “Perceptions Practices of Secondary English Teacher on Lesson Planning”. The main objectives of this research was to identify the perceptions of secondary English Teachers towards lesson planning. He found that the secondary English teachers had positive perceptions towards using lesson planning. They believed that it was necessary to teach the lesson. Similarly, Bhatt (2011) has carried out a research entitled “Planning lessons: A Case of Secondary Level English Teachers.” She found as similar to K.C.

It reveals that no research study has yet been done on the student-teachers’ beliefs towards the use of lesson plans during the practice-teaching under the Department of English education.

### **1.3 Objectives of the Study**

This study aims to achieve the following objectives:

- i. To find out the student-teachers’ beliefs towards the use of lesson plans.
- ii. To suggest some pedagogical implications from the finding of the study.

## **1.4 Significance of the Study**

This study attempts to find out the information about the student-teachers' beliefs towards the use of lesson plan. The rationale of the study is that Students-teachers can take the lesson plan as an effective, useful and just as formality or as a boredom and time consuming task. That's why this study is essential to carryout in order to find out their beliefs towards the use of lesson plan. A close look should be made to investigate the various variables for making it so and need to find out ways either to strengthen it or solve the problem. The lesson plan is necessary for teaching since it is a road map or compass to guide the teachers as well as student teachers' in the right direction to achieve the desired goal. Its finding will be useful to all who are concerned with teaching and learning activities. In other words, course designers, evaluators, teachers, students, researchers and others who are directly and indirectly involved in the field of teaching and learning will be benefitted from the findings of the research work.

## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter attempts to present the processes how the research work went ahead to achieve the expected objectives.

The following methods were adopted to carry out the research:

#### **2.1 Sources of Data**

I used both the primary and secondary sources for the collection of data. The primary sources were used for collecting data and the secondary sources to facilitate the research.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were the M. Ed. Student-teachers from the department of English of education from the Tribhuvan University, Kirtipur.

##### **2.1.2 Secondary Sources of Data**

I consulted different books, thesis, article, website, journals, Internet etc. related to the present research to facilitate the present study. Some of them are Harmer (1991), Woodward (2001), Kumar (2006), Google. Com, Lazar (1993), Journal of NELTA, Seaton (1982), Purgason (1991) etc.

#### **2.2 Population of the Study**

The population of the study was selected from the student-teachers sent for the practice-teaching in 2011/12 from the Department of English Education, TU, and Kirtipur.



## **2.3 Sampling Procedure**

I were selected 10 student-teachers from the Department of English Education, TU, and Kirtipur who were involved in the practice-teaching in 2011/12 by using non-random sampling procedure.

## **2.4 Tools for Data Collection**

I used interview to collect the data for the fulfillment of specific objectives.

## **2.5 Process of Data Collection**

I collected primary data by interviewing the student-teachers. For this purpose, I prepared some open and closed ended questions under the guidance of supervisor for the interview. Then, I selected the 10 student-teachers by using non-random sampling procedure from the Department of English Education, TU, and Kirtipur. After that, I met those student-teachers and built rapport or explained the purpose and the process of the study, then I took the interview or I thanked all the informants for their kind cooperation.

## **2.6 Limitations of the Study**

The study was concerned with the beliefs of student-teachers towards the use of lesson plans. This study had the following limitations as:

- (a) The student-teachers' beliefs towards the use of lesson plans were found out.
- (b) Data were collected from the tool "interview".
- (c) The population of the study was 10 student –teachers.
- (d) There were only the student-teachers from the M.Ed. final year from TU, Kirtipur, Kathmandu of 2011/12.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION OF DATA**

This research adopts qualitative research approach.

#### **Qualitative research**

Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. In the words of Atkinson et al. (2001:7) it is an ‘umbrella term’, and a number of different approaches exist within the wider framework of this type of research. Most of these have the same aim: to understand the social reality of individuals, groups and cultures. Researchers use qualitative approaches to explore the behaviour, perspectives, feelings and experiences of people and what lies at the core of their lives. Specifically, ethnographers focus on culture and customs, grounded theorists investigate social processes and interaction, while phenomenologists consider the meanings of experience and describe the life world. Qualitative methodology is also useful in the exploration of change or conflict. The basis of qualitative research lies in the interpretive approach to social reality and in the description of the lived experience of human beings.

It opposes to the normative approach that human behaviour is essentially rule-governed, single and objective reality. The qualitative researcher is believer of the use of multiple methods or triangulation for subjective reality. My study is also qualitative in nature. I have also tried to make my study evocative, descriptive, interpretive, analytic, and lively by utilizing my own feelings and voices to document and present scenes, sights, smells and individuals as realistically as possible which I brought from the tool interview.

Qualitative research is blossoming in recent years. Today there is a pressing need to show the practices of qualitative research (Denzin and Lincoln, 2005, p.vii). In the same way, Denzin and Lincoln (2005) have provided a long and elaborated definition of qualitative research. They say:

Qualitative research is a situated activity that locates the observer in the world.

It consists of a set of interpretive, material practices that make the world

visible. These practices transform the world. They turn the world into a series

of representations including field notes, interviews, conversations,

photographs, recordings and memos to the self. At this level, qualitative

research involves an interpretative naturalistic approach to the world. This

means that qualitative researchers study things in their natural settings,

attempting to make sense or interpret phenomenon terms of the meanings

people bring to them (p.30).

As I am an interpretive researcher so my effort, here is not to predict what may happen in the future, but necessarily to understand the nature of the setting and ground reality of the cases from data collected thoroughly triangulating the descriptions and interpretations, not just in a single but continuously throughout the period of study (Stake 2005, P. 443).

This chapter deals with the analysis and interpretation of systematically collected data. In order to gather the required data I used the tool interview. The collected data were transcribed, coded and then they were thematically grouped, and presented, analyzed, or interpreted systematically, descriptively and comparatively in this chapter. I used qualitative approach to analyze the data.

According to Bogdan and Biklen (1998):

Data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, searching for patterns, discovering what is important and what is to be learnt and deciding what you will tell others (as cited in Neupane, 2007, p.61).

Thus, all the recorded interviews were presented under this unit. Various headings and sub-headings are given here.

### **3.1 Analysis and interpretation of data obtained from the interview**

I have analyzed the data obtained from the tool interview by using the qualitative approach. The analysis and interpretation have been presented below:

#### **3.1.1 Concept of the lesson plan and its important parts**

‘Belief’ is also called assumptions, conceptions and personal theories. So, It can be said that belief differs from person to person. 10 student-teachers responded

their views to the question; What do you think a lesson plan is? **ST** (student – teacher)-**A** responded a lesson plan is a framework of a lesson including the time , objective, focus area and different activities to be done by the teachers and students during a lesson. It is a blue print of a lesson. It is prepared by the teacher before entering the class. In the same way, **ST-B** expressed it is an orderly presentation of the subject matter to be taught. It is just a track of the class on which the teacher goes. Similarly, **ST-C** said a lesson plan is a plan prepared by the teachers for making lessons well-arranged and most effective. **ST-D** responded similar to **ST-A**. For **ST-E** a lesson plan is a planning of a lesson how we teach in a class for 40 minutes. In the same question the response of **ST-F** was remarkable one to mention. **ST-F** said:

Lesson plan is a systematic record of a teacher's thought about what will be covered during a lesson. It helps the teacher to manage the content, materials, sequencing, timing and activities of the lesson which has been taught.

But **ST-G** and **ST-I** responded as **ST-C**. Rest of the **ST-H** and **ST-J** expressed their view to the same question as the term 'lesson plan' is defined as the daily decisions a teacher makes for the successful outcome of a lesson or a lesson plan is a preplan of the teacher on why, what, how, when, where and whom to teach. It is an earlier preparation of the subject-matter to be delivered in the class respectively.

I have asked the question; What are the important parts of the lesson plan? as well. In response to the question **ST-A** said Objectives, Materials , Activities, Time, and Focus area are the important parts of a lesson plan and most of the **ST** responded in identical manner that the Specific Objectives, Teaching Materials, Teaching & learning Activities, Evaluation and Homework are the important parts of a lesson plan.

### 3.1.2. Necessary for teaching

**10 STs** responded to the question; Do you think that the lesson plan is necessary for teaching? **ST-A** responded as:

Yes, I think a lesson plan is necessary for teaching because it leads a teacher to a proper sequence at teaching. It helps to make balance between time and activities. It helps to prepare materials according to the nature of the subject-matter to be taught.

Similarly, **ST-B** said obviously, the lesson plan is the backbone for the teacher while teaching because it is the teachers' preparation of a particular teaching item to guide his/her pupils towards achieving a determined goal of language skill within a limited boundary of time. Likewise **ST-C** expressed as:

Yes, I partly agree with the notion that the lesson plan is necessary for teaching but it is not always the case. What I mean by this is during the teaching many curiosities and riddles can be asked and they should also be addressed while answering the riddles or questions the teacher may sometimes require going away from the fixed & specified teaching steps.

For **ST-D** a lesson plan is necessary for teaching since it is a compass to guide the teachers in the right direction. In the same way **ST-E** responded yes, it is necessary for teaching why because it plays vital role in teaching. Without planning, we can't perform well in the classroom. In the same question **ST-F** said

of course, it is necessary because it works as a road map for the teacher and **ST-G**, **ST-H**, **ST-I**, **ST-J** responded yes, it is necessary.

Thus, it means to say that all the **STs** responded in identical manner. All the **STs** agreed on that it is necessary for teaching though they provide different reasons but the main purpose is the same. The lesson plan is like a compass for all the teachers which helps to achieve the determined goal of a lesson. It is goal oriented.

### **3.1.3 STs (student-teachers) beliefs towards what happens if the lesson plan is not used while teaching**

I have asked the question; What happens if the lesson plan is not used while teaching? And then the **10 STs** provided their view differently as:

**ST-A** responded if the lesson plan is not used in teaching the lesson can't achieve the determined objectives, proper sequence of the lesson may be broken, time and activities can't be related etc.

Similarly, **ST-B** expressed the purpose to be achieved after the completion of teaching will be lost.

Likewise, **ST-C** said without lesson plans, the classes are not well-arranged and effective. This may have been said because of the fact that the teacher gets battled what things should be taught first and what to be taught second or so on.

For **ST-D** there is the possibility of mismatching the order of teaching, problem of time-management, student involvement etc. If the lesson plan is not used.

In the same question the **ST-E** responded we cannot teach properly and we won't finish the particular lesson on time.

**ST-F** said teaching learning activities may not go systematically.

In the same way, **ST-G** opined the teacher may lose his objectives somewhere else if he/she doesn't use the lesson plan. Moreover, he/she can't teach the things systematically in the absence of it. Or

**ST-H** responded if it is not used while teaching, teachers may wonder which way they ought to go and **ST-I** expressed similar to **ST-F**.

The response of **ST-J** was remarkable to mention as:

The teachers may lose their confidence and present the subject-matter unsystematically or may forget the objectives of the lesson etc. if the lesson plan is not used while teaching.

#### **3.1.4. STs (student-teachers) beliefs towards why a good teacher uses the lesson plan**

A lesson plan is a teacher's detailed description of the course. A daily lesson plan is developed by a teacher to guide class instruction. 10 STs responded to the question; Why does a good teacher use a lesson plan? And the responses are as follows:

**ST-A** responded a good teacher uses the lesson plan for making his /her teaching effective and meaningful. Similarly, **ST-B** expressed as a good teacher uses the lesson plan to build confidence in his/her teaching. Likewise, **ST-C** opined the lesson plans are made for the following reasons:

- ❖ To make classes more effective and interesting
- ❖ To help the students achieve the desired learning experiences
- ❖ To pave the ways of teaching & learning activities to the world of meaningful learning.



But **ST-D** responded a plan guides the teachers in right direction with proper involvement of students, time management etc. so, a good teacher uses it. For **ST-E** a good teacher uses the lesson plan because it helps to teach well and to develop his/her profession. Teaching is really gigantic if we do not use it. In the same way, **ST-F** expressed a good teacher is always conscious about the objectives of the course and he/she uses it to meet those objectives. In the same question the response of the **ST-G** was noticeable one to mention. **ST-G** expressed:

To make their teaching systematic, goal oriented, straight forward and lively,  
  
the teachers use the lesson plan.

**ST-H** responded as a good teacher uses the lesson plan because it helps him/her to think about content, materials, sequencing timing and activities etc. or **ST-I** response is similar to **ST-A** and **ST-J** opined is that a good teacher uses the lesson plan because it reminds him what to do in case he forgets.

Thus, without lesson plan, the teaching will be unsystematic and the desired objectives can't be achieved within a short period of time.

### **3.1.5. STs (student-teachers) beliefs towards why some teachers avoid the use of the lesson plan**

Although we all know the lesson plan is very important but some people avoid the use of the lesson plan in the real classroom due to some reason. So, keeping this thing in mind I have asked the question; Why do many teachers neglect applying the lesson plan? And the responses are as follows:

**ST-A** responded, it is time consuming to prepare the lesson plan. In the same way **ST-B** expressed they may feel to prepare a systematic lesson plan as a burden or they may have no idea about it. Likewise, **ST-C** focused that they can't have much

freedom and autonomy while teaching the class being based on the lesson plans. In the same question the response of **ST-D** was noticeable to mention. **ST-D** opined:

Though there may be several reasons the major are over-business and over-

Confidence of teachers, negligence in teaching, lack of planning skills,

Problem of course completion, mental stress and lack of interest in their

Profession etc. are the important one.

For **ST-E** personal work or they think teaching is just going to class and giving lectures to the students may be the reason.

Similarly, **ST-F** responded sometimes, the real classroom teaching doesn't match with the objectives of the lesson plan and make them bore. So many teachers neglect applying it But **ST-G** said the education policy doesn't differentiate between the teachers who plan lessons, teach systematically and those who don't do so this may be the cause. **ST-H** expressed as many teachers neglect applying the lesson plan because they don't know the importance of it in teaching & learning process and **ST-I** responded little bit different as many teachers take textbook as everything for teaching so they only intend to convey whatever there is in their textbook or **ST-J** said similar to **ST-A& ST-B**.

These all views are equally important for why some teachers neglect to apply the lesson plan that's why all the reasons should be considered as basic one.

### **3.1. 6. Lesson plan is only for student- teachers or all teachers**

All ten **STs** responded to the question; What do you think a lesson plan is only for student-teachers or all teachers? Why?

**ST-A** responded that the lesson plan is necessary for all teachers but the student teachers especially need it because they are not familiar with the subject- matter, need and interests of the students etc.

Similarly, **ST-B** said the lesson plan is like a backbone without which no teacher can stand properly and the systematic class will be no longer without the systematic lesson plan. So, lesson plan is must for all teachers.

Likewise, **ST-C** expressed that the lesson plan is for all the teachers as well as student-teachers. They are expected and made with the hope that it helps for the attainment of all the desired learning outcomes.

In the same way, **ST-D responded**

I think, a lesson plan is equally important for student-teachers as well as all teachers because it's not always sure that teachers are already confident and mature enough in teaching. Teaching is a complicated activity to deal with human behaviours, so there is the possibility of any problems where a lesson plan helps to balance them,. However, student-teachers may require it necessarily on comparison to all teachers.

For **ST-E** the lesson plan is for all including student-teachers because it helps to teach systematically and **ST-F** responded as **ST-E**.

In the same question the response of **ST-G** is:

I think, the lesson plan is not only for the student teachers, rather, it should be used by all the people who involve in teaching profession to make their

teaching systematic and goal oriented.

**The ST-F, ST-H, ST-I, ST-J** opined are similar to them.

It means to say that all the **STs** agreed on that the lesson plan is essential for all the teachers including student- teachers as well for the effective and interactive teaching & learning.

### **3.1.7. Differences between teaching using the lesson plan and without using it.**

**10 STs** responded to the question; What differences do you find between teaching using the lesson plan and without using it?

**ST-A** responded there is a great difference between teaching using lesson plan and without using lesson plan. If a teacher teaches with a lesson plan, he gets confidence in his /her teaching and conduct teaching in a proper sequence but without a plan, a teacher may be confused and the lesson may become haphazard.

Similarly, **ST-B said**

If I use the lesson plan daily while teaching, the objectives of my teaching will be achieved. If not so, then the purpose will be lost.

**The ST-C believed as ST-A & ST-B.** Likewise, **the ST-D** response is remarkable to mention. **ST-D expressed**

There is vast difference between teaching using with or without a lesson plan,

i.e. with a lesson plan, teachers are already conscious about the topic, its

objectives, the materials , activities, evaluation process as well as

effective time management etc. However, without it anything can happen in

the class to collapse the peaceful environment of teaching.

I agree with the view of **ST-D**.

**ST-E** responded as when he used the lesson plan, he finished his course on time but when he didn't use it he couldn't finish the course on time. It means that the lesson plan helps to finish the course on time rather hamper. For **ST-F, ST-G, ST-H, ST-I, and ST-J** teach with the lesson plan is helpful for systematic teaching, it saves teachers' time, facilitate for learning, suitable for achieving the goal of the lesson as well as curriculum, useful for the preparation of the teaching item for teachers, reduce teachers talking time, like a compass for student-teacher etc. But without it we lack all those things.

### **3.1.8. Essential for practice-teaching**

10 student-teachers responded to the question: Is it essential for the student-teachers to make the lesson plan during the practice-teaching? **ST-A** responded yes, it is necessary because they get a way and track for their proper teaching through the lesson plan. They are new with the course and students so they need to prepare plans and be familiar with them and develop confident to the subject – matter. Similarly, **ST-C** expressed:

A big 'YES' is required to answer this question. Why big yes, may

make you all started but I think and forward that for the student-

teachers preparing the lesson plans for their practice –teaching is a

must to do task if they really want to see their practice teaching a

great success.

Likewise, **ST-D** opined, well, it is essential for them since it's a guide to show the right path to them. In the same way, the **ST-E** responded that it is essential for the student-teachers to make the lesson plan during the practice-teaching why because; it helps them to teach lessons well and systematically. In the same question **ST-B, ST- F, ST-G, ST-H, ST-I, and ST-J** also said that it is must for the student-teachers.

Thus, we can say that it is necessary for the student-teachers to make the lesson plan during the practice-teaching which is really helpful for the real teaching.

### **3.1.9. Provide confidence to the teachers on the subject-matter**

**10ST** responded to the question; What do you think the lesson plan provides confidence to the teachers on the subject-matter? They are as follows:

**ST-A** responded yes, lesson plan is such a tool which opens the track for the teacher for going in his endeavor without any obstacles. It is a powerful tool in the hand of a teacher through which he achieves the objectives determined in the lessons. It develops confident which encourages the teacher for starting and ending his/her lesson in proper order and time.

Similarly, **ST-C** expressed the lesson plans are not only provide the teachers with confidence but they also help them obtain the desired learning experiences on the part of the learners. However, sometimes lesson plans restrict the teachers to address the students' ad-hoc and all of sudden sort of questions. Thus, the teachers should be well-aware of the fact that students' each & every questions should also be responded.

Likewise, **ST-D** said definitely, teachers have to devote time and labour in preparation of a lesson plan, automatically their confidence increases. In turn, they have the conviction that they possess a plan to maintain order if any problems are created during teaching.

For **ST-E** the teacher has to prepare the lesson plan at home by hooks or crooks. In course of preparation, it helps him to develop confidence in the subject matter.

In the same way, **ST-G** opined if the teacher has prepared a lesson plan, It will increase the confidence on the part of the teacher. He can teach the whole lesson in straight forward way to achieve the desired objective within time boundary.

In the same question the **ST-I** responded that the lesson plan provides confidence to the teacher on the subject matter because the teacher gets chance to be well prepared on the lesson which he/she is going to present in the classroom effectively and also gets chance to think about the problems which the students may face.

The rest of the **STs as ST-B, ST-F, ST-H and ST-J** agreed on that the lesson plan provides confidence to the teachers on the subject- matter.

### **3.1.10. Burden or facilitation for the teachers**

According to the view presented by **10 STs** following the lesson plan is facilitation but sometimes it may be burden if it is not going according to the students' demands and the classroom management. Most of the **STs** responded that following the lesson plan is facilitation for teaching rather than burden. Some of the responses are as follows:

**Myself:** Do you agree that following the lesson plan is a burden or facilitation for teachers?

**ST-C:** I support the latter view. Why I am saying this is based on the following points:

- By teaching the class being based on the lesson plans help us save the time and teach more in less amount of time.

- The classes also turn out to be more effective and meaningful as we have expected.

Similarly, **ST-g** expressed

In my opinion, following the lesson plan is not burden but it functions as a facilitation as well as a guidance or a good path where the teacher can move ahead safely.

Likewise, **ST-A, ST-B, ST-D, ST-F, ST-H, ST-I, ST-J** all responded as it is facilitation for the teachers **but ST-E** said following the lesson plan is a burden because everything is systematically organized in it and there is a lack of freedom. It is also time consuming and compulsion to do whatever inside it.

Thus, majority of the responses are focused on facilitation for the teacher rather burden.

### **3.1.11. Advantages and disadvantages of using the lesson plan**

The responses of the student-teachers to the question: What are the advantages & disadvantages of using the lesson plan? Are as follows:

**ST-A** responded that the advantages are:

1. It helps to familiar with the course
2. It develops confident in teaching etc.

And disadvantages are:

1. Time consuming



2. Sometimes, it may not be followed due to the real environment or situation of the class.

3. Pre-planned lesson may not work for reflecting in action etc.

For the **ST-B** it provides the teacher a path on which he/she can go smoothly otherwise the teacher who goes to handle the class without it will lack.

Similarly, **ST-C** expressed:

To answer this question, I think I should say it is a fifty –fifty

situation. This means that a lesson plan has both advantages &

disadvantages. To name a few advantages I can say this helps a

teacher to teach effectively, more meaningfully in a fixed and short teaching

period. On the other hand, it has some disadvantages as it doesn't give the

teachers liberty of teaching and teach as the way they like.

Likewise, **ST-D** opined everything has its own positive as well as negative features. The advantages of using a lesson plan are adding confidence and consciousness in teachers, helping in course completion in time, achieving the goal of curriculum and making the teaching interactive etc. However, it doesn't say anything from the part of students, Likewise, it can't help to solve the unexpected problems arise in class.

In the same way, **ST-E** said the advantages are:

a) Systematic teaching

b) Student oriented teaching

- c) Fun environment in class
- d) Achieving the objectives of teaching

and the disadvantages are:

- a) Lengthy to make lesson plan
- b) Materials needed
- c) Expensive etc.

**ST-F, ST-G** expressed similar to **ST-D**.

In the same question, **ST-H** responded that the advantages are as follows:

- I) It helps teacher to think about content, materials, sequencing, timing, and activities.
- II) It provides security for sometimes when the unpredictable atmosphere comes into the classroom.
- III) It is a log of what has been taught.

And disadvantages are:

- I) It cannot help the teacher to think about unpredictable atmosphere of a classroom.
- II) Lack of systematic teaching etc.

**ST-I** said systematicity, effectiveness, and supporting aid are the advantages of using the lesson plan but the lesson plan may not match to the view of students, students may perceive the matter differently, students may face other problems which we do not include in our lesson plan, in those cases lesson can't be completed in our planned time.

**ST-J** responded that the advantages & disadvantages of using the lesson plan is:

It makes the teaching direct, specified, clear and systematic. But it is time consuming too respectively.

### **3.1.12 Lesson plan is suitable for achieving the goal of the curriculum**

A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting the teaching philosophy, student population, textbook and importantly, goals for students. 10 student-teachers responded their views to the questions; What do you think the lesson plan is suitable for achieving the goal of the curriculum? among them some views are as follows:

ST-A responded as:

Yes, the lesson plan is a blueprint which has a good arrangement of time, activities and materials that no doubt helps for achieving the goal of the curriculum.

Similarly, ST-C expressed:

Yes, I think it is deadly right. As we know the main motto of any class is to embellish the students with the jewels of learning experiences which are specified and set to be delivered through the medium of the teaching-learning activities.

Likewise, ST-D said it is suitable for achieving the goal of curriculum if it is prepared carefully paying attention to the curriculum.

For ST-I lesson plan is prepared on the basis of course of study. If we make out lesson plan according to the goal of the curriculum then it is suitable for achieving the goal of it.

Thus, it means that the lesson plans are suitable for achieving the goal of the curriculum.

### **3.1.13 Others**

I have asked several questions to find out the student-teachers' beliefs towards the use of lesson plans. Some of the responses of the student-teachers are presented below:

Myself : Does the lesson plan help teachers to teach lessons systematically ?

ST : Exactly, since a lesson plan is a framework with systematic presentation of the required things in teaching, certainly it helps to teach lessons systematically.

Myself : Do you agree that the lesson plan saves teachers' time?

ST : My stance on this is, I think I should say 'yes' to this notion. It is because of the fact that the teachers can teach more and help the students to achieve the goal within a short period of teaching hours. That's why I agree with it since teachers are conscious in time in their subject-matter, method, materials, activities and evaluation process

in sequence. It automatically saves their time.

Myself : Is the lesson plan like a compass for student-teachers or all teachers?

ST : Yes, it's true by all means. The teachers are always guided and kept on the right track by the lesson plans which are here compared with the compass of the ship that always shows and guides the drivers of the ship to reach the destination. In the same way, the lesson plans (if they are told compass ) help the driver of the class i.e. teachers to reach their destination (academic achievement). Etc.

## **Conclusion**

Thus, in this chapter, I discussed analysis and interpretation of the collected data from the interview. It was found that the STs Beliefs towards the use of lesson plans are positive. They believe that the lesson plan is an effective & useful rather than just as formality, boredom & time consuming task for the effective & interactive teaching and learning though it has some disadvantages as well. Similarly, they also believe that the lesson plan helps to teach the lessons systematically & provide confidence to the teachers 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.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

On the basis of analysis and interpretation, the following findings have been given:

##### **4.1.1 Student-teachers' Beliefs Towards the Use of Lesson Plans**

- a. The student-teachers have positive beliefs towards the use of lesson plans.
- b. The student-teachers find lesson plan helpful, encouraging and applicable in practice-teaching.
- c. They do not take lesson plan as boring and time consuming task.
- d. They believed that the lesson plan facilitate the teachers for systematic teaching.
- e. The lesson plan is essential for both student-teachers as well as all the teachers who involved in teaching field for the effective and interactive teaching and learning.
- f. It is suitable for achieving the goal of the lesson as well as curriculum because it helps in finishing the course on time.
- g. Some of the teachers neglect applying it due to the lack of time, trend, rules and regulations or resources.
- h. There is a vast difference between teaching using with or without a lesson

plan, i.e. with a lesson plan, teachers are already conscious about the topic, its objectives, the materials to be used , activities, evaluation process as well as effective time management etc. However, without it anything can happen in the class to collapse the peaceful environment of teaching.

- i. It is necessary for the student-teachers to make the lesson plan during the practice-teaching since it is a guide to show the right path to them.
- j. If the lesson plan is not used while teaching then the objectives of the lesson may not be achieved. There is the possibility of mismatching the order of teaching, problem of time management and student involvement etc.
- k. It provides confidence to the teachers on the subject-matter.
- l. They believed that the lesson plan helped to prepare the teaching item for the lesson and give a clear picture of what the teachers intended to do in the classroom.
- m. It is necessary for teaching since it is like a compass to guide the teachers in the right direction.

## **4.2 Recommendations**

On the basis of the findings drawn from the analysis and interpretation of the data some recommendations are suggested to make the lesson plans more useful, practical and encouraging have been as follows:

- a) The use of the lesson plan is inevitable. Therefore, it should be made easier,

more applicable and helpful for the teaching.

- b) Student-teachers should be encouraged to be involved in the use of the lesson plan during the practice-teaching.
- c) There were various causes of not preparing the lesson plan before going to teach in the classroom. The major causes are over-busyness, over-confidence of teachers, lack of time, negligence in teaching, lack of planning skills, problem of course completion, mental stress and lack of interest in their profession or lack of rule and regulation etc. The government should make strict rules and regulations to make and follow the lesson plan everyday.
- d) The school administrator should suggest all the teachers to use lesson plans.
- e) The government and policy maker should make strict policy regarding the using of lesson planning. There should be management of reward and punishment to increase the teachers' behaviours using in lesson planning.



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## **APPENDIX**

Dear informants,

This study entitled “Student-teachers beliefs towards the use of lesson plans” is being carried out as a partial fulfillment of the requirement for the Master of Education, under the guidance of lecturer Bhesh Raj Pokharel. The information you provide will be kept confidential.

Researcher

Bharti Yadav

### **Model Questions for the Interview**

<b>Name</b>	<b>Roll no.</b>	<b>Cell no.</b>
<b>College</b>		

- 1) What do you think a lesson plan is?
- 2) What are the important parts of the lesson plan?
- 3) Do you think that the lesson plan is necessary for teaching?
- 4) Do you teach by using the lesson plan daily?
- 5) What happens if the lesson plan is not used while teaching?
- 6) What differences do you find between teaching using the lesson plan and without using it?

- 7) What do you think the lesson plan provides confidence to the teachers on the subject- matter?
- 8) Why does a good teacher use the lesson plan?
- 9) Dose the lesson plan help teachers to teach lessons systematically?
- 10) What do you think lesson plan is only for student-teachers or all teachers? Why?
- 11) Do you agree that the lesson plan saves teachers' time?
- 12) Do you agree that following the lesson plan is a burden or a facilitator for teachers?
- 13) Why do many teachers neglect applying the lesson plan?
- 14) Dose the lesson plan hamper in finishing the course on time?
- 15) What do you think the lesson plan is suitable for achieving the goal of the curriculum?
- 16) Is the lesson plan preparation of the teaching item for teachers?
- 17) Is the lesson plan useful for the effective and interactive teaching and learning?
- 18) Is it essential for the student-teachers to make the lesson plan during the practice teaching?
- 19) What are the advantages and disadvantages of using the lesson plan?
- 20) Do you agree that the lesson plan is necessary to reduce teachers talking time?
- 21) Is the lesson plan like a compass for student teachers or all teachers?

## **INTERVIEW**

- Myself: Would you mind giving your introduction please?
- ST : Of course not, I am much more happy to introduce myself, My name is Subhas Adhikari and I am the student- teacher of Mangal Higher Secondary School.
- Myself: Let`s Start the Interview.
- ST : Ok, go ahead.
- Myself: What do you think a lesson plan is?
- ST : A lesson plan is a plan prepared by the teachers for making their lessons well-arranged and most effective.
- Myself: What are the important parts of the lesson plan?
- ST : That`s a really good question, to my mind, Objectives and Teaching-Learning Activities are the important parts of the lesson plan.
- Myself: Do you think that the lesson plan is necessary for teaching?
- ST : Yes, I partly agree with the notion that the lesson plan is necessary for teaching but It is not always the case. What I mean by this is during the teaching many curiosities and riddles can be asked and they should also be addressed while answering the riddles or questions the teacher may sometimes require to go away from the fixed & specified teaching steps.
- Myself: Do you teach by using the lesson plan daily?

ST : Yes, I do and I believe that planned lessons are more effective for gaining the desired academic achievement.

Myself: What happens if the lesson plan is not used while teaching?

ST : Without lesson plans , It is believed that the classes are not well-arranged and effective. This may have been said because of the fact that the teacher gets puzzled what things should be taught first and what to be taught second or so on.

Myself: What differences do you find between teaching using the lesson plan and without using it?

ST : Most noticeable differences are as follows:

1. The teacher seems less confident while teaching in the absence of lesson plan but his confidence seems great when he gets prepared for the class.
2. Without the lesson plans, academic achievements which are specified not seen to be achieved.

Myself: What do you think the lesson plan provides confidence to the teachers on the subject- matter?

ST : Absolutely true. The lesson plans are not only provide the teachers with confidence but they also help them obtain the desired learning experiences on the part of the learners. However, sometimes lesson plans restrict the teachers to address the students' ad-hoc and all of sudden sort of questions. Thus, the teachers should be well-aware of

the fact that students' each & every questions should also be responded.

Myself: Why does a good teacher use the lesson plan?

ST : The lesson plans are made for the following reasons:

1. To make classes more effective and interesting
2. To help the students achieve the desired learning experiences
3. To pave the ways of teaching & learning activities to the world of meaningful learning.

Myself: Dose the lesson plan help teachers to teach lessons systematically?

ST : Exactly true. I agree with this concept and I am of the opinion that the lesson plans helps the teachers teach systematically by following the approved systems and trends seen currently in ELT area.

Myself: What do you think lesson plan is only for student-teachers or all teachers? Why?

ST : I think and believe that the lesson plan is for all the teachers as well as student-teachers. They are expected and made with the hope that helps for the attainment of all the desired learning outcomes.

Myself: Do you agree that the lesson plan saves teachers' time?

ST : My stance on this is I think I should say yes, to this notion. It is because of the fact that the teachers can teach more and help the students achieve all within a short period of teaching hours.

Myself: Do you agree that following the lesson plan is a burden or a facilitator for teachers?

ST : I support the latter view. Why I am saying this is based on the following points:

- a. By teaching the class being based on the lesson plans helps us save the time and teach more in less amount of time.
- b. The classes also turn out to be more effective and meaningful as we have expected.

Myself: Why do many teachers neglect applying the lesson plan?

ST : Some teachers neglect it because they require much time to be prepared. And some neglect it because they can't have much freedom and autonomy while teaching the class being based on the lesson plans.

Myself: Dose the lesson plan hamper in finishing the course on time?

ST : This is true to some extent but not always so. I mean to say that the lesson plans sometimes require much time to get implemented and it is almost next to impossible to finish the course within the specified time.

Myself: What do you think the lesson plan is suitable for achieving the goal of the curriculum?

ST : Yes, I think it is deadly right. As we know the main motto of any class is to embellish the students with the jewels of learning experiences which are specified and set to be delivered through the medium of the teaching –learning activities.

Myself: Is the lesson plan preparation of the teaching item for teachers?

ST : Indeed. This is totally right that lesson plans are in some-way the



preparation for the teaching item next day or let's say on forth – coming day.

Myself: Is the lesson plan useful for the effective and interactive teaching and learning?

ST : Yes, that's deadly right. Beginning the class with the help of the lesson plans and without the lesson plans, of course, seems different and entirely peculiar. So, lesson plans helps the teachers enter the class in and exit out of the class in a proper way.

Myself: Is it essential for the student-teachers to make the lesson plan during the practice teaching?

ST : A big 'YES' is required to answer this question. Why big yes, may make you all started but I think and forward that for the student-teachers preparing the lesson plans for their practice –teaching is a must to do task if they really want to see their practice teaching a great success.

Myself : What are the advantages and disadvantages of using the lesson plan?

ST : To answer this question, I think I should say it is a fifty –fifty situation . This means that a lesson plan has both advantages & disadvantages. To name a few advantages I can say this helps a teacher teach effectively, more meaningfully in a fixed and short teaching

period. On the other hand, it has some disadvantages as it doesn't give the teachers liberty of teaching and teach as the way they like.

Myself : Do you agree that the lesson plan is necessary to reduce teachers talking time?

ST : Again, it is a 50-50 case. By the way I think that the lesson plans reduce the teachers talking time and help them do systematically & beautifully whatever they have prepared in their lesson plans. At the same time, they also hinder them from talking necessary things because they should be based on the lesson plans & teach accordingly.

Myself : Is the lesson plan like a compass for student teachers or all teachers?

ST : Sound a beautiful question and to answer this question I would like to say yes, it's true by means, the teachers are always guided and kept on the right track by the lesson plan which is here compared with the compass of the ship that always shows and guides the driver of the ship to reach the destination. In the same way the lesson plans (if they are told 'compass') help the driver of the class i.e. teachers to reach their destination (academic achievement).

Myself: Thank you very much.

ST : Thank you as well.

**THE END**



