

CHAPTER ONE

INTRODUCTION

This chapter begins with the background of the study and is followed by a brief discussion on planning for teaching. It also includes the components of lesson planning, importance of lesson planning and the ways of planning a lesson.

1.1 General Background

Language is the most widely used means of communication. According to Todd (1987, p. 6), "A language is a set of signals by which we communicate". Human beings use elaborated communication system by means of language. It is a means by which we express our feelings, thoughts, ideas, experiences, desires, emotions, etc. Language, therefore, is at the centre of human life, and it is used for various purposes such as academic, official, personal social and so on. Finocchiaro (1964) states: "Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact" (as cited in Brown, 1994, p. 4). Similarly, Wardhaugh (1972) defines language as "... a system of arbitrary vocal symbols used for human communication" (p. 3).

Language is the greatest means of human civilization that sets them apart from the rest of other living beings. It is such a means by which we perform communication, thinking, group solidarity, interlinguistic conflict, nation building, control and creation and no artistic academic and social activities can be thought of in the absence of the language.

There are many language in the world. Among them English is the most widely used language today because it has gained the status of international language. The English language is also known as the global language. Sthapit et al. (1994, p. 1) supported English language by the following quotation:

More than 60 countries of the world use English as an official language. One third books of the world have been written in English language and more than 350 million people of the world speak English as their native language. It has the largest vocabulary, perhaps as many as two million words and one of the noblest bodies of literature.

Therefore, English has become indispensable vehicle to the transmission of modern civilization into the nation. It is the passport through which anyone can visit the whole world and anyone who knows English can enjoy the advantages of the world citizens. Crystal (1990) says: "Over two thirds of the world's scientists write in English language is the modern need in the global context" (p. 7). In Nepal, the English language is taken as a foreign and modern language. The beginning of English education in Nepal is closely connected with the rise of the Rana regime. The formal beginning of English language teaching was started when Janga Bahadur Rana established Darbar School in 1910 B.S. Since then the English language was introduced in Nepal.

English is the most dominant language in almost all areas, such as, trade, mass media, education, international diplomacy, science and technology, politics, economics, medicine and so on. Since the sound knowledge of the English language is a must today, it is compulsorily taught up to the 12th grade and at campus level, it is taught and learnt as compulsory and optional subjects in Nepal. The teaching and learning of the English language takes place in a formal academic setting in Nepal.

The relationship between teaching and learning is at the heart of the education process. The term teaching is an art and skill to present certain linguistic item 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.

According to Oxford Advanced Learners Dictionary (2006), 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. To conclude, learning is the process of gaining knowledge that we set from reading and studying.

Teachers and learners are individuals and they have their own ideas and preferences with regards to teaching approaches and how they like to learn. The teacher has clearly intended outcomes for a session what the learner will learn. They plan their lessons in such a way which addresses a range of preferred learning styles and which presents opportunities for pupils to fickle learning in a variety of ways. The quality of good teaching and learning depends on the skills, arts, knowledge and attitude as well as the teaching skills of teacher. It is very difficult to define a 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.

Based on my experience of teaching and learning, I have realized that most of English teachers still apply Grammar Translation Method (GTM) in their teaching process. Sharma (2007) views,

Even trained teachers fail to bring changes in their own organization.

It has been seen that most of teacher participate in the training only for formality, especially to be promoted in their job but not to change their stereo typed methodology (p 143).

English has now become synonymous to quality of education. In order to be considered to be elite knowledge of English is indispensable (Bhattraai and Gautam 2007, p. 33). They further state that in the perspective of classroom teaching. English plays significant role. In order to bring in quality, the teaching and learning of English has to make that it addresses the quality parameters both in terms of delivery materials and classroom discourse.

1.1.1 Planning for Teaching

Planning is the organizational process of creating and maintaining a plan. It is the act of making plans which is directly related for the success of any programme. It involves the selection of objective and the actions. Koontz and Welhrich, (1990) state that, “Planning involves selecting 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, it is a conscious process of selecting and developing the best course of action to accomplish an objective.

Effective planning is the basis for successful teaching. It begins with the goals of particular teaching leaning situation; encompasses means of attaining those goals, including materials and activities; and terminates with effective procedures for evaluating the degree to which the instructional goal have been achieved. The purposes of planning include:

- i. clarification of the objectives to the pupils
- ii. provision for individual differences
- iii. development of means for simulating interest
- iv. provision for logical instructional sequence
- v. provision for flexibility and
- vi. enabling the students to teach with confidence (Flowers 2008)

To make teaching learning process effective there should be the managements of different types of academic and instructional plans. Among them, annual plan, unit plan and lesson plans are common ones.

Annual plan is the planning of the whole course based on academic calendar. With the year plan, and naturally, there will be a separate year plan for each class we teach-there should be note on how much time we expect to allot to each part of year's work. The teacher should plan how many periods they will spend for the whole course as well as introduce co-curricular activities.

Unit plan can be one of the most exciting and rewarding part of teaching. It is usually possible to go from a year plan straight to lesson plans. Sometimes, however, it is useful to make a unit plan as an intermediate stage. Unit plan refers to a series of related lessons that will require several days of instruction to complete. Rai (2002, p.103) says "Unit plan simply tells teachers what teaching items are to be taught and which activities are to be used in which lesson. It is purely an instructional plan". He further says that it also informs teacher if they are heading forward smoothly or lagging behind the target. The unit plan helps the teacher to connect the topic and sub-topics.

As mentioned above, all the plans are essential for teaching and learning process, although I have selected, only the daily lesson plan for the study.

1.1.2 Lesson Planning

Generally, a lesson planning 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. In other words, we can say that a lesson planning is a teacher's detailed description of the course of instruction for an individual lesson. A daily lesson plan is developed by a teacher to guide class instruction. The details of the plan will vary depending on the preference of the teacher, subjects being covered, and the need and/or curiosity of children. 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). Similarly Harmer (1991) defines the lesson plan as “The art of mixing techniques, activities and materials in such a way that an ideal balance is created for the class” (p. 259).

Harmer (1991) further states that there are two overriding principles of good lesson planning. They are variety and flexibility. He further explains that variety means involving students in a number of different types of activity and where possible introducing them to a wide selection of materials; it means planning so that learning is interesting and never monotonous for the students. Ur (1991) suggests that a varied lesson, besides being more interesting and pleasant for both teacher and learners, is likely to cater for a wider range of learning style and strategies, and may delay onset of fatigue by providing regular refreshing changes in the type of mental or physical activity demanded. Flexibility comes into play when dealing with the plan in the classroom; for any number of reasons what the teacher has planned may not be appropriate for that class on the particular day. The flexible teacher will be able to change the plan in such a situation. Flexibility is the characteristic we would expect from the genuinely adaptable teacher. He also states that our aim must be to provide a variety of different activities which will help individual students to get to grips with the language. The teacher who believes in variety will have to be flexible since the only way to provide variety is to use a number of different techniques: not all of these will fit into one methodology.

Wordward (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 quiet ponder, etc.

A lesson plan describes how learning is to be organized and facilitated in the classroom. It is a written document composed of learning objectives that show alignment with the descriptions of all assessments; instructional objectives need materials and resources for a particular class or series of classes.

To conclude, 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 a road map of the class on which the teacher has to go. A lesson plan clearly points out what has already been done, in what direction the pupils should next guide and the immediate work to be taken up.

Some people believe that flexibility is more important than planning. They are able to use something which happens in class, or which is in the news that day. But lesson plans are systematic records of a teacher's thought about what will be covered during a lesson. Lesson planning involves decisions about the pedagogical dimensions of the lesson. Doff (1980) stresses that "Writing a lesson plan helps teacher to prepare the lesson: it helps them decide exactly what they will do and how they will so it". (as cited in Phyak an Sharma 2007).

1.1.3 Components of Lesson Planning

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.

Based on available literature and by experience of teaching English as a foreign language, I have mentioned the following components as a part of lesson planning.

1.1.3.1 Introductory Part

This part is also called head part. This part includes lesson plan number, name, unit, teaching item, grade, allocated time, number of students, periods of lesson as well as subject and date. Further, it includes name of institutes and teacher's name as well. It guides the teacher to prepare the components of the lesson plan.

1.1.3.2 Objectives

In order to be a good lesson plan there should be clear and appropriate written objectives. The objectives are the learning outcomes for the lesson. In other words, learning objectives are clear statements of what we want our students to know and be able to do as a result of the class or classes. The objectives help state precisely what we want our students learn, help guide the selection of appropriate activities, and help provide overall lesson focus and direction. Sharum and Glisan, (1994) point out that "effective objectives, describe what students will be able to do in terms of observable behaviors and when using the foreign language" (as cited as in Sharma and Phyak, 2006, p. 112). There are different action verbs which can be used to mentions specific objectives. Delman (2008) states the following specific objectives.

Table No. 1
Specific objectives

Acquiring knowledge	Enhancing cognitive skills	Developing psychomotor skills	Strengthening problem-finding and solving capabilities	Changing attitude, values, beliefs and feelings
To identify	To reflect	To demonstrate	To purpose	To challenge
To list	To compare	To adjust	To enhance	To defend
To define	To contrast	To apply	To clarify	To judge
To describe	To classify	To operate	To determine	To question
To name	To examine	To locate	To consider	To accept
To prepare	To evaluate	To isolate	To discover	To share
To express	To formulate	To arrange	To select	To adopt
To categorize	To investigate	To conduct	To evaluate	To justify
To chart	To modify	To perform	To search	To select
To distinguish	To organize	To construct	To construct	To choose
To explain	To plan	To draw	To simulate	To express
To outline	To research	To design	To examine	To reflect
To tell	To differentiate	To diagram	To change	To control

Source: Delman, (2008) Importance of Lesson Planning.

1.1.3.3 Instructional Materials

Instructional materials are those things needed in teaching learning process. Instructional materials involve common material of daily use such as chalk board, marker, duster and book. Instructional materials should be related to the objectives. Apart from daily used materials we can use maps, pictures, relied, flash-cards cut-outs, etc. We can further use modern technologies such as computer, language lab, internet etc. as a instructional materials.

1.1.3.4 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 used, where to use them, how he/she teach, what methods and technique 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 warming up, presentation, practice etc.

1.1.3.5 Evaluation

Evaluation is directly based on the objectives mentioned because the teacher has to evaluate the students to find out weather desired objectives have been achieved or not. Brown (1994) says that "without an evaluative component in the lesson the teacher has no way of assessing the success of the students" (as cited in Sharma and Phyak, 2002, p. 213). Evaluation is useful for many reasons they are as follows:

- Evaluation reinforces the materials that was presented earlier in the lesson.
- Evaluation provides an opportunity for students to raise questions of usage and style.
- Evaluation enables the instructor to monitor individual student comprehension and learning.
- Evaluation provides closure to lesson.

1.1.3.6 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.

1.1.4 Importance of Lesson Planning

Lesson Planning refers to something we do to ensure our lessons and courses are good one. Lesson plans are systematic records of a teacher thought about what we covered during a lesson. Lesson plan involves decisions about the pedagogical dimensions of the lesson. But other important aspect of 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.

Lesson plans are very important roadmap for the teacher. It helps the teacher decide exactly what they will do and how they will do in the classroom. What sorts of objectives will be fulfilled, which learning strategies should apply and what kinds of materials will be presented, clearly stated in lesson plan. So lesson planning is essential part of teaching learning process.

Daily lesson planning can benefit English teachers in the following ways.

- Lesson plan instructs teacher such different ideas as what to teach, how to teach, why to teach and when to teach.
- It helps teacher think about content, materials, sequencing and activities.
- It helps the teacher to collect the previous and following lessons.
- It provides security from unpredictable atmosphere of classroom.
- By planning the lesson properly the subject matter to be presented and practiced is organized so that the teacher can make a systematic progression of activities.
- Activities to be performed become purposeful because in lesson planning every activity is to be devised in accordance with objectives.
- Lesson plan shows the teachers' time to explain and make teaching direct and clear.

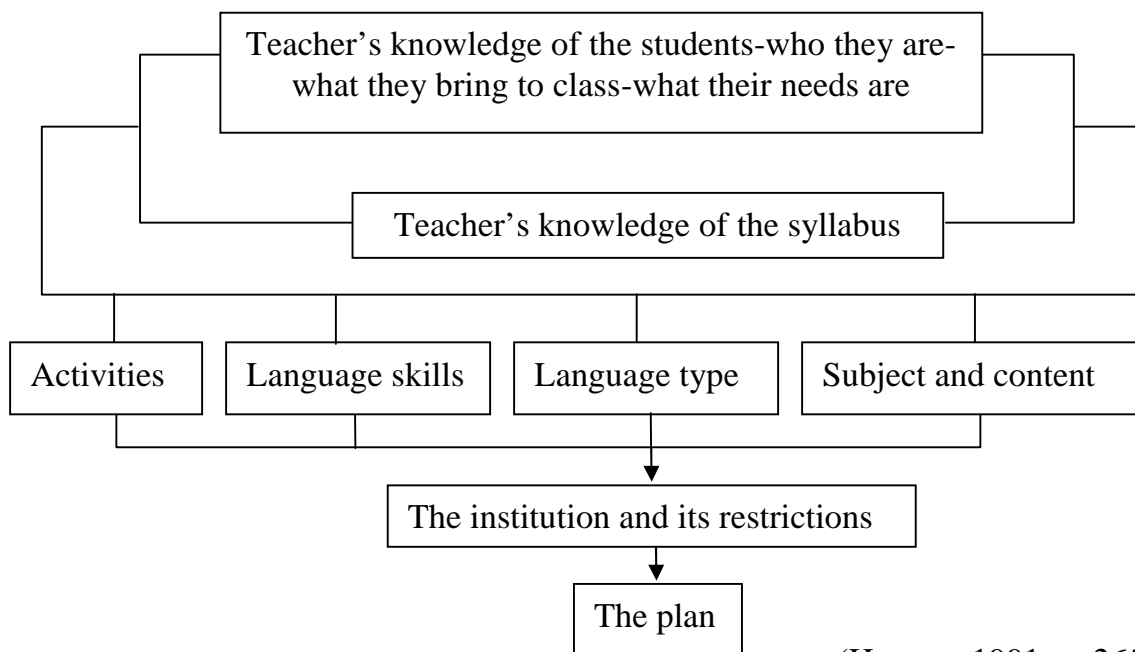
1.1.5 Ways of Planning Lesson

Before actually making a plan, we need to think about what we are 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 cannot 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



(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 one particular situation in which a detailed plan is beneficial and that is when a teacher is to be observed by providing such a 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

There are various researches carried out in different field related to teaching and learning process. But no research is found done under the topic of lesson planning. Therefore, this research study is quite new and innovative as well. Nevertheless there are some researches, which have been carried out focusing on ELT classrooms in the Department of English education.

Anderson (1990) says, “Successful research is based on all the knowledge, thinking and research that precedes it, and for this reason a review of literature is

an essential step in the process of undertaking a research” (p. 97). The review of the literature ensures that the research is new and indicates how it relates to and complements the overall field. To collect the required information I have visited the central library of Tribhuvan University (TU), Kirtipur, NELTA office, Library of Kathmandu University (KU) etc.

Bhatta (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. He found that the present language policy and planning in the education sector is not clear, consistent, flexible and widely accepted. It cannot meet the psychological and sociological needs, wants, and interests of all groups of people.

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 an integral part of English language teaching and learning and they have positive impact in language learning. But he did not discuss the impact of lesson plan in English language teaching which is essential in English language teaching.

Pokherel (2006) has expressed that many experienced teachers often reduce lesson plans to a mental map or short outline. On the other hand, new teachers usually find detailed plans to be indispensable. He further presented that all that details should be written down to assist the smooth delivery of the content. That extent of the detail will vary depending on the number of years of experience that the teacher has and the number of times he/she has taught the lesson.

There are some attempts that have been made in the field of teaching and learning in order to find out the perception of different people towards learning the English language, teacher's guide, learning strategies and English teacher training. None of

the studies so far deals with the perceptions and practices of secondary teachers on lesson planning. Therefore, the present researcher attempts to find out the perceptions of secondary English teachers in this research study.

1.3 Objective of the Study

This research was carried out with the following objectives:

- i. To identify the perceptions of Secondary English Teachers towards lesson planning.
- ii. To point out some pedagogical implications of this study.

1.4 Significance of the Study

This study is quite new in the field of research under the Department of English Education. Therefore, this study will be beneficial for all the people who are involved in the teaching and learning field. This study will be significant to those who are directly or indirectly concerned in education sector. It will also be useful for head of schools to run the institution effectively. It is also assumed that it will be useful for the syllabus designers and textbook writers to specify objectives and design activities based on the needs and abilities of the students.

CHAPTER- TWO

METHODOLOGY

To fulfill the objectives of this study, the following methodology was adopted.

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The study was primarily based on the primary sources of data. The collected data regarding the perceptions of secondary English teachers on lesson planning is the primary sources of this research study.

2.1.2 Secondary Sources of Data

I consulted different books, thesis, articles, websites, journals related to the present research to facilitate the present study. Some of them were Harmer (1991), Woodward (2001), www.google.com etc.

2.2 Population Study

Secondary English teachers from 18 government aided schools of the Kathmandu district were the population study of this research.

2.3 Sampling Procedure

The sample population of this study were altogether 27 English teachers from 18 different school of the Katmandu district. The selection was done through random sampling procedure. In random sampling procedure, I selected the sample by a process that not only gives each element in the population and equal chance of being included in the sample but also makes the selection of every possible combinations of the designed number of cases equally likely.

2.4 Tools for Data Collection

Questionnaire and observation checklist were the tools used in this research study. Informal interview was also taken in order to gain the required information. (see Appendix I and II).

2.5 Process of Data Collection

I collected the data from the primary sources by using questionnaire and observation check list. For this purpose, I adopted the following procedures.

- a. At first, I went to the schools and talked to the authority to get permission and explained the purpose and process of research to him/her.
- b. After getting permission from the Head teacher/principals, I consulted the English teachers and requested him/her to help for my research study. I requested the teachers to fill in the questionnaire and let me observe their classes.
- c. I distributed the questionnaire to collect the data. I observed the teachers classes as well.

2.6 Limitations of the Study

This study is concerned with the perception and practices of secondary English teacher on lesson planning. This study had the following limitations:

- a. The number of study population were twenty seven secondary English teachers.
- b. This present study was restricted only to the perceptions and practices of secondary English teachers on lesson planning.
- c. The study was related to 18 government aided schools of the Kathmandu district.
- d. Questionnaire and observation check-list were the tools for data collection.
- e. The finding of study is based on the data collected through the questionnaire and observation check list.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

The data collected from the informants were analyzed and interpreted to find out the perceptions of secondary English teachers on lesson planning and how often they practiced the lesson plan in teaching learning activities. Mainly the attitudes and perceptions of secondary English teachers toward lesson planning have been presented and described in this chapter. An observation checklist has also been presented and analysed here. While analysing the data, the total number of teachers for each response has been counted and tabulated.

3.1 Analysis of the Data taken from Questionnaire

I have analysed 20 closed ended questions collected from teachers by using both statistical and descriptive tools. The statements' tabulation and interpretation have been presented below:

Statement No. 1: A lesson plan helps the teacher to teach lesson systematically.

The table shows that the teachers' perception on lesson plan helps the teacher to teach lesson systematically.

Table No. 2
Systematic Teaching of Lesson

Responses	Number of teachers	Percentage
Strongly agree	22	81.49%
Agree	5	18.51%
Neutral	-	-
Disagree	-	-
Strongly disagree	-	-

The above table shows that the maximum number of teachers i.e. 22 (81.45%) strongly agreed with the statement. Whereas 5 teachers (18.51%) agreed on it. The

table does not show any negative attitude regarding this statement. This implies that the lesson planning is necessary for systematic teaching.

Statement No. 2: A lesson plan helps the teacher to guide the students towards achieving determined objectives.

The table shows that the perceptions of secondary English teacher on lesson planning helps the teacher to guide the students towards achieving determine objectives.

Table No. 3
Lesson Plan Guides the Students for Achieving Objectives

Responses	Number of teachers	Percentage
Strongly agree	9	33.33
Agree	17	62.96
Neutral	1	3.74
Disagree	-	-
Strongly disagree	-	-

The second question was about the need to lesson planning to guide students towards achieving determined objectives. The majority of respondents i.e. 17 teachers (62.96%) agreed that lesson plan helps the teacher to guide the students towards achieving determined objectives. In addition, one-third of the respondents i.e. 9 teachers (33.33%) strongly agreed and 3.74 percent of respondents were neutral. This shows that the teachers can establish the learning objectives through the use of lesson plan based on the levels and needs of learners help the teachers to achieve the desired outcomes.

Statement No. 3: A lesson is useful to plan a series of activities.

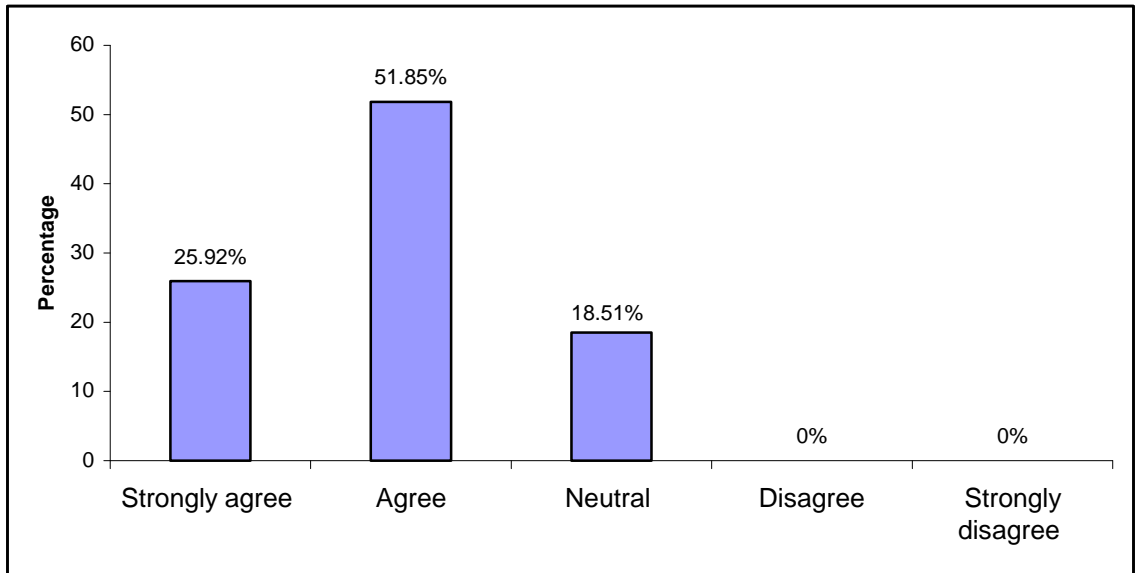
The table shows that the responses of the teacher on the usefulness of lesson plan to plan the series of activities.

Table No. 4
Usefulness Plan for Plan a Series of Activities

Responses	Number of teachers	Percentage
Strongly agree	5	18.51
Agree	21	77.48
Neutral	1	3.2
Disagree	-	-
Strongly disagree	-	-

From the third statement, it was noticed that the lesson plan was useful to plan a series of activities the significant number of respondents i.e. 21 teachers (77.48%) agreed and five (18.51%) of respondents strongly agreed. It implies the lesson plan is useful to make different activities according to the levels and needs of students. Similarly, from the next question, it was found that the lesson plan developed the confidence of the teacher on subject matter. It was ascertained that about one third of respondents i.e. 7 teachers (25.92%) strongly agreed and majority of the respondents i.e. 14 teachers (51.85%) agreed. It was also found that i.e. 5 teachers (18.51%) of the respondents were neutral with this statement.

Figure 2



Statement No. 5: A lesson plan provides the guidelines to the teacher in teaching.

The table below shows that perceptions of teachers on lesson plan provides the guidelines to the teachers in teaching.

Table No. 5

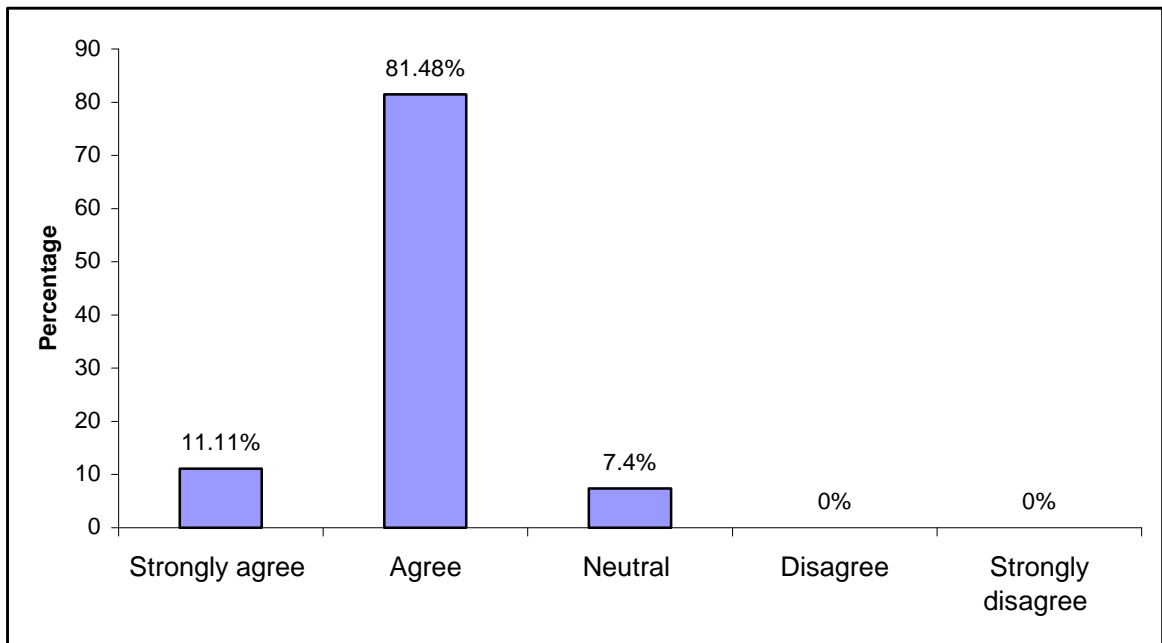
Responses on Lesson Plan Provides the Guidelines to the Teacher in Teaching

Responses	Number of teachers	Percentage
Strongly agree	4	14.81
Agree	23	85.19
Neutral	-	-
Disagree	-	-
Strongly disagree	-	-

From the questionnaire to the respondents, it was obtained that the majority of the respondents i.e. 23 teachers (85.19%) agreed and 4 teachers (14.81%) were strongly agreed with the statement "A lesson plan provides the guidelines to the teacher in teaching. Likewise it was identified that the lesson plan helped the

teacher to divide the time among different activities according to their importance. The majority of the respondents, 14 teachers (51.85%) agreed, one third of respondents strongly agreed and (14.88%) of the respondents neutral. This asserts that the lesson plan is useful to divide the time based on difficulties of the activities. Similarly, I found the lesson plan helped the teacher to evaluate the students. It was noticed that almost all 22 teachers (81.48%) of the respondents agreed, three teachers (11.11%) of the respondents are strongly agreed and 2 teachers (7.40%) of the respondents were neutral. So, we can say that there is positive perceptions of teachers towards lesson plan helps to the teachers to evaluate the students.

Figure No. 3



This figure shows that the lesson plan is useful to evaluate the students.

Statement No. 6: Making a lesson plan is boring and time consuming.

The given table asserts that the responses of the teachers on the belief that making a plan is boring and time consuming.

Table No.6
Responses of Teachers on Making a Lesson Plan in Boring and Time Consuming

Responses	Number of teachers	Percentage
Strongly agree	-	-
Agree	-	-
Neutral	2	7.40
Disagree	20	74.9
Strongly disagree	5	18.51

This statement was about the teacher perceptions towards making a lesson plan is boring and time consuming. This table shows that 20 respondents who (74.9%) disagreed, 5 respondents (18.51%) strongly disagreed and two respondents (7.40%) neutral. This implies that making a lesson plan is not boring and time consuming as well.

Statement No. 7: A lesson plan is required for new teacher.

There is a conception that lesson plan is required a for a new teacher. It is not necessary for experienced one. The given table explains the responses of a teachers on the belief that lesson plan is required for new teacher.

Table No. 7

Attitudes of Teachers on Lesson Planning is Required for a New Teacher

Responses	Number of teachers	Percentage
Strongly agree	-	-
Agree	-	-
Neutral	1	3.70
Disagree	17	62.96
Strongly disagree	9	33.33

It was found that the majority of respondents i.e. 17 teachers (62.96%) agreed and 17.14 percent of respondents i.e. 9 teachers strongly agreed with the statement that the lesson plan is required for new teacher addition to single respondent neutral. On the other hand, the respondents were varied in their opinion with the statement "A lesson plan is necessary for experienced teacher". It was noticed that significant number of respondents, 21 teachers out of 27 strongly disagreed (70.38%) and rest or other 6 respondents (25.62%) disagreed with this statement. It implies that lesson plan is necessary for all teachers who are experienced or inexperienced. Like wise, Almost all teacher were agreed to the statement that lesson plan is necessary to make a chain of lesson. Lesson plan likes the different series of lesson. Similarly it was obtained that the lesson plan saves teacher's time. The majority of respondents, 20 teachers (65.71%) agreed and less than one fourth of the respondents were natural with the statement, "A lesson plan saves teacher's time". This shows that the lesson plan allocates the time for the necessary components of teaching learning activities. Further, it controls the teacher go out of track while teaching in the class.

Statement No.8: A trained teacher is required to make a lesson plan.

The following table shows that the attitudes of teachers on statement that a trained teachers is required to make a lesson plan.

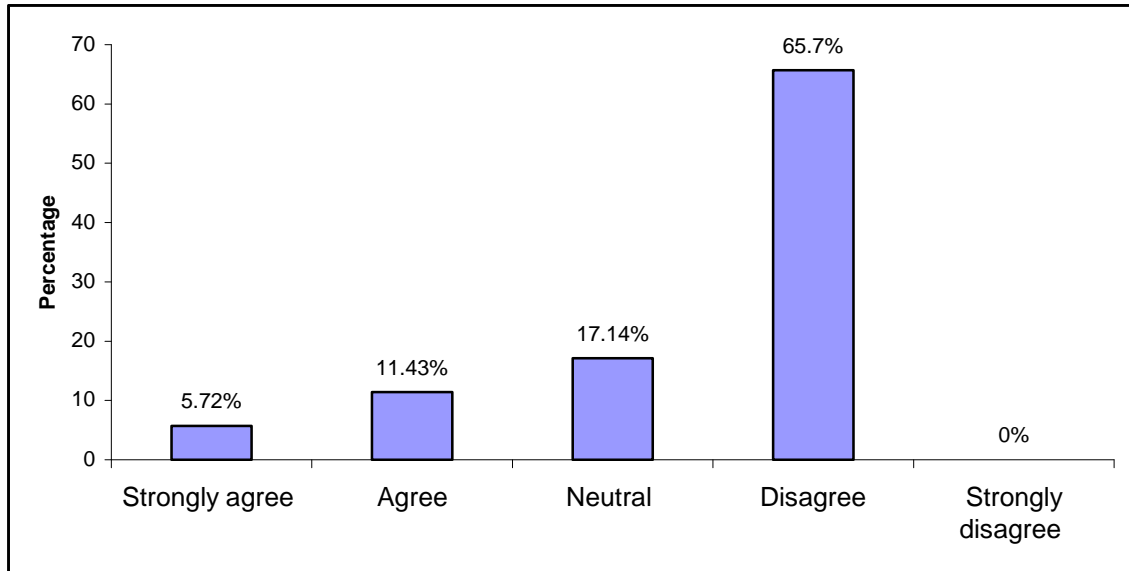
Table No. 8
The Responses of the Teachers on a Trained Teacher in Required to Make a Lesson Plan

Responses	Number of teachers	Percentage
Strongly agree	1	3.70
Agree	21	77.77
Neutral	3	11.11
Disagree	2	7.40
Strongly disagree		

The respondents presented different opinion with the statement "A trained teacher is required to make a lesson plan". Most of respondents, 21 out of 27, (77.77%) of the respondents agreed and single respondent strongly agreed. Like wise, three respondents (11.11%) remind neutral and 7.40 percent of respondents disagreed. This shows that there should be required trained teacher for making lesson plan. Teacher should provide training to make lesson plan. This also shows that not only trained teachers but also untrained ones can prepare the lesson plan. More specifically, if the teachers are trained, they can prepare the good lesson plan which is necessary for successful teaching. Statement number 16 was based on the perceptions of the teachers towards using the lesson plan. It was found that 19 out of 27 respondents (70.34 percent) disagreed and only 2 of respondents were strongly disagreed. It was also found that 22.22 percent of respondents were neutral in this statement. This implies that it is easy to teach to the teacher follows the lesson plan while teaching. On the other hand, it was noticed that lesson plan

was one of the significant factors of teaching. the majority of respondents i.e. 18 teachers (65.71%) disagreed that lesson plan hampers in finishing the course on time. In addition to that (17.14 %) were neutral and 5.72 percent of respondents strongly agreed. This can be diagrammatically presented below.

Figure No.4



This above figure implies that the lesson plan is indispensable to the teaching. It does not hamper finishing the course on time if the teachers use it carefully and properly. In other words, it helps them to complete the course on time because it makes the teaching direct, specific and clear.

Similarly, it was noticed that 17 respondents i.e. (65.72%) agreed with the statement "A lesson plan is necessary to reduce the teacher talking time". It was also found that 20 percent of the respondents were neutral and 14.28 percent of the respondents disagreed. This shows that the lesson plan is useful to reduce the teacher talking time. The teachers are specific and encourage the students to participate in the activities actively. They can use group work or pair work and ask the students to participate in the activities. Likewise, I also found that majority of respondents, 25 teachers (92.5%) agreed that the lesson plan can be used as the source of designing

various types of tests and remaining of other (7.5%) of respondents were disagreed with this statement this implies that the lesson plan is useful to design the various types of test. In the lesson plan, there are different ingestions to evaluate the students at the end of the class. These questions can be used to design the test items.

3.2 Analysis and Interpretation of Data from Observation Check List

During the period of this research study I have observed 10 secondary English teachers and their two classes of each.

The data collected from observation checklist is analyzed here. It was found that a lesson plan is a practical outline of a topic to be taught in a period. Lesson plan is very much important to the teachers to make the teaching specific and clear. It also provides the confidence. I obtained that the lesson plan was necessary for experienced and in experienced teacher from the informal interview. It was stated that lesson planning is necessary for both experienced and inexperienced teacher to follow right track to make the clear framework of teaching but it was not always necessary for experienced teacher. Some of respondents claimed that experienced teacher had lesson plans in their mind. Likewise, it was also obtained that it was entirely necessary for new teachers to gain confidence but it was not necessary for experienced teachers.

While observing the classes of a teachers I found that the lesson plan was not practically used in the public schools. The teachers replied that they did not prepare the lesson plan due to the lack of time. I observed their classes twice during the period of study but I could not find the bringing to lesson plan into the classroom. Although they did not maintain a lesson plan, they had positive attitudes towards it. It was also proved that they did not prepare the lesson plan before going to teach in the classroom from the observation because I could not find the lesson plan with them when they entered into the classroom during the

observation. I asked informally, why teachers did not bring the lesson plan ? They replied, they did not bring the lesson plan because lack of rules and regulations. It was not compulsory to the teachers to make the lesson plan before going to teach in the classroom. I obtained this result from observation. In addition to that they do not implement the lesson plan due to lack of policy of the school as government. They were not obliged to use it.

I found that one of my respondents did not implement the lesson plan while teaching the lesson. She reported that she did not apply the lesson plan in the classroom. They shared various reasons of not implementing the lesson plan. The main reason was that there was lack of rules and regulations to implement the lesson plan. In addition to that secondary school supervisor and headmaster did not supervise the class. The reason was lack of physical facilities as result he could not apply the lesson plan. It was proved through observation. I observed ten teachers classes twice but the could not find using the lesson plan in the classroom. Similarly, almost all respondents have same opinion regarding the implementation of lesson plan. I found the significant information about the implementation of it. The salary of secondary school was not sufficient in the present context as a result teachers were compelled to do side job. Therefore, they had lack of time to prepare and implement the lesson plan in the classroom. Through observation I acquired this result.

Specially, I wanted to check whether the teachers bring the lesson plan in the period of teaching and how they practice the components of lesson planning through observation check list. I observed 10 teachers classes twice but they did not use teaching materials during the study. Thus, I found their view was contradictory related to the use of materials. The teacher never use the teaching materials during the study although they had positive attitude towards the use of materials. I asked to the teachers why they did not use the materials. They replied

that there is lack of materials in school. They were busy as a result they were not interested to collect the materials from other sources due to the lack of time.

Regarding the issues of evaluation it was found that the teachers sometimes evaluated the students. It was found that teachers evaluate students rarely. I asked one teacher, 'how often you evaluated your students?' She expressed that if we did not evaluate the students how we knew that they understood what we taught. From both observations, it was noticed that she used evaluation. In other words, she did not evaluate the students practically. While observing the classroom. It was found that teachers evaluated students in the second observation only but not in first one observation. Although, they did not frequently observe the students, they had positive attitude towards the evaluation.

In this chapter, I discussed the analysis and interpretation of data collected from various tools. The data collected from the questionnaire were presented statistically and analysed. Similarly, the data from observation was also analysed.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of analysis and interpretation of data, I have obtained some information from the present study. I have presented the findings of questionnaire and observation in different section.

a. Findings of Questionnaires

The teachers of the Kathmandu district have positive perception towards lesson planning. I have drawn the following findings from the analysis of questionnaire.

1. The lesson plan was viewed positively by secondary English teachers as they believed that the lesson plan was very useful to the teaching. It was an integral part of teaching.
2. Twenty one (77.48%) respondents believe of dividing the time among different activities according to their importance. Similarly, it was the way of evaluating the students.
3. Twenty teacher (69.78%) of the respondents reported that the lesson plan was necessary for both experienced and inexperienced teachers.
4. From the questionnaire, every teacher could prepare the lesson plan. Majority of the respondents (77.48%) agreed and strongly agreed with the statement "A trained teacher is required to make a lesson plan".
5. The lesson plan was the way to make the chain of the lesson. It helped to make the connection between or among the lessons.
6. It was found that the majority of respondents (69.78%) felt comfortable to teach following the lesson plan.
7. The majority of the respondents (60%) reported that the lesson plan was means to reduce the teacher talking time.

8. The lesson plan was the source of designing various types of tests. The teachers used it to develop the test items to evaluate the students' ability. In this regards, the majority of the respondents (92.5%) agreed and 7.58 percent were disagreed with this statement.

b. Findings from the Classroom Observation

1. From the observation, it was identified that the teachers were well-informed about the lesson plan. They reported that the lesson plan helped the teachers to prepare the lesson and give a clear picture of what the teachers intended to do in the lesson.
2. None of the respondents prepared the lesson plan before going to teach in the classroom due to the lack of time, trend, rules and regulations and resources.
3. Lesson plan was not practically applied in the public schools. The teachers reported the various challenges in its implementation, lack of interest, lack of policy of the school, and government, and lack of physical facilities.
6. The salary of the teachers was not sufficient in the present context as a result they were compelled to do side job. Therefore, they had lack of time to prepare and implement the lesson plan.
7. Almost all the teachers did not use the teaching materials while teaching in the classroom but they reported that they used the teaching materials.
8. The teachers sometimes evaluation of the students to find out how much they learned.

4.2 Recommendations

On the basis of findings the following recommendations have been suggested.

1. From the findings of the study, I can conclude that secondary English teachers had positive perceptions towards using lesson planning they believed that it was necessary to teach the lesson. So, every teachers should encourages to apply the lesson plan in teaching.

2. None of the teachers prepared or relied on the lesson format of the course books. There were various causes of not preparing the lesson plan before going to teach in the classroom. Firstly most teachers were busy and they did not have time to prepare the lesson plan. Secondly, they did not prepare the lesson plan due to the lack of trend. Thirdly, they did not make it due to the lack of rural and regulation in the public schools. The government should make strict rules and regulations to make and follow the lesson plan every day.
3. There were various challenges to its implementation. firstly, there was lack of supervision. The school supervisor did not visit the schools and provides the suggestion to the teachers to implement the lesson plan. Secondly, the teachers were not interacted to use the lesson plan due to lack of motivating factor. Most of teachers used traditional method of teaching mend they did not want to change their own style Thirdly, there were no trend in the public schools to use the lesson plan. the lack of policy of the schools and government the teachers were not obliged to use the lesson plan . Fourthly there were not sufficient materials in the schools to implement the lesson plan properly. So, regarding to all those issues, government should addresses them all.
4. The salary of the s\secondary English teachers was also challenging factor to implement the lesson plan. Most of teachers reported that the salary was not sufficient in the present context as a result they were compelled to do the side job. Therefore, they had lack of time to prepare and implement the lesson plan in the classroom. In this issue, the government should adequate the salary of teachers as a result teachers are not compelled to do side job.
5. 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 or decrease the teachers behaviour using in lesson planning.

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Appendix 3
The Sample of Study

S.N.	Name of the School	Address of School	No. of Informants
1	Vaishnabi Secondary School	Kirtipur	1
2	Bagh Bahairab Secodnary School	Macchagaun	2
3	Janasewa Higher Secodnary	Kirtipur	2
4	Gorakhanath Secondary School	Kirtipur	1
5	Nepal Rastya Secondary School	Nepaltar	2
6	Halchok Secondary School	Halchok	1
7	Gyandaoya Secondary School	Bafal	1
8	Saraswati Nikaten Secondary School	Bramatol	1
9	Gitamata Higher Secondary School	Bijeshowori	1
10	Tarun Secondary School	Balaju	1
11	Mangal Higher Secondary School	Kirtipur	2
12	Janaprabhat Secondary School	Kalimati	2
13	Nil Barahi Secondary School	Tankeshor	1
14	Bishow Niketan Higher Secondary School	Tripureshor	2
15	Paropakar Higher Secondary School	Bhimsentan	2
16	Janavddar Secondary School	Sitapalia	2
17	Janakalyan Secondary School	Boudha	2
18	Nabaadarsha Secondary School	Basantapur	1