

LESSON PLANNING PRACTICES OF ENGLISH TEACHERS

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

**Submitted by
Jagat Bahadur Khand**

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

2021

LESSON PLANNING PRACTICES OF ENGLISH TEACHERS

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

**Submitted by
Jagat Bahadur Khand**

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

2021

**T.U. Reg. No.: 9-2-50-1140-2009
M. Ed. 4th Semester Exam
Roll No.: 28710081/072**

**Date of Approval of
Thesis Proposal: 23/05/2018
Date of Submission: 14-02-2021**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Jagat Bahadur Khand** has completed this research work entitled **Lesson Planning Practices of English Teachers** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 14/02/2021

Mr. Guru Prasad Poudel (Supervisor)

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu, Nepal.

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Prem Bahadur Phyak

.....

Associate Professor

Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

Mr. Raj Narayan Ray Yadav (Supervisor)

.....

Reader

Member

Department of English Education

T.U. Kirtipur, Kathmandu

Mr. Guru Prasad Poudel

.....

Lecturer

Member

Department of English Education

T.U., Kirtipur, Kathmandu

Date:- 28/05/2018

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Gopal Prasad Pandey

Reader and Head Department
of English Education
T.U., Kirtipur, Kathmandu

.....

Chairperson

Dr. Binod Luitel

Professor of English Education
Research Centre for Educational
Innovation and Department (CERID)
Tribhuvan University

.....

Expert

Mr. Guru Prasad Poudel (Supervisor)

Lecturer
Department of English Education
T.U. Kirtipur, Kathmandu

.....

Member

Date:- 17/03/2020

DEDICATION

Dedicated
to
my parents and teachers
who made me what I am today.

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was submitted for the candidature of the research degree to any university.

Date: 12/02/2021

Jagat Bahadur Khand

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my respected Guru and thesis supervisor **Mr. Guru Prasad Poudel**, Lecturer, Department of English Education, T.U., Kirtipur, for his invaluable suggestions, encouragement and cooperation to bring the thesis in this form from the very beginning.

I thankfully express my gratefulness and acknowledgement to my thesis expert **Dr. Binod Luitel**, Professor English Education, Research Centre for Educational Innovation and Department (CERID), Tribhuvan University, for his kind cooperation and suggestions related to the research.

I immensely express my sincere thanks to **Dr. Gopal Prasad Pandey**, Reader and Head of English Education, T.U., Kirtipur for his comments and suggestion.

Similarly, I would also like to express my sincere gratitude to **Dr. Prem Phyak**, and **Mr. Raj Narayan Ray Yadav**, Reader, Department of English Education, T.U., Kirtipur, for his initial support to this work.

My special thanks go to **Dr. Govinda Raj Bhattarai**, **Prof. Dr. Anjana Bhattarai**, **Prof. Dr. Anju Giri**, and **Prof. Dr. Laxmi Bahadur Maharjan**, Department of English Education, for their scholarly guidance. I extend my gratitude to my gurus **Dr. Purna Bahadur Kandel**, **Mr. Bhesh Raj Pokhrel**, **Mr. Ashok Sapkota**, **Mrs. Madhu Neupane**, **Mr. Khem Raj Joshi**, and **Mr. Laxmi Ojha**, Department of English Education, for their direct and indirect encouragement and valuable academic support.

I would like to remember my inspiring and encouraging parents for providing me with every support to come to this position. I would like to thank my lovely sister for creating a cooperative and favorable home environment during my study.

I will not miss the opportunity to thank all the Basic Level English Language Teachers of three selected schools from Kathmandu valley for providing me with their valuable information to complete this research work.

Finally, I am thankful to my dear friend **Mr. Hermbu Tamang (Waiba)**, for his valuable help in this study.

Date: 12/02/2021

Jagat Bahadur Khand

ABSTRACT

The present study entitled **Lesson Planning Practices of English Teachers** aimed to explore the lesson planning practice of English language teacher and to find out the perceived benefits of having lesson plan in English language teaching. To accomplish this study, I used narrative inquiry as a research design. It was qualitative in nature. I collected field data through classroom observation and interview with the selected participants. I selected six basic level English teachers from three different schools of Kathmandu valley. As a sample those six English teachers were selected by using purposive sampling procedure to secure their participation in this study. The data were analyzed and interpreted by vary thematic approach in which themes were developed at first and then they were further discussed with data excerpts. This study found that English language teachers have been teaching their daily basis activities based on their early teaching preparation. It found that early preparation made their teaching job easy and helped them to be confident in their teaching and learning. They had the habit of consulting textbook, training materials, teacher guide, and other reference materials. They found perceived that IRF model could be effective and it resulted better to plan the lesson for teaching English. They extended teacher and student interaction in all the phases of teaching i.e. before, middle and after sequence of the lesson. Similarly, the lesson planning benefited them by empowering to present their exercises all the more professionally. It helped them to clarify certain sections successfully before the test. It would make teaching more student-friendly and extremely fascinating. In the opinion, teachers lesion planning made them to bring consistency in teaching. They could effective language learning teaching in the class with the use of planning.

This thesis consists of five chapters. The first chapter is introduction of the study. There is review of the related literature and the conceptual framework is presented in the second chapter. The third chapter deals with the methods and procedures of the study. Similarly, fourth chapter is about the analysis and interpretation of data. Finally, fifth chapter presents findings, conclusion and recommendations.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
Table of Contents	viii
CHAPTER ONE : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Significance of the Study	3
1.6 Delimitations of the Study	4
1.7 Operational Definitions of the Key Terms	4
CHAPTER TWO : REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	5
2.1 Review of the Related Theoretical Literature	6
2.1.1 Planning for Teaching	6
2.1.2 Importance of Planning	7
2.1.3 Lesson Planning	9
2.1.3.1 Elements of Lesson Planning	10
2.1.4 Benefits of Lesson Planning	13
2.2 Review of the Related Empirical Literature	15
2.3 Implications of the Review for the Study	18
2.4 Conceptual Framework	19
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY	21
3.1 Design and Method of the Study	21
3.2 Population, Sample and Sampling Strategy	22

3.3 Sources of Data	22
3.4 Tools for Data Collection	22
3.5 Data Collection Procedures	22
3.6 Data Analysis and Interpretation Procedures	24
3.7 Ethical Considerations	25
CHAPTER FOUR : ANALYSIS AND INTERPRETATION OF DATA	26
4.1 Analysis of Data and Interpretation of the Results	26
4.1.1 Introduction of the Participants and their Context	26
4.1.2 Practice of Lesson Planning in English Language Teaching	29
4.1.2.1 Past Story of the Teachers in Lesson Planning	29
4.1.2.2 Present Story of the Teachers in Lesson Planning	31
4.1.2.3 Pre-Teaching Preparation	35
4.1.2.4 Interaction Between Teachers and Students in Lesson	36
4.1.3 Perceived Benefits of Lesson Plan in English Language Teaching	39
CHAPTER FIVE : FINDINGS, CONCLUSION AND RECOMMENDATIONS	43
5.1 Findings	43
5.2 Conclusion	44
5.3 Recommendations	44
5.3.1 Policy Related	45
5.3.2 Practice Related	45
5.3.3 Further Research Related	45
REFERENCES	
APPENDICES	

CHAPTER ONE

INTRODUCTION

This chapter deals with the background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

1.1 Background of the Study

A good teacher always makes his or her class productive delivering teaching and learning content effectively. He/she knows what makes class interesting and he prepares his lesson plan for the classroom activities wherein he is going to share his ideas, beliefs, facts and information at a particular topic for the students. In the vibrant sense, teachers are required to set up a learning environment in which students can learn effectively, and this involves planning materials, strategies and timing (Brittin, 2005).

A lesson plan is a document that shows what teachers will do in a particular timeframe. Harmer (2007) finds a lesson plan as a teaching preparation developed based on the teacher's thought about what will be suitable for the students and on what the curriculum or the syllabus expects them to do. In this context, the teacher should plan the materials in the syllabus in a way that will reflect his/her own theories about language learning and teaching. A well-developed plan reflects the interests and needs of students. Lesson planning helps teachers to identify a course of action that can effectively achieve objectives of the teaching lesson. Lesson plans communicate to learners what they will learn and how they will be assessed, and they help teachers organize content, materials, time, instructional strategies, and assistance in the classroom.

Teaching and learning English becomes effective when teacher is dedicated to develop student's competence, confidence and creativity as well as building positive attitudes to learning. So, teacher must be initiator and expositor for the better learning. For that, he needs lesson planning focusing on the instruction of assessable skills, and paying attention to student's affective or creative development as language learners and language users (Cremin, 2009). There are English teachers who help to make English more communicative having pre-planning on teaching and learning activities.

It helps to have meaningful teaching and learning activities inside the classroom. It also depends on understanding and its benefits for them at practice. Therefore, this study focused on the lesson planning practice of English language teacher in Nepal.

1.2 Statement of the Problem

Curriculum Development Centre (2007) has made a provision of English medium of instruction. English has been used as a compulsory subject up to higher secondary level. The government of Nepal has the provision of teaching and learning English in Nepalese school curriculum. English language is taken as a foreign language in Nepal. It is taught and learned to fulfill the basic communication skill with English speakers. So, Nepal has secured the right of all children to have education through English language and other languages. For that, the government of Nepal is committed to quality education at national and international level.

However, the quality of English language teaching in Nepal is questionable. It might be the lack of planned instruction. For the quality education in Nepal, schools and other institutions are delivering English language with the help of English language teachers. Though, they are dedicated to develop overall language skills of the students; there is still no satisfactory progress in the field of English language teaching field. It could be the result of unplanned instruction.

Most of the students are getting low scores at English language subject at Nepalese schools. On the other hand, they have also poor proficiency at listening, speaking, reading and writing of English language though it is being taught as a compulsory subject from the elementary level. As a response to such a situation, teacher preparation helps to minimize the prevailing problem. It might be the cause of not having lesson planning practice and teacher's study at the teaching and learning activities. All teachers would not have preparation of their teaching lessons even though they are well familiar on the lesson planning procedures and strategies. These academic problems compelled me to form my research topic and I wanted to explore the lesson planning practice of teachers which is considered to be a clear guideline of teaching and learning activities.

Most of the scholars have carried out research quantitatively in this case of it. I found their researches were unable to explore the real experience of lesson planning

practices of teachers. It happened due to quantitative approach of the study. So, I tried to extend recent lesson planning experiences of teachers and perceived benefits of it. For that, I adopted narrative inquiry as a qualitative research. That's why, I studied the practice of English language teachers towards lesson planning and benefits of it that can be applicable for all teachers. For that reason, this study focused on the lesson plan to enhance English language teaching and learning activities in Nepal.

1.3 Objectives of the Study

This study had the following objectives:

- i. To explore the lesson planning practice of English language teachers.
- ii. To find out the benefits of having lesson plan in English language teaching.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

This study addressed the following research questions:

- i. Do teachers have the practice of teaching English by using lesson plan?
- ii. What benefits do they observe from the use of lesson planning at teaching and learning activities?
- iii. What could be the benefits of having lesson plan in English language teaching?

1.5 Significance of the Study

This study is related to the lesson planning practice of English language teacher and its benefits. Teaching preparation helps teachers to deliver their teaching lesson in convenient way. So, this study can be helpful for the all education stakeholders. It is especially important for English language teachers who are teaching English language in Nepal as well. Course designers can also take advantage of this study to have specific contents and course instruction in curriculum. Finally, English language learners can get insight of this study implicitly which may enable them to have pre-preparation on upcoming learning activities.

1.6 Delimitations of the Study

The study had the following delimitations:

- i. This study focused on the lesson planning practice of English teachers for teaching English.
- ii. It followed the qualitative method.
- iii. The study collected the required data from basic level English teachers.
- iv. Both the primary and secondary source of data were utilized in the study.

1.7 Operational Definitions of the Key Terms

Lesson Planning Practice It is the real work of teachers in which they have to prepare a concrete teaching and learning framework. They need to be prepared for the classroom performance based on the pre-planning and planning information. So, they must be guided by their lesson planning to hold the whole learning activities in real time.

Pre-planning Primarily, teachers need to identify sources of teaching materials and other supportive contents for the concrete planning. Pre-planning involves efforts of teachers gathering ideas, information and material for the lesson. Ideas for pre-planning can come from a wide variety of sources like searching on the Internet, watching television and even course book. Teachers also need to know individual differences, learning levels, and interests which will lead on to a concrete plan.

Planning	Pre-planning seeks to collect sources of materials and required ideas on the planning. Considering pre-planning, planning intends to identify what syllabus teachers are following and how they are going to realize this in terms of the activities they are going to take into class and how one activity leads into or progress from another. Teachers need to determine syllabus type for example, grammatical, functional and situational syllabuses along with its lesson stages.
Lesson Planning	English teachers prepare a teaching draft determining objectives, use of materials, ensuring the platform for students and teachers themselves, evaluating outcomes, and further studies too. So, it has to be done before every lesson. Unless teacher works with another teacher in the classroom, a teacher should do it alone.
Benefits	Teachers empowerment and learner comfort are the major advantage of the lesson planning. Here, Teachers get easy way to deliver the teaching and learning contents to the learners due to explicit lesson studies and preparation.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of the theoretical literature and empirical literature along with its implications for the study. It also presents the conceptual framework. This section covers major theoretical literature of this study. Here, the ideas of various scholars have been presented.

2.1 Review of the Related Theoretical Literature

Teaching may be thought of as a three-step activity. The first step consists of activities – planning and preparation – required before teaching a class; the second of activities in the classroom –classroom management, teaching, learning; and the third of activities that take place after the lesson – assessment, with associated activities such as recording and reporting, and evaluation (Haynes, 2010). Henceforth, the most effective teaching and the most meaningful student learning happen when teachers design the right learning target for today’s lesson and use it along with their students to aim for and assess understanding (Moss and Brookhart, 2012). To show all understudies as indicated by the present standards, teachers need to comprehend topic profoundly and genuinely so they can enable students to make valuable intellectual maps, relate one plan to another, and address misguided judgments. Teachers need to perceive how thoughts associate crosswise over fields and to regular daily existence. This sort of understanding gives a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others.

In the favor of pedagogical content knowledge, Shulman (1986, as cited in Heinecke and Jerry, 2001, p. 228) focused on the teachers’ knowledge of their subject matter and the importance of knowledge for successful teaching highlighting two types of knowledge: (i) content, also known as “deep” knowledge of the subject itself and (ii) knowledge of curricular development. That’s why, a skillful teacher figures out what students know and believe about a topic and how learners are likely to link in new ideas mastering the pedagogical content knowledge comprehensively.

2.1.1 Planning for Teaching

Teachers may wonder “which way they ought to go” before they enter a classroom (Richards and Renandya, 2000). This usually means that teachers need to plan what they want to do in their classrooms. Most teachers engage in yearly, term, unit, weekly, and daily lesson planning (Yinger, 1980). Yearly and term planning usually involve listing the objectives for a particular program. A unit plan is a series of related lessons around a specific theme such as “The Family.” Planning daily lessons is the end result of a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behavior that will result in student learning.

Everyone in the classroom – whether teacher, teacher assistant or language student – needs to learn about classes and people, language patterns, language skills, combinations, literature, culture, study skills and other subjects in order to be able to teach them, or to refine their own understanding of them (Wood, 2009). Teachers need to learn how students are thinking about something already they can settle on the best starting point and way to proceed. We also need to continue to refine our own understanding of what we teach and how we learn. Our learners can help us to understand more about their language, literature and culture if it is different from our own, as well as about their professions, interests and views on the world. Thus, the part of the challenge in becoming better at a job is getting to know the range of tools available, what they are called, how they work, when and how to use them wisely and how to look after them (Wood, 2009).

2.1.2 Importance of Planning

The lesson plan is a blueprint of the teaching-learning situation. It contains important guidelines and details which should not be trusted to memory. For example, it helps direct all activities toward the achievement of specific goals. It suggests new approaches for using instructional materials and makes the teacher extremely sensitive to sequential form (the order in which the lesson is developed), a factor of great importance in effective teaching. Without a good planning, teaching becomes more challenging (Joshi & Poudel, 2020). A teacher needs a good planning even he has a single teaching class. The lack of planning may render the problems for teachers

while they are handling students having dissimilar interests, level and even age group. So, the planning makes a tri-polar activity of teacher, curriculum and learner.

To some, especially to the beginning teacher, the greatest value of the lesson plan is the feelings of self-confidence and well-being it gives, for it helps the teacher face a group of students fully prepared to give the lesson (Haynes, 2010). Before starting to outline the lesson plan, the experienced teacher keeps several important things in mind. One is continuity (Harmer, 2007). Because we know that learning is most rapid when built on a foundation of acquired knowledge, the teacher evaluates carefully the previous day's work in order to ensure, where possible, both unity and a smooth flow of ideas. If learning proceeds from the known to the unknown, as we have been told by a great many educators, the trick is to start the students on familiar ground and from there lead them to new areas of knowledge. Timing is another essential ingredient of the well-planned lesson (Haynes, 2010). Nothing is more frustrating to a teacher than to discover in the middle of a lesson presentation that time has run out. Loose ends often remain neglected and important objectives postponed.

Enough cannot be said for the value of student involvement in the lesson presentation. The temptation to dominate a captive audience for the better part of an hour is irresistible for most teachers. The better ones guard against it. They are able to involve the student in the lesson, which makes the lesson interesting and exciting (Haynes, 2010). Students welcome the opportunity to become involved in the lesson and are better motivated to learn.

Next in importance is the skill of making each lesson concrete (Haynes, 2010). This is where the picture that speaks louder than a thousand words comes in. The conscientious teacher searches memory, texts, and files for models, charts, graphs, slides, films—anything that will help to illustrate a point or develop a concept with graphic clarity.

Thus, Woodward (2009, as cited in Joshi & Poudel, 2020, p. 127) states that a good lesson planning signifies the situation where the teacher and students: feel comfortable physically, socially and psychologically; know a little about each other, why we are together and what we want to get out of the experience, are aware of some of what there is to learn; are aware of some of the things we have learned; have a notion about how we learn best; accept that language is a mixture of things (part

instinct, motor skill, system, cultural artefact, music, part vehicle for content and part content itself), that it changes all the time and thus that we need to teach and learn it in a variety of ways; know why we're doing the activities we're doing; do things in class that would be worth doing and learn things that are worth learning for their own sake outside the language classroom; become more capable of taking the initiative, making decisions and judging what is good and useful; start useful habits which will continue after we have left each other and follow course and lesson plans or depart from them when necessary in order to bring about the criteria above.

2.1.3 Lesson Planning

When a teacher likes to teach the lesson, it gives him/her practice in making own materials and organizing students as well as insights into the aims and methodological considerations behind the activities (Hadfield and Hadfield, 2008, p. 2). In a specific way, a lesson plan is a written description for this process; where the materials, the method, the time and the place of teaching as well as methods for evaluating the students are described in detail. Human beings have limited capacity for learning, and it is impossible to learn all different skills and sciences. The life is short, and forgetfulness makes the learning opportunities scarcer. On the other hand, many people do not have the required competencies to follow a self-learning program.

Lesson planning is a sort of economization of the limited capacity for learning. Farrell (2002, p. 12) defined a lesson plan as "a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher's thoughts about what will be covered during a lesson". He further adds that a daily lesson plan is a written description of how students will move towards obtaining specific objectives. It describes teaching behavior that will result in the students' learning. Shrum and Glisan (as cited in Farrell, 2002) point out that for English language lesson, the effective objectives of a lesson plan describe what students will be able to do in terms of observation, behavior, and using the foreign language.

In a broad sense, Wood (2009, p. 180) argues that lesson planning means not necessarily mean writing pages of notes for scrutiny by teachers but it is a view of planning teachers can have if at some point in teaching lives like listening to students, remembering, visualising, noting things down, flicking through magazines, and

rehearsing. It is the part of activities that may happen before and after of teaching and learning activities.

Spratt, Pulverness and Williams (2005) pointed out that lesson plan is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them. Learners are expected to get bored during the teaching process and Language teachers need to think of this challenge. The way to overcome this problem is in teachers' hand. Teacher proper decision – making and planning seem to be crucial in avoiding students' reluctance during teaching materials. A lesson plan is a framework for a lesson. If teachers imagine that a lesson is like a journey, then the lesson plan is the map. It shows where teachers start, where teachers finish and the route to take to get there. Lesson plans are the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it. They are usually, though not always, in written form.

There are as many different kinds of the plan as there are teachers. Trainee teachers often have to produce very detailed written plans, with descriptions not only of each activity but also listing the exact questions and instructions they will give the class as well as the timings for every activity. In a full-time teaching situation, however, it is impractical to expect teachers to plan with this level of detail each lesson they teach.

2.1.3.1 Elements of Lesson Planning

Planning is often viewed as a key aspect of teaching a successful lesson. Harmer (1991) includes a description of the class, recent work, objectives, contents (context, activity and class organization, aids, language, possible problems), and additional possibilities as the elements of a lesson plan. There are three basic steps in making a lesson plan includes deciding the aim of the lesson, choosing language items, and deciding strategies (Cross, 1992).

In a comprehensive way, Bailey (1996, p. 38) explored the study of six experienced English language teachers (stated as principles) why teachers deviate from the original lesson plan. At first, they need to serve the common good. Here teachers are willing to deviate from the original lesson plan because one student raised an issue that the teacher perceives to be relevant for the other students. At next, teachers need to teach to the moment wherein, sometimes, teachers may completely abandon the

lesson plan to discuss some unplanned event because the teacher thinks it is timely for the class. At further the lesson, teachers make a procedural change during the lesson as a means of promoting the progress of the lesson. Teachers may sometimes depart from their lesson plans in order to accommodate their students' learning styles if the original plan has not accounted for them. At the promotion of students' involvement, teachers sometimes eliminate some steps in their lesson plans in order to have more student involvement, especially if the students are not responding. At last, teachers change the lesson plans to encourage quiet students to participate more and to keep the more active students from dominating the class time. These findings show that teacher decision making is a dynamic process involving teachers making choices before, during, and after each lesson.

Correspondingly, Richards and Renandya (2002) focus on the teacher's decisions about goals, activities, resources, timing, grouping, and other aspects of the lesson. Despite the fact that a lesson might have at that point been wanted (by the course reading writer), an instructor will at present have to decide that identify with those necessities from claiming as much alternately her particular class, adapting those lesson starting with those books in distinctive approaches will make it finer suit of shield those class. This methodology about arranging and adjustment is a significant size about showing in light throughout this transform those teachers' testament makes numerous choices that are keys for an effective lesson. Arranging might a chance to be viewed concerning illustration and procedure about conversion throughout which those teachers' testament makes thoughts for a lesson in view of comprehension from claiming learners' needs, problems, what's more interests, and on the content of the lesson itself. This does not so much bring about a detailed, composed lesson arrangement. Numerous teachers in fruitful lessons depend upon mental arrangements alternately looking into short lesson notes.

To highlight some generic components of a language lesson plan, Shrum and Glisan (1994, as cited in Richards and Renandya, 2002, p. 33) includes five components in which teacher as an initiator. The teacher asks the students (or himself or herself) the questions: What was the previous activity (what was previously learned)? What concepts have they learned? The teacher then gives a preview of the new lesson. In the stimulation, the teacher poses a question to get the students thinking about the coming activity; helps the students to relate the activity to their lives; begins with an

attention grabber: an anecdote, a little scene acted out by peer teachers or lay assistants, a picture, or a song; and uses it (the response to the attention grabber) as a lead into the activity. In the instruction/participation phase, the teacher presents the activity, checks for student understanding, and encourages active student involvement. Teachers can get students to interact by the use of pair work and/or group work. After the activities, the teacher checks what the students have learned by asking questions such as “What did you learn?” and “How did you feel about these activities?”. The teacher then gives a preview about the possibilities for future lessons. Finally, the teacher directs the students to the follow-up activities. The last phase of the lesson has the teacher using other activities to reinforce some concepts and even to introduce some new ones.

Similarly, Farrell (2002) examines those processes included in the planning, implementation, and evaluation of a lesson. In the arranging stage, teachers compelling reason with pondering inquiries for example, what the objective(s) of the lesson will be, what materials and activities will a chance to be used, what type of interaction will a chance to be encouraged, and how the learning be monitored. During the implementation stage, the teacher’s particular occupation will be not essential to do that lesson similarly as formerly arranged. During the lesson, interactive and evaluative decisions will often have to be made in response to the dynamics of the class. It may be necessary for teachers to adjust or even change the original plan when the lesson is not going well. Having implemented the lesson, the teacher must evaluate the success or failure of the lesson. This phase is important as it provides an opportunity for the teacher to reflect on what has gone on in the lesson along with the objectives of the lesson. Important questions to ask at this phase include what the pupils learned in the lesson, which tasks were successful, whether the material was appropriate, whether the pace of the lesson was right, and what changes need to be made in future lessons.

Thus, teachers have to be competent in lesson planning which leads them to drive teaching and learning activities successfully. They have to do their activities in the three-part lesson: starter, main teaching activities and plenary (Savage, 2015). For that, Brown (1994) suggests the following guidelines: activities should not be too long or too short; various techniques for delivering the activities should “flow” together;

there should be clear transitions between each activity. If teachers remember to work for the benefit of their students rather than their own, then they can avoid falling into the trap of racing through different activities just because they have been written on the lesson plan.

2.1.4 Benefits of Lesson Planning

Language teachers may ask themselves why they should bother writing plans for every lesson. In Richards and Renandya's (2002) words, some teachers write down elaborate daily plans; others do the planning inside their heads. Pre-service teachers say they write daily lesson plans only because a supervisor, cooperating teacher, or school administrator requires them to do so. After they graduate, many teachers give up writing lesson plans. However, not many teachers enter a classroom without some kind of plan. Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson. Richards (1998) 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' for the teacher to follow, and to provide a record of what has been taught" (p. 103). 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. All good teachers plan, just as all good teachers are prepared to adapt their plans and know that they have to be prepared for emergencies.

Lesson planning makes life much easier for teachers in the classroom. In a specific way, it saves time i.e. teachers can adapt the plan for future use; teachers get quicker at preparing work with experience; teachers become aware of how much time activities take; and it's much quicker to check at the end of a lesson what actually happened. Teachers know what teachers will need for each lesson. Teachers can more easily see how to balance lesson and it gives teachers security and confidence, which is passed on the pupils. It allows teachers to use more of energy and enthusiasm to enjoy what they are doing instead of worrying about what to do next, or looking at the next page of the book. Teachers can sometimes sit back and observe what's going on

instead of planning the next activity in the lesson. As pupils get older, they become more aware of how well-prepared the lessons are, and they like to have well-prepared lessons (Scott and Ytreberg, 1995).

Furthermore, Robertson and Acklam (2000) focus on the number of points regarding the benefits of lesson planning. Planning is a sign of professionalism. Students expect teachers to be professional. On the other hand, it gives the opportunity to tailor material and teaching to class. As we have seen, lessons need to have certain elements and features such as engage, study and activate (ESA). Planning encourages teachers to consider these points and ensure they are included in the lesson. It gives the teacher a chance to predict possible problems in the class and think about ways to deal with them. By thoroughly researching the target language and being prepared for difficult questions, for example, the teacher can feel confident in the classroom.

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. Furthermore, Purgason (1991 as cited in Richards and Renandya, 2002, p. 30) states that a plan provides security (in the form of a map) in the sometimes-unpredictable atmosphere of a classroom; and the teacher think about content, materials, sequencing, timing, and activities. It can help a substitute to smoothly take over a class when the teacher cannot teach although it is a log of what has been taught.

Daily planning of lessons also benefits students because it takes into account the different backgrounds, interests, learning styles, and abilities of the students in one class. Lesson plan affects not only teachers' instruction but classroom management as well. Wong (2009, as cited in Cicek and Tok, 2014, p. 11) includes characteristics of a well-managed classroom are that students are deeply engaged in their work which would be possible if their roles are described and they have a goal as provided in a good lesson plan. Hence, students know what is expected which would be possible via routinely implemented good lesson plans. There is little wasted time, confusion; which would be possible via effective implementation of a good lesson plan. The climate of such a classroom would be work-oriented, but relaxed and pleasant; which would be possible via good time management due to effective implementation of a good lesson plan.

2.2 Review of the Related Empirical Literature

Various researchers have carried out their research studies in the area of teaching and learning practice having the well lesson plan. In this section, I have reviewed some related studies.

Hernandez (2007) carried out a study on the topic “Reliable and practical guidelines for planning an effective English lesson”. The aim of this study was to help student teachers develop their planning skills and to provide insight into lesson preparation. This article presents reliable and practical guidelines to prepare effective English lessons. These basic principles have arisen from my seven-year experience teaching the practicum for the Master’s program in Teaching English as a Foreign Language at the University of Costa Rica. A lesson plan format is also suggested as a useful tool for both trainees and teacher trainers in the field of English teaching. This template has proven to be very useful during the practicum and has been highly recommended by the trainees in this program.

Further, Gafoor and Umer Farooque (2010) conducted a study on “ways to improve lesson planning: a student teacher perspective” in India. This study intended to stimulate critical thinking about the lesson planning practices in B.Ed. programme; via identifying the major difficulties faced by student teachers in the lesson planning; and by suggesting alternatives to remedy these difficulties. Seventy four student teachers who have finished their pre-service preparation, and successfully completed the practical examination and preparing for the theory examination constituted the sample. They belonged to six areas of school subjects namely English (16), Malayalam (17), mathematics (4), biology (10), social studies (10) and commerce (17). The required data was obtained through open ended questions. This study found that individual differences on the planning and they were trying to have uniformity in the course of study.

Furthermore, Cicek and Tok (2014) carried out a study on “Effective use of lesson plans to enhance education in U.S. and Turkish kindergarten through 12th grade public school system: a comparative study” in Turkey. The purpose of this study was to compare and contrast yearly and daily lesson plans in both U.S. and Turkish

education. This study was qualitative in design. The similarities and differences of lesson plans of both countries were worked out, and their functions and effects in learning and teaching process were analyzed. How the lesson plans were prepared and implemented in education process was explained. New ways of writing and implementing lesson plans are proposed in this study taking into account effective use of class time and classroom management by having positive expectations for student. More effective use of lesson plans via incorporation of C-Scope program into Kindergarten through 12th grade United States public schools' academic program was examined.

Similarly, Nesari and Heidari (2014) carried out a study on the topic "the important role of lesson plan on education achievement of Iranian EFL teachers' attitudes" to explore the effect of EFL teachers' attitudes towards lesson planning on improving teaching process seemed to be neglected to some extent. With regard to this gap, the present study was an attempt to survey 93 English teachers' views concerning lesson plan at secondary high schools and institutions. Participants in this study answered a Modified Questionnaire, adopted from Ramaila et al. (2014). This questionnaire was used to measure teachers' attitudes towards lesson planning and the degree of educational differences among them. Data analysis was done by utilizing descriptive statistics and T-test. The results showed that English teachers agreed with utilizing lesson plan. No significant difference was observed among teachers' views concerning the given variable. The findings revealed that due to the importance of lesson plan, holding specialized workshops may provide information for developing better course plans.

Similarly, Heidari et al. (2015) carried out a study on "Iranian EFL teachers' attitudes towards lesson planning based on their gender" under Australian International Academic Centre. The purpose of this study was to examine Iranian EFL teachers' attitudes towards lesson plan based on their gender. The research was a quantitative study in which the data was obtained to get a great understanding on the relationship between lesson plan of Iranian English as Foreign Language (EFL) teachers and teachers' gender. The population included 93 teachers in Eyvan and Ilam, Iran high schools and institutes. Participants in this study answered a Modified questionnaire, adopted from Ramaila et al. (2014). Independent sample t-test was computed to

determine the difference between teachers' attitudes towards lesson plan and their gender. Through statistically analysis, it was found that the female teachers were more interested in use of lesson plan than the male teachers. This paper recommends that more seminars workshops and in-service courses be organized for all science teachers to help train and boost their attitudes on the significance of lesson plans in teaching/learning of English in schools.

Further, Gunado (2016) conducted a research entitled “ Lesson planning competency of second year BSEd-English majors of Cebu normal university”. This study examined the factors affecting lesson planning competency of second year BSEd-English majors of Cebu Normal University. Researcher employed a descriptive analysis to evaluate and analyze primary and secondary data taken from students' responses aligning to the empirical evidences from reliable and valid journal resources online including referred journals. Analysis were focused on the factors affecting the lesson planning competency which included identified strengths and weakness and examined the extent of usefulness of lesson planning competencies from recent researches which they may apply. It explored an in-depth analysis on what aspects of lesson planning require serious attention in order to obtain successful lesson planning outcomes. The study anchored its framework-the experiential learning theory of Kolb (1984) which explains that unlike cognitive learning theories, which tend to emphasize cognition over affect, and behavioral learning theories, which do not allow any role for consciousness and subjective experience in the learning process, experience plays a central role on ELT's process which is intended to be a holistic adaptive process of learning that merges experience, perception, cognition and behavior. Findings revealed that majority of the responses on common lesson planning pitfalls (and other factors affecting instructional planning) resulted as very highly affecting for them whereas, their strengths and weaknesses toward lesson planning competency showed that they have very high capability to construct an effective lesson plan.

Further, Sahin-Taskin (2017) carried out a research “Exploring pre-service teachers' perception of lesson planning in primary education” under faculty of education, Canakkale Onsekiz University, Turkey. This research aimed to understand pre-service teachers' perceptions of lesson and how they think their plans facilitate their creating

an effective teaching-learning process. The sample involved primary pre-service teachers who enrolled in a Teaching practice course at a faculty of education. 18 pre-service teachers participated in the research. Data was collected through semi-structured interviews. Content analysis was utilized to analyze the data. Two main categories emerged through the analysis; they have been named difficulties of planning a lesson and functions of lesson plans during the teaching-learning process. The findings of the research revealed that primary pre-service teachers are aware of the importance of planning lessons; however, they found some difficulties during their planning. They claimed that during their visits to primary schools, they did not have enough time to get to know students regarding their needs, characteristics, levels of learning, etc., and these issues influence their planning. Therefore, developing a lesson plan became challenging. The results suggested that opportunities should be created for pre-service teachers to get acquainted with students during their practice. Further investigation will also help us to understand more about how we can help our future teachers to develop skills to plan their lessons effectively.

Although above mentioned studies are related to lesson planning no study has been carried out on the topic “Lesson planning practice of English teachers and its benefits for them”. That’s why I conducted this research to explore English teacher’s practice with the lesson planning which cause them to have good advantage of it in their teaching and learning activities.

2.3 Implications of the Review for the Study

All the reviewed works of literature are taken as a supportive idea in this study. These studies are all about lesson planning and audiences or readers can get the insight of present study by studying that reviewed literature. Regarding lesson planning, Hadfield and Hadfield (2008), Haynes (2010), Moss and Brookhart (2012), Heinecke and Jerry (2001), Farrell (2002), and Spratt, et al. (2005) give the general understanding about lesson planning focusing more dominantly basic required knowledge of it along with its definitions. Similarly, Harmer (1991), Cross (1992), Bailey (1996), Richards and Renandya (2002), Wood (2009) and Savage (2015) give the idea of preparing lesson plan highlighting the components of lesson plan in simple terms. Furthermore, Brown (1994) suggests some guidelines for effective lesson plan in this study. This study has also discussed some benefits of having lesson planning.

Richards and Renandya (2002) suggest the effective areas of a lesson plan and its beneficial areas. Similarly, McCutcheon (1980) presents reasons for planning lessons in this study. There are some advantageous ideas borrowed from Scott and Ytreberg (1995), Robertson and Acklam (2000), and Cicek and Tok (2014) for the better understanding of this study.

Furthermore, Hernandez (2007) tried to have the glimpse of reliable and practical guidelines for planning an effective English lesson. Regarding the empirical evidence, Gafoor and Farooque (2010), Cicek and Tok (2014), and Nesari and Heidari (2014) carried out research to explore effectiveness and importance of lesson planning based on field data. Heidari, et al. (2015), and Sahin-Taskin (2017) also tried to explore teachers' perception on lesson planning. Reasonably, Gunado (2016) investigated the competency level from the field of study. Thus, these all empirical literatures have done to have the scope of present study in future.

2.4 Conceptual Framework

The present study entitled "Lesson planning practice of English teacher and its benefits for them" had the following conceptual framework:

A conceptual framework is solely based on lesson planning practice of English teacher and its benefits. In this study, English language teachers are the major part of

research and their efforts on the preparation of lesson may lead them to be a good teacher and professional person as well. Their understanding of lesson planning guides them to practice it in an effective way. Their target is to deliver the lesson in English language classroom prioritizing English language learners. Their practice or implementation happens inside the classroom with cooperation and participation of pupils. Finally, English language teachers will evaluate the effectiveness of having the lesson plan in real life. Such kind of benefits will persuade them to follow regular lesson planning in coming days.

CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This section of thesis incorporates the design of the study, population, sample and sampling strategy, sources of data, tools for data collection, data analysis and interpretation procedures, and ethical considerations.

3.1 Design and Method of the Study

I followed the qualitative research design to explore the lesson planning practice of English teacher and its benefits in a real sense. Field data were collected using narrative inquiry. In this study, real stories on lesson planning were revealed in this story. People live storied lives. They exposed in the stories to share their lives with others and to provide their personal accounts about classrooms, schools, educational issues, and the settings in which they work. When people shared the stories to researchers, they feel listened to, and their information brings researchers closer to the actual practice of education. Thus, stories reported in qualitative narrative research enrich the lives of both the researcher and the participant (Creswell, 2012). In this method, the qualitative data were required to fulfill the objectives of the study. These data were collected with the help of using appropriate research tools simultaneously. The study followed the following process of narrative inquiry method:

Step 1 Identify a phenomenon to explore that addresses an educational problem.

Step 2 Purposefully select an individual from whom you can learn about the phenomenon.

Step 3 Collect stories from that individual that reflect personal and social experiences.

Step 4 Restory or retell the individual's story.

Step 5 Collaborate with the participant storyteller in all phases of research.

Step 6 Write a story about the participant's personal and social experiences.

Step 7 Validate the accuracy of the report (Creswell, 2012, p. 514).

The study of narratives is the study of the ways humans experience the world. The human experiences are multifaceted. Narrative inquiry is the research process of collaboration with the participants. It is the complexity for both participants and myself; we are all living our stories while at the same time reflecting on life and explaining ourselves to each other. Connelly and Clandinin (1990) state that collaboration occurs from beginning to end in narrative inquiry, plot outlines are continually revised as consultation takes place over written materials and as further data are collected to develop points of importance in the revised story. A key aspect of my role as a narrative researcher was to acknowledge that there were always multiple stories happening at any one time; I made a concerted effort to attend to my participants' perspectives and stories during our interview times.

3.2 Population, Sample and Sampling Strategy

The population was a group of individuals who comprised the same characteristics. For example, all teachers would make up the population of teachers, and all the school administrators in a school district would make up the population of administrators. This study collected data from Kathmandu valley. Primarily, this study selected the basic level English language teachers as the population from three different schools.

A sample was a subgroup of the target population that the researcher planned to study for the purpose of making generalizations about the target population. So, I selected six English language teachers as a sample in this study. They were the primary source of data to accomplish this study.

I used the purposive sampling procedure to select English language teachers in this study.

3.3 Sources of Data

I used both primary and secondary sources of data in this study.

3.4 Tools for Data Collection

I conducted the participant observation and interview guideline used as a research tool in order to collect data from the field. In this process, I collected other supportive

materials like teacher made or written notes or documents which may reflect the effort of lesson planning in the life history of teaching English language at schools.

School Visits: For the purpose of observing teachers' classes, I selected three different government aided schools: Mahendra Public School, Everest Higher Secondary School and Sunlight Public School. These schools were found around the Kathmandu valley. I spent altogether four months at the school that did not include being in the members' classrooms. For instance, one day I walked around grounds for a little unscheduled visit with a secondary teacher. Truth be told, I had a job with six selected English teachers of the three schools. How I invested my energy outside the classrooms changed everyday. I ate in the cafeteria with teachers discussing with their lesson planning activities. The primary focus of visiting schools was to explore the practice of lesson planning in everyday classroom activities. As a last point, I went through less than an hour every day in the classroom. I utilized a library to work out day by day investigation reminders, added to handle notes for my visit and arranged my next task.

Classroom Visits and Observations: Aside the interviews, every one of the three teachers invited me into their classrooms as a participant-observer. In every new classroom, they introduced me as a researcher of English Education Department of Tribhuvan University, Kirtipur, Kathmandu. I observed the entire class cooperating with the class teachers. The subjects I watched same but its lesson was different one . In every classroom, I likewise watched day by day schedules. A couple of such schedules included teachers arrived in a time and attended their daily activities. There were times where the teachers gotten ready for me to help with an action. So, I was satisfied to be requested to be dynamic in each classroom.

While the classroom visits, I took field notes. The field note included details of the classroom. After every classroom observation, and school visit helped me additionally to finish day by day investigation updates. Specifically in the wake of finishing field notes at a field site, it enabled me to screen my reasoning, filter during that time's observation and bolster me in planning for my next classroom visit.

Artifacts: The artifact I collected archives what I observed both inside the school and outside the school entryways. I took photos of the classrooms, teacher classroom

activities, and the outside grounds to enable me to recollect what I watched. Photos and video chronicles likewise reported the setting of the city and exercises outside the school. They were not planned to be thorough but rather to be visual guides for me as a researcher and as portrayals of parts of culture.

Interview: All the selected teachers were happy to be a part of my study. They shared their story of preparation and practice of lesson plan in teaching English language. All the participants were free to share their stories and practice culture of the lesson planning in participants' friendly environment. It was conducted as per their viability.

As per my research study, the participants were asked to take part in the participant friendly observation and interview. These research tools were a primary concern of my study.

3.5 Data Collection Procedures

I followed the following steps to collect the required data for this study;

Step-1: I had an appointment with the sampled population to collect required data for this study.

Step-2: I introduced my study and its purpose briefly.

Step-3: I established a good rapport with the respondents and I signified their presence in this study.

Step-4: I conducted the observation and interview allowing participant's acceptance and convenience.

Step-5: All the data were documented and recorded for the data analysis.

Step-6: Finally, I appreciated all the respondents for their participation.

3.6 Data Analysis and Interpretation Procedures

The field qualitative data from the field were analyzed in a narrative way with description. I analyzed the interviewed data by using thematic approach along with its retelling process in this study.

3.7 Ethical Considerations

Ethics in qualitative research included issues such as informing participants of the purpose of the study, refraining from deceptive practices, sharing information with participants (considering their role and even my role in this study), being respectful of the research site, reciprocity, using ethical interview practices, maintaining confidentiality, and collaborating with participants. The data was protected and it could not be used for further study. Similarly, there was the strong protection of personal identity and privacy. To assure it, the confidentiality was made for no any harm of both study and participants.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

In this section, the data collected through the research tools have been analyzed and interpreted thematically. The qualitative data collected through interview and participant observation have been analyzed descriptively.

4.1 Analysis of Data and Interpretation of the Results

I used the qualitative approach to analyze the observational data and interviewed field data. The field data contain the story of basic level English teachers on the lesson planning practice and I tried to retell it. This process includes examining the raw narrative story, identifying elements of a story in theme, sequencing or organizing the story elements, and then presenting a retold story that conveys the individual's experiences.

4.1.1 Introduction of the Participants and their Context of Teaching

The participants for this research were all basic school teachers of Kathmandu valley, English subject teachers, with eighteen or more years of experience working. Each of the classroom observations and interviews took place during the months of September, October, November and December, 2018. This was a very interesting time in which to place these interviews, as the first interview was done the day of summer season.

All six teachers were English teachers who had been teaching English at basic level. Each of them is different in their teaching, experiences and other professional activities. All of them were good at their teaching profession. They were interested in the professional development. This means, the school provided an opportunity for them to participate in the various types of educational seminars, trainings and workshops. Such type of activities might help them for the better teaching activities. Some points, they might get the knowledge of lesson planning and management to have a successful teacher in the school. They had experiences of classroom teaching and its management with the help of lesson preparation and its proper practice at different learners' levels. So, this allowed for the study to reflect differing experiences of English teachers. Each teacher had an open willingness to participate in this research.

Rames/T₁ (Pseudo Name): Rames was an English subject teacher from at Mahendra Public School (Pseudo Name) who has been teaching for 13 years. Before it, he taught at different private schools. He was an experienced English instructor teaching three grade: six, seven and eight. He believed that teaching without lesson preparation is like a work of hunting target without strategies and weapons. He suggested that a better way of teaching happens after having a good preparation of teaching and learning activities.

Sita/T₂ (Pseudo Name): Sita was famous at Mahendra Public School (Pseudo Name). She has been teaching English as a subject in the grade of three, four and five students. She invited me into her classroom and set me to observe her classroom teaching and learning activities. Amidst my visit, she was supporting her students with the help of her prior lesson preparation. She was eager to have an additional individual close by to meet and visit with students about their reading and writing activities. I was impressed by her helpful and cooperative activities. She was serious to the students and her class did not break through the ethics of the lesson preparation. She was extremely busy with her obligation in many roles at the school and at home.

Ashis/T₃ (Pseudo Name): Asish joined his teaching profession in 2009. He was appointed at Everest Higher Secondary School as an English subject teacher. His responsibility was to teach English subject at grade six, seven and eight students. His experience of teaching sharpened his teaching career. All the students were interested in his teaching activities. His lesson was central to the learners and their interests were highlighted while running day to day class. He was able to address all kind of learning environment due to effectiveness of his strategic planning for the lesson.

Madan/T₄ (Pseudo Name): Everest Higher Secondary School was another field of my study. Madan sir was popular in this school. His teaching profession was to teach English as a subject in the school. His contribution was to make grade three, four and five students as a fluent speaker of English language. For that efforts, he delivered his all the teaching activities making straightforward way of teaching strategies. The lesson preparation was heart of his teaching because he allocated all the teaching activities at sequence. It encouraged him to go ahead step by step without a delay.

Sarita/T₅ (Pseudo Name): Sarita began her teaching after her higher secondary education. She has been teaching English of grade six, seven and eight for 15 years at Sunlight Public School. She had participated in various professional training, seminar, workshop and research. For her, teaching is an art in which she had to present her ideas in a beautiful way for the successful learning. She found the preparation of the lesson was a pathway for her class. She was able to include her ideas in the teaching activities. At the same time, students were given an opportunity to be a good participant in the learning interacting with the classroom discussion. It was the effort of a good preparation and strategic plan for the lesson. Her goal was to enable students to communicate with native and non-native speaker. Her effort was to make her learners alike native speaker.

Pramod/T₆ (Pseudo Name): Pramod was a highly motivated English teacher. He has been teaching English at Sunlight Public School. He was a favorite teacher of grade three, four and five students. He believed that fun was another part of teaching and learning activities. Every lesson was a combination of entertainment for the better learning English language. All the activities were the pre-planned and his lesson preparation was to make an active learner in the learning.

Based on my observation, all teachers were motivated to the lesson planning. They were not trying to finish their course of study rather their intention was to make their students competent in the learning content. Beside it, their goal was to make a fluent language speaker. They created new teaching item for the development of students' language skills throughout the well planned lesson. A good planning was a great effort of teacher investment and continuity.

Obviously, planning takes time but teachers did not give up it rather they were planning to have newness in day to day teaching activities. What the fact was their willingness to have a good teaching and quality learning of students at school. Their preparation benefited for themselves and learners. Their lesson preparation seemed to be a part of their job. T₃ experienced that the preparation of the lesson plan was cognitive and physical process. Teachers needed to think and plan carefully with the help of available materials. On the other hand, their students were a major part of teaching and learning activities. T₆ remarked that planning made teaching job easy

and learners were motivated in the learning due to positive impact of lesson planning. Teachers simplified the lesson and students got the purpose of it successfully.

Broadly, planning happens anywhere and anytime wherever teachers wish to have it. Teachers can have their planning in the morning and evening time. Time is not finite. Whenever they get ready then they can set out their new lesson planning. It depends on their time economy in terms of writing down notes and planning inside the brain. T₄ experienced that his one colleague writes nothing down but says he does a lot of thinking in the bath in the morning and another plans out loud to herself on the forty five minute car journey to work.

4.1.2 Practice of Lesson Planning in English Language Teaching

During the observation and interview, I found their stories included all aspects of the teaching environment, and the boundaries within the classroom for the better implementation of their lesson preparation.

Their stories reveal what teachers do within the classroom. They reflect a general feeling of clarity, reward and success with the help of proper lesson planning in the journey of teaching. All six participants could relate their stories in the narratives they shared about their teaching experiences.

Their accounts are stories that talk about what teachers do inside the classroom. They reflect a general sentiment of clearness, reward and accomplishment with the assistance of legitimate exercise arranging in the teaching and learning activities. Every one of the six members could relate their accounts in the stories they shared about their teaching practice.

4.1.2.1 Past Story of Teachers in Lesson Planning

Stories that teachers recount the instructive atmosphere today are intensely mixed with negative meanings. Every one of the six of these teachers agreed that what is going on today is altogether different from what it was the point at which they originally began. Words, for example, "pitiful," "terrible" and "forceful" were all words used to depict this atmosphere. Farrell (2006) composed that how teachers saw the atmosphere that they work in impacts the capacity to successfully teach inside the classroom.

For T₁, the change has made him question regardless of whether he is in the correct circumstance. Following a profession of thirteen years teaching in the locale experienced in the childhood. He now considers proceeding onward when he feels cheapened by current region organization. He recommends that while he has a passion for the students, he feels the every day focal point of instruction has changed so much that he is not sure this is the thing that he needs to do any longer. He says:

However it is similar to, where do my interests lie now? It has been thirteen years for me, where am I going to be for the following ten years? Where is this going?

He proposes that his locale never again appears to concentrate on the student, yet rather just on the teacher and what the individual is doing inside the classroom that is effective or not fruitful. His conviction this is a misstep pushes him to consider different ways he could add to society outside of the teaching profession. So, it happened due to traditional type of principles and pedagogical practice directly affected his lesson preparation and its practice too. He used to prepare his lesson based on limited resources primarily textbook. But, later on it has been changed the presence of newly advanced digital materials and other research based teaching and learning ideas.

Similarly, T₂ proposes that the year she began instructing was the "start of the end" for education as this was the year that the privatization of education started with sanction schools and school vouchers. T₃ corresponds that he does not imagine that they (government officials) esteem what is on the opposite end of the administration. So at the end of the day, we can do it for less expensive. We can do it for less. We can make a benefit. We can hold to standards. And there is no discourse with teachers about what that should resemble. Teachers are getting a handle on left of the discussion about what necessities to occur in the teaching and learning today. He adds that there are issues with the instructive framework, however having outside sources advise teachers how to enhance it, while excluding them in the discussion is disappointing.

T₄ refers to his first long stretches of teaching as past times worth remembering. He feels that with the commencement of the common core, he has lost the capacity to teach what he feels is applicable to his students. He proposes that the individuals who

are endeavoring to control what is going on in teaching and learning. He is disappointed by what is by all accounts the trendy expressions of education. He states "I believe there's this steady tossing of these words and abbreviations at us, when we recognize what to do. We realize what works best for students." The loss of self-rule in how and what he instructs and the consistent pressure of students passing breezing through state ordered government sanctioned tests disappoints and confounds him.

T₅ accepts with the present push for the privatization of the instructive framework, that state funded training as it is realized today will be obliterated. She feels that urban locale are as of now feeling this tearing separated of their frameworks, and would not feel the impacts of what students needs to do as public schools. Hence, T₆ states:

I think in some way or another, we'll be fortunate to have occupations in four years, yet ideally it'll take longer than that to raze government funded instruction. I think they'll attempt. I think new instructors are going to in the end be working for low pay and government managed savings... I would prefer not to be correct; I trust I'm definitely not.

These accounts uncover that every one of these members is feeling a particular disappointment with the instructive atmosphere. The weights of curricular control and government sanctioned testing, the distinction around what is basic to instructing learners and the avoidance of instructors from the neighborhood, state and national discussions about teaching and learning add to those described accounts of wariness, and leave these teachers feeling barred from and baffled with the teaching profession. These accounts appear to conjure a subject of detach between the day by day instructing inside the four dividers of the classroom, and the general setting of the instructive condition.

4.1.2.2 Present Story of Teachers in Lesson Planning

The stories insist that their teaching and learning preparation should focus to the classroom process. The varieties of techniques and activities can be done within a single lesson but it depends upon the mastery over the lesson of a subject teachers. For T₁, the students we work with are the genuine purpose behind the motive for teaching and learning activities. So, the most vital thing we can do previously, amid and after classes is to listen to students, watch them and read their work. This will

assist us with getting to know them as people and along these lines will give us significant information while picking subjects and sorts of material including course books, and while choosing exercises and forming exercises and courses. We can likewise include students in these choices. Regardless of whether our options are limited in numerous issues in light of the fact that, for instance, we need to adhere to a schedule or instruct a certain coursebook, knowing however much as could reasonably be expected about our students will even now enable us to settle on blunder errors, testing and homework and react to them as individual and as a group. It is maybe the most normal succession of all in teaching i.e. getting some answers concerning the students and afterward taking it in our work.

In English language teaching and learning activities, both teachers and students are responsible for a good language learning environment. Teachers must plan what to do inside the classroom. T₂ reveals that her choice is to have potentialities of students' participation in the classroom activities. She includes three inquiries in her lesson; at that point she will request that students read them. At that point, she will disclose to students they will have the capacity to answer them once they have perused the content. When drilled two or multiple times, they will become a good learner setting a pre-perusing activities. Afterward, with more experience, the pieces get greater or more, and entirely soon the teacher can say that she will do some pre-and in-perusing assignments and afterward take a shot at language activities. In her lesson preparation, the individual strides of the learning could be expressed in extraordinary detail yet the accomplished and she no longer needs to do this aside from when approached to for a boost test. The individual advances have been pondered and experienced regularly enough for them to have turned out to be coordinated into a greater, smoother unit.

A good bond between teachers and students is a characteristic of a successful and quality learning. Both of them have equal treatment in the teaching and learning process. There is a place for both of them to have a discussion an interaction with the contents. Teachers let respond students to the desired lesson. They can establish a good communication with each other based on their teaching and learning content. The story of T₃ reflects what she does within the classroom. Most of his lesson plan gets a sense of humor for the enjoyable learning. He clarifies:

I create connections I think, with my sense of humor. I really like them and I believe that they realize I truly like my activity. I'm glad to be here, and the days that I'm not they do not have any acquaintance with it. What's more, I demonstrate interest.

T₃ is empowered inside his classroom to decide the sort of classroom condition that he will set up for learning. He does this with a way that indicates he is keen on his students and that they can rely on him to hold fast to the standard that consistently is another day. He has confidence in the significance of not thinking about things personally and utilizes funniness to fabricate associations with his students.

A good planning of teachers gives them autonomy in the decision making and content teaching in the classroom. So, they need to be a confident and resourceful teacher for the better teaching and learning. T₄ exposes it in his lesson planning intentionally for the economy learning of students in the classroom activities. It is a part of the decision making process about what happened within the classrooms. He describes how teachers took the resources to ensure individuals were being given the assets they expected to instruct in their classrooms. Distinctive teacher ranges of abilities were perceived and everybody bolstered one another. He said that this thus engaged the instructors and allowed them the chance to control what was going on in their classrooms. He portrayed that students and teacher development was apparent that year. The communitarian space that was given to them truly concentrates on what they were doing in the classroom and their cooperation with the students.

On the other hand, classroom dispute management and its space should be given priority in the preparation of the lesson planning. The concentration of it enables teachers to have smooth crisis management and teachers can mould the situation for the long term solution. Similarly, review the story T₅ recounted picking up trustworthiness with her learners because of her reaction to being disputed by an adamant learner. Such type of crisis should be considered while planning lesson. Teachers must identify the challenging areas while doing their teaching and learning activities. In this case, T₅ allocated her time for addressing such type of tension in her lesson activities. At response of such a treatment, her conventional reaction as like most teachers is to send him to the office. However, she does it realizing that the principal is not in, and that there will be no penalty for him. The traditional behavior

of this is entrancing the learners. It is really given a respite and additional opportunity on the grounds that the principal is not in his office. This at that point gives the open door for T₅ to enable the learner to reveal what is hindering his learning activities.

To give the space for the predicament situation in the lesson planning is a genuine sense of a teacher. Every teacher must keep it in their daily base activities. Regarding it, the story shows how T₅ chooses on the most proficient method to interface with one specific learner can impact her collaboration with all learners. Her logic that everybody is human is imperative since it enables her to construct bold associations with the learners her classroom, in a view of how she handles discipline issues. For this situation, her links with alternate learners are reinforced when they see how she handles a stubborn learner. This, to T₅, is so critical on the grounds that she understands that these learners will be with her for quite a while all through the entire year. It is her method for making it work with the goal that she is enabled to educate and the learners are engaged to learn.

Whatever happens inside the classroom that is the responsibility of teacher in his classroom. Classroom dynamic renders the active learning environment in the classroom. Both, teachers and students come to know the content is the best achievement of the classroom interaction. So, teachers must know the movement of classroom and teaching contents in their everyday lesson. T₆ expressed that he is not one of those people who can go in with absolutely nothing and think on his feet. But then he has met very few people. Even a colleague of him who positively thinks about the insanity of deciding on one night what will happen on next morning still admits that he does not like going in with absolutely nothing. He says that having a few ideas in your mind is like having banisters at the side of the stairs. When you are running downstairs, you do not necessarily hold on to them but it is nice to know they are there.

Whatever our ideological position on exercise arranging, we need to compromise that most students come to class anticipating that something should occur and most experienced instructors put some idea into how to structure time went through with students. Most experienced teachers can do that reasoning much more effectively than when they began their duty. What's more they can do it previously, amid or after exercises. We may not know how we got the opportunity to have the capacity to do

this yet the majority of us, thinking back, can detect that a distance has been minimized.

4.1.2.3 Pre-Teaching Preparation

Pre-teaching preparation is a quality or identity of the teachers. It lets them to be a proficient teacher in the classroom. They critically prepare the lesson and minimize the possible obstruction in the teaching and learning. The potential confrontation gets diagnosed on the spot. For each of the participants in this study, teacher preparation was done at the early time of teaching and learning activities. It was formed based on the context of learner learning.

For T₅, the stories that she narrates illuminate an individual whose self-identity is a competitor. She has a need to constantly seek out awards and wants her students to understand that she is a good teacher. For that, she poses the self preparation of her daily basis activities. It boosts up her presentation and practicality in the classroom. She adds, “If there is a bell, or whistle or shiny gold star, I want it”. This competitive nature is further reinforced in her artifact. She starts the explanation of her artifacts by stating, “Okay, I had a really hard time with that because yours was very fancy...I do not have anything nearly that beautiful”. Instantly, T₂ presents herself with T₅. She uses teacher’s guide, extracurricular references and other pedagogical aids. It reveals that she strives to be the best at what she does in the teaching and learning activities.

Teaching preparation is itself the process of being resourceful comprising a complete model of learning whether it has chain of activities. For T₁, anyone who has gone to essential and auxiliary school, driving exercises, sports preparing and other learning occasions has put in a huge number of hours in the classroom and intentionally or unknowingly will have retained a great deal of data about what's conceivable in an exercise or course and what great teaching and learning are. Learning of sorts of gathering, content, action, successions, materials and schedules will all have been gotten from the students. Along these lines any apprentice teachers ascending to their feet before a class out of the blue may discover past instructor 'phantoms' possessing their body. You may hear yourself saying things your teachers said and you may instinctually utilize exercises and schedules that your teachers utilized. A conceivable example here is the initiation response, feedback (IRF) schedule.

T₃ suggests to follow IRF model in the preparation. It enables students to have language proficiency. In reality this routine recognizes that students and instructors are taking a shot at no less than two dimensions on the double: the dimension worried about remark on target language capability and another, the dimension of individual correspondence. The IRF routine possibly winds up mean when it is utilized mechanically and without an extra informative reaction. Many of the schedules we have accidentally gotten amid our hours on the opposite side of the work area are useful.

Similarly, using course book in the teaching preparation is fruitful for the teachers. It includes merits of learning that must fall inside the classroom. T₃ argues that getting better at preparing is by using coursebook. A teacher utilizing a coursebook will retain schedules from it, particularly if there is a useful instructor's book to run with it. The inclination to get exercises, exercise types and course models from coursebooks will be fortified if similar books are shown a few times with various classes and particularly if a piece of each unit is the equivalent.

Further, a creative planning focuses on the learning as we teach inside the classroom. All the participant teachers recall the activities of different classes, team-teaching, reading training materials, using resource books that have written around a particular theme such as grammar practice, songs or vocabulary, and finding out what students like and then following their directions on how to teach them that way. As we do these, we will start to understand that lessons are composed of lots of different elements that affect each other, all of which can be used as starting points. We will gain the experience of personal examples of individual students, types of classes, and timing of activities. We will then be able to call up these examples for comparison in future. We will get a repertoire of exercises, sequences of exercises and whole stock lessons and courses.

4.1.2. 4 Interaction Between Teachers and Students in Lesson

Through lesson preparation, teacher must maintain the interaction with students while leading them to the successful learning. They need to recognize the value in passing on what has been learned to the next. It can impact how they interact with the students sitting in their classroom. One of the most prevailing aspect is the participation of

students as like teachers do in the classroom. T₂ trusts that there are two sorts of students that are at present sitting in her classroom. She states:

So I've e those children, those white middle class kids, whose guardians need them to do well and they understand that education is the best approach to arrive. Other children I've are those low pay kids, who are getting some kind of privilege program and accept that everybody is getting some sort of qualification program.

For T₂, financial status plays into how she sees the students sitting in her classroom. She sees that students from low pay families are difficult to rouse in light of the fact that they do not comprehend that diligent work in the instructive procedure presently will satisfy further. She recommends that these students themselves have a settled outlook. She clarifies:

They do not get it. You know, it's, I'm stupid. On the off chance that I examine it doesn't make a difference. They don't attempt, and that's my battle.

While she says her students from low salary families verbalize that they need to end up legal counselors and specialist. She sees that they do not comprehend what that requires as far as the instructive profession. Though, she has already made concrete plan to make it easy in the classroom. She feels that poor vocabulary prompts a powerlessness to compose extensively, and this is the reason these students perform ineffectively on state tests. Her students from middle class families, while understanding the estimation of education, are seen by T₂ to even now have insufficiencies, and that the students sitting in her distinctions classes have changed. She clarifies:

It isn't similar distinctions I shown 10 years prior. Fundamentally, my distinctions currently is school prep, I imply that is the truth. If I somehow happened to instruct like I showed 10 years back I'd have 10 children pass, I'm not humor.

Thus, a good result is the effort of teacher preparation placing the condense interaction between teacher and learners at the time of classroom discussion.

All the participant teachers agree that learners today are just keen on what is going on outside the condition that they are as of now sitting in, and that innovation assumes a critical job in how their students deal with that longing. It must be the major amendment of teacher preparation so as to handle proper event in the classroom. T₁ expresses:

My students consider whatever is going on it and whatever is going on right now in another person's reality, since they would prefer truly not to be the place they at present are.

T₆ states that all students sitting in his classroom today are passionate and do not have enough interest to participate in the learning procedure. The plenty presentation in the teacher preparation brings the good vive in learning of students. Securing their participation in the learning is genuine motif of the present teaching and learning trends. So, he states, "I wish I had increasingly inquisitive children, you know, regarding how things work and why."

Every one of the teacher participants describes thoughts of a distinction between students needing a decent instruction and understanding the stuff to accomplish this objective. T₄ states:

I've children that fantasy of accomplishing something, yet they simply have no clue how to arrive. They're simply advised to do certain things more out of consistence than anything. Like what completes a review truly mean, for what reason do they require certain evaluations?.

Being a prepared on the lesson is one of the best way to disconnect the disparity between them and academic evaluation. Giving high emphasis of it in the lesson preparation is the best solution of teacher. It strengthens the participatory activities promoting the quality learning environment primarily in the classroom activities and later on their additional studies.

For T₃, the distinction is around the division for students between learning for a review, and learning forever. T₃ states, "I work in a place where the students are very point driven, where everything is, 'Give me focuses.' As they register and move into this world, I do not know that focuses give them the range of abilities of simply doing

things since you have to do them." For T₆, the distinction originates from the message that the students are taught inside the school building. He clarifies:

They realize they need to do well, they realize they need to go to the best school, however I don't think they know why... I think here and there they are sustained a storyline and they don't really pushback on it as in they can concoct an elective arrangement.

For F₅, there is a discernment that her students are naturally motivated, and really need to satisfy teachers and guardians. She expresses that in her school, "it is cool to be smart," and sees that extraneously motivates her students through the well preparation of lesson. Teacher preparation must inspire the students in the learning activities that will continuously activate them for the successful learning. On the other hand, a negative outward inspiration on her students is their hard working attitude, in spite of the fact that she admits that it appears to be intensely affected by the requests the encouraging teachers puts on students. She clarifies, "... a few evenings they have an excessive amount of homework, and to the point where the children disclose to me they worked for a time. It is absurd. I think part about the issue is that they do not work successfully, however part of the issue is that they get excessively homework."

4.1. 3 Perceived Benefits of Lesson Planning in English Language Teaching

A lesson plan is a compact and sorted out structure which gives answers to essential inquiries. Inquiries concerning how a teacher can keep up a standard example of teaching. All of the teacher participants come to know that a decent exercise plan passes on to the teacher concerning what is essential for students with regards to learning. What's more, since arranged under the limits of individual comfort, it is simpler to see. It will incorporate the content and exercises to be satisfied for a set timetable. Exercise arranging gives a well ordered manual for teachers to dive profound into what he/she is teaching.

T₂ was clarifying lesson planning as the human circulatory framework for the teaching activities. A reading material and journal lay at her work area which she alluded to from time to time. She utilized this journal to note down her objectives for each class, including the central matters of her addresses. Furthermore, the journal

likewise contained an itemized scholarly technique that empowered her to confer her exercises all the more efficiently.

Similarly, F₅ said that a school educational modules is comprehensive of various sorts of points having a place with a few subjects. Presently, teachers must cling to a legitimate exercise plan so as to make the way toward adapting progressively helpful for students. An exercise plan goes about as a casual rule for teachers helping them settle on how they should clarify certain sections or direct tests.

T₆ said that when you are conveying your addresses in your next classroom session, ensure you have a definite arrangement that would manage you in the class. A perfect exercise by and large covers a rundown of the subjects in the educational programs, basic inquiries related with each part and considerably more. So, teachers can get increasingly sorted out in the event that they pursue such an arrangement and would likewise be fit for finishing each subject successfully before the tests.

Similarly, T₂ shared that it helps to assess exercises. Just like teachers direct tests to survey the understanding dimensions of students, teachers likewise require a framework that would enable them to assess their own execution as a teacher.

According to T₅:

On the off chance that you contrast your instructing method and your exercise plan, you'd promptly be increasingly mindful of how accommodating your clarifications are to your students.

It would make teaching more student-friendly and extremely fascinating. Further, it adds confidence. For T₃, an exercise plan makes you progressively sure as you give exercises to your students. In this manner, you begin sounding more intelligent, because of your expanded confidence. This occurs since you know precisely what you are going to teach and how you would go about it. For example, you can allude to your exercise intend to check what sort of assignments you would distribute to students to survey their insight on a specific subject.

Most interestingly, it stimulates student interest. Most students appear to hate sitting through an exhausting lectures regardless of the subject. T₅ experienced that exercise plan can be an amazing worth add to addresses that can possibly make students

excitedly anticipate in the next learning session. A decent exercise plan may contain a couple of alluring delineations that can influence a subject to appear to be simpler for generally understudies.

Similarly, it allows visualization. All the participants shared that when we have an arrangement directly before us, we are in a split second ready to envision every single step of our teaching system. It sets us up for our class as we begin framing thoughts regarding how to present a theme and proceed with it. We additionally get implies about how we should improve the center ideas of a specific theme. Effective teachers dependably use exercise intends to make their addresses creative. The improvement is another part of their preparation. They experienced that it gives degree for improvement. T₁ admits:

Presently in the event that you anticipate that your students should score splendid evaluations in such subjects amid their tests, you should give your best exertion as a teacher.

It would extraordinarily move to enhance future teaching sessions. On the other hand it makes the objectives clear to the teachers. Lessons turn out to be all the more appealing within the sight of a far reaching exercise rule. T₃ gives the explicit example that you would acknowledge how well you can comprehend the targets of each part once you have an exercise plan prepared. That is on the grounds that an exercise plan is improved with imperative proposals that go about as a short rundown of the part you are going to show your students.

All of them believe that it provides direction to substitute teachers. Preparing an exercise plan can likewise be an extra help for the students in the event that we are missing from the classroom on certain days. This is on the grounds that an appropriate exercise plan can help teachers who may be accountable for taking classes. Since a specific theme or thought may be totally outsider to the substitute educator, the person may require some sort of direction as far as the plan.

All the participant teachers in this study perceived that lesson planning get them well prepared for the class. It allows teachers to have proper evaluation of the lesson making their confidence in their teaching and learning activities. Students are another

part of it and their interests arise from the heart. The visualized content makes the objectives clear and teachers can also get the chance to improve further activities.

CHAPTER-FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented the findings and conclusion of the study on the basis of presentation, analysis, and interpretation of collected data. Likewise, I have recommended some pedagogical implications to be applicable at practice level and also suggested some applications for the policy level and further research area.

5.1 Findings

On the basis of analysis of data and interpretation of the results, I have drawn the findings of this research. So under this sub section, summary of the findings has been presented in the line of objectives.

- i. The classes of English teachers were planned and organized though the written plan for teaching was not made. Teachers were willing to have a good teaching and quality learning of students at school.
- ii. Teachers had very limited resources; they had only textbook to teach English. This study found that the vital thing must be included in the teaching preparation is to listen to students, watch them and read their work at the lesson sequence of before, middle and after.
- iii. They reflected feeling of clarity, reward and success with the help of proper lesson planning in the journey of teaching English.
- iv. In the past, they were feeling disappointed with the instructive atmosphere due to the weight of curricular control and government sanctioned testing.
- v. In the present time, they were getting information from listening to the students, watching their activities and reading their works while picking subjects, materials, course book, choosing exercise, forming exercise and course book. They were confident and resourceful due to their time investment in the teaching preparation.
- vi. Being a prepared on the lesson was one of the best ways to disconnect the disparity between them and academic evaluation.
- vii. They utilized the journal to note down objectives of each class and contained itemized scholarly techniques that empower to confer exercise effectively following IRF (initiation, response and feedback) model.

- viii. The planning was worth to make students excitedly anticipate in the next learning session.

5.2 Conclusion

Based on the story of the participants, I come to conclude that most of the English teachers teaching at basic level in Nepalese context rarely take classes with any explicit plan. According to their story, the teacher is responsible for the successful learning of learners in the classroom. Their lesson preparation renders the positive learning and students get a high motivation in the target language learning. It is a teacher must take responsibility for the development of students in the language learning throughout the resourceful lesson preparation. In this study, I saw teachers were motivated for the better teaching preparation but there were limited resources. It revealed that they were dependent in the traditional type of resources in their preparation. I also realized that it happened due to lack of good knowledge and practice of ICT in teaching and learning. They needed to be upgraded to the modern digital reading and learning materials for the development of students. On the other hand, teachers must have learner friendly teaching and learning activities that can be set out in the early time of classroom teaching. Observing their artifact and participant observation compelled me to conclude that they were adopting IRF model for lesson planning which activates learning of learners in the classroom. One more thing that must be enough place of teacher and student interaction inside the classroom is through lesson planning. It activities may help to disconnect the distance of them in the learning. The findings of the study enabled me to be well prepared further lesson. I have realized. Thus, teaching preparation must address it in the lesson sequence of before, middle and after. At the mean time, teachers need to evaluate their lesson, to be confident in the content, to stimulate student's interest, and to make the objective of the lesson clear improving their present condition.

5.3 Recommendations

Being based on the findings drawn from the analysis and interpretation of the teachers' narratives, I have summarized and concluded my research study. On the basis of these conclusion and summary I have recommended the major implications of the study in to following three different sub-headings:

5.3.1 Policy Related

The main recommendations of the study at this level are as follows:

- i. As the participants of the study told that they did not have explicit ideas on developing effective plans for teaching the practical insights on effective planning should be given to them by means of training.
- ii. The government should provide reliable teaching and learning resources.
- iii. As they expressed their disappointment real to the atmosphere due to government sanction testing, there should be provision of conducive learning environment in the classroom and the policy maker should adhere this aspect.
- iv. There must be effective provision of getting institutional and teacher's supportive materials.

5.3.2 Practice Related

The main recommendations of the study at this level are as follows:

- i. Teachers need to be planned in their teaching activities.
- ii. Teachers need to use textbook to teach English. They need to set out their lesson based on the IRF (initiation, response and feedback) model.
- iii. They need to listen to students watch them and read their work at the lesson sequence of before middle and after.
- iv. They need to have proper lesson planning to have feelings of clarity, reward and success in the journey of teaching English.
- v. They need to utilize the journal to note down objectives of each class.

5.3.3 Further Research Related

The main recommendations of the study at this level are as follows:

- i. Using Internet resources for the lesson planning.
- ii. Preparing teaching activities with smart phone, tablet and computer.
- iii. Presenting their lesson with PowerPoint presentation.
- iv. Use of resources in the process of lesson preparation.
- v. Use of ICT tools in the lesson planning.

REFERENCES

- Bailey, K. M. (1996). *The best-laid plans: Teachers' in-class decisions to depart from their lesson plans*. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom: qualitative research in second language classrooms* (pp. 15–40). New York: Cambridge University Press.
- Brittin, R. V. (2005). Preservice and experienced teachers' lesson plans for beginning instrumentalists. *Journal of Research in Music Education*, 53(1), 26–39.
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Cicek, V. & Tok, H. (2014). Effective use of lesson plans to enhance education in U.S. and Turkish kindergarten through 12th grade public school system: comparative study. *International journal of teaching and Education*, 2(2), 10–20.
- Connelly, F.M. & Clandinin, D.J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-14.
- Cremin, T. (2009). *Teaching English creatively*. London: Routledge.
- Creswell, J. W. (2012). *Educational research* (4th ed.). New York: Pearson.
- Cross, D. (1992). *A practical handbook of language teaching*. New York: Prentice Hall.
- Farrell, T.S.C. (2002). Lesson planning. In: Jack C. Richards & Willy A. Renandya, eds. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge et al.: Cambridge University Press, 30-39.
- Farrell, T. S. C. (2006). The teacher is an octopus: uncovering preservice English language teachers' prior beliefs through metaphor analysis. *Regional Language Centre Journal*, 37(2), 236-248.

- Gafoor, K.A., & Umerfarooque, T.K. (2010). *Ways to improve le lesson planning: A student teacher perspective. Paper presented at the All Association for Educational Research International Seminar on Teacher Empowerment and Institutional Effectiveness*. Chitradurga, Karnataka, India.
- Gunado, A. G. (2016). *Lesson Planning Competency of Second Year BSEd-English Majors of Cebu Normal University*. Cebu Normal University, Philippines.
- Hadfield, J. and Hadfield, C. (2008). *Introduction to teaching English*. New York: Oxford University Press.
- Harmer, J. (1991). *The practice of English language teaching*. UK: Longman.
- Harmer, J. (2007). *The practice of English language teaching*. London: Pearson Education Limited.
- Haynes, A. (2010). *The complete guide to lesson planning and preparation*. New York : Continuum International Publishing Group.
- Heidari, M., et al. (2015). *Iranian EFL teachers' attitudes towards lesson planning based on their gender*. Australian International Academic Center, Australia.
- Heinecke, W. F., and Jerry. W. (2001). *Methods of evaluating educational technology*. USA: Information Age Publishing Inc.
- Hernandez, M. S. (2007). Reliable and practical guidelines for planning an effective English lesson. *Filologiyay Linguistica*, 33 (2), 227-241.
- McCutcheon, G. (1980). How do elementary school teachers plan? The nature of planning and influences on it. *Elementary School Journal*, 81(1), 4–23.
- Moss, C. M. & Brookhart, S. M. (2012). *Helping student aim for understanding in today's lesson*. USA: ASCD.
- Curriculum Development Centre. (2007). *National curriculum framework for school education in Nepal*. Sanothimi, Bhaktapur.

- Nesari, A. J. & Heidari, M. (2014). *The important role of lesson plan on education achievement of Iranian EFL teachers' attitude*. Department of English Language and Literature, Islamic Azad University, Iran.
- Richards, J. C. (1998). *What's the use of lesson plans?* in J. C. Richards (Ed.), *Beyond training* (pp. 103–121). New York: Cambridge University Press.
- Richards, J., & Renandya, W. (2002). *Methodology in language teaching: an anthology in current practice*. Cambridge: Cambridge University Press.
- Robertson, C. & Acklam, R. (2000). *Action plan for teachers: a guide to teaching English*. London: British Broadcasting Corporation.
- Sahin-Taskin, C. (2017). *Exploring pre-service teachers' perception of lesson planning in primary education*. Faculty of Education, Canakkale Onsekiz University, Turkey.
- Savage, J. (2015). *Lesson planning: key concepts and skills for teachers*. London and New York: Routledge.
- Scott, W. A. and Ytreberg, L.H. (1995). *Teaching English to children*. London New York: Longman.
- Spratt, M.; Pulverness, A. & Williams, M. (2005). *The TKT (teaching knowledge test) course*. Cambridge: Cambridge University Press.
- Wood, T. (2009). *Planning lessons and courses*. New York: Cambridge University Press.

APPENDICES

Appendix-1 PARTICIPANT INFORMATION STATEMENT

Thesis Supervisor

Mr. Guru Prasad Poudel

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu Nepal

LESSON PLANNING PRACTICE OF ENGLISH TEACHERS

1. What is this study about?

You are requested to take part in a research entitled **Lesson Planning Practice of English Teachers** aiming to explore the practice of lesson plan. It is also intended to find out the benefits of having lesson plan in their real-life practice. This study will be helpful for English language teachers to understand lesson planning and its benefits for them.

You have been requested to participate in this study because I am interested in finding out what is the lesson planning practice and its benefits for them in relation to their English language teaching and learning circumstance. Your responses will be helpful to exemplify the purpose of this study.

This participant information statement tells you about the research study. It helps you to understand the research being carried out and you will be interested to take part in this study. Please read this sheet carefully and ask questions about anything that you do not understand or want to know more about the study. Participation in this study is voluntary. So, it is up to you whether you wish to take part or not.

By giving your consent to take part in this study you are telling me that you;

-) Understand what you have read.
-) Agree to take part in the research study as outlined below.

) Agree to the use of your personal information as described.

You will be given a copy of this participant information statement to keep.

2. What is carrying out the study?

The study is being carried out by **Mr. Jagat Bahadur Khand** as the Master of Education in English at the Tribhuvan University of Kathmandu. This study will be carried out under the supervision of **Mr. Guru Prasad Poudel**, Lecturer, Department of English Education, T.U., Kirtipur, Kathmandu.

3. What will the study involve for me?

This study involves having participant observation and interview with the researcher.

4. How much of my time will the study take?

It will take about five days as per convenience of both teacher and researcher.

5. Who can take part in the study?

All the basic level English language teachers from Kathmandu valley can participate in this study.

6. Do I have to be in the study? Can I withdraw from the study once I have started?

Participation in this study is completely voluntary. Your participation in this study will not harm in your career and future. It will help to comprehend basic level teachers' understanding on lesson plan and its benefits in real practice in English classroom.

7. Are there any risks or costs associated with being in the study?

Your participation and involvement will not get at risks or costs associated with being in the study.

8. Are there any benefits associated with being in the study?

This study will help you to know the implication lesson planning in English language classroom and its proper use in language teaching.

9. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and it will be kept strictly confidential, except as required by law. Study findings may be published, but you will not be individually identifiable in these publications.

10. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

11. What if I would like further information about the study?

If you would like to know more at any stage during the study, please feel free to contact **Mr. Jagat Bahadur Khand** (Contact no: 9844748932 or E-mail: babujagat888@gmail.com).

12. Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education, T.U., Kirtipur, Kathmandu.

13. What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved by the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. Any person with concerns or complaints about the conduct of a research study can contact the researcher.

Appendix-2 Participant Consent Form

Thesis Supervisor

Mr. Guru Prasad Poudel

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu Nepal

LESSON PLANNING PRACTICE OF ENGLISH TEACHERS

I,, agree to take part In this research study. In giving my consent I state that I understand the purpose of the study and me as a respondent of this study.

1. I have read the participant information statement and I also understand my role in this study.
2. I am aware of the purpose of the study.
3. My participation in this study is completely voluntary.
4. I understand that I am free to withdraw from the study at any time.
5. I am aware that all information relating to my participation in the study will be treated 'in confidence'.
6. I understand that the findings of the study may be published and that publications will not contain my name or any identifiable information about me.

Signature.....Date.....

E-mail.....

Appendix-3 Interview Guideline

LESSON PLANNING PRACTICE OF ENGLISH TEACHERS

I will conduct interview to explore basic level English language teacher's lesson planning practices in English language teaching and learning.

Introductory Phase

Welcome the participant and introduce the research at hand.

Explain the general purpose of the Interview discussion and why the participant was chosen.

Explain the presence and purpose of recording equipments.

Address the issue of confidentiality.

Real Interview Phase

- i. Begin with eliciting their initial understanding on lesson planning in English language teaching and learning class.
- ii. Discover general practice of lesson plan in English classroom.
- iii. Encourage to reveal the planning lesson in their profession.
- iv. Share experience of planning lesson basing past and present activity.
- v. Share ways of implementation of lesson plan in teaching English language.
- vi. Entice them to restate their benefits of having lesson plan while teaching English language.
- vii. Have impression to look future planning on teaching English language.

Closing Remarks: Give them credit for their participation in this study.

Appendix-4 Interview Transcript

Interview With T₁

Date: 20/12/2018

I: Hi, sir. Thank you very much for doing this for us.

I: We really appreciate your efforts and hard work to make this lesson come true for us !

T: It was my pleasure.

I: Thank you.

I: Would you tell me your teaching springs?

T: Wow ! I am happy to say that I have been teaching for 13 years here and I have already experienced of teaching other different schools before being here.

I: Let's talk a little bit about the lesson, if you don't mind. What are your thoughts, overall, about how the lesson went?

T: Well, as I, you know, listened to the students, I could see that they were distinguishing between facts and opinions.

T: That was very clear to me that they understood the concept, but trying to get to the signal words was not quite tight enough yet.

T: And the problem is that, even- even with the concept, if you actually look at any pronounced sentence,

T: any sentence could be a fact or opinion, depending on the intonation or the expression or the certain nuance of the words.

T: So that's kind of tough.

T: But it was good for the kids to actually get to the practice of deconstructing and being detectives about that part of it.

T: In terms of understanding and empathizing with the story and really getting to the comprehension of what the theme was,

T: I felt that the kids were getting there and there was a lot of sharing of feelings about who these two kids were and what they were going through.

T: So that was great. I really want to see if that will translate eventually to what they write when they finally complete their own self-portrait.

T: Because I'd like to see that the themes reflected in what is actually described in those various paragraphs.

I: What would you like to say of teaching preparation in your words?

T: Nice quest ! Teaching without lesson preparation is like a work of hunting target without strategies and weapons. To beat the target, you must know it. The better way of teaching happens after having a good preparation of teaching and learning activities.

I: I think you have countless experience of teaching and its early exercise. Would you mind how did you do it?

T: At my beginning career, there wasn't enough supportive materials. I had to contribute something for the society. For that, my target was to not teach only the lesson but the reality of my students was another part. Um ! However it is similar to, where do my interests lie now? It has been thirteen years for me, where am I going to be for the following ten years? Where is this going?

T: But now, students we work with are the genuine purpose behind the motive for teaching and learning activities. We can do before, middle and after classes is to listen to students, watch them and read their work. This will assist us with getting to know them as people and along these lines will give us significant information while picking subjects and sorts of material including course books, and while choosing exercises and forming exercises and courses. We can likewise include students in these choices. Regardless of whether our options are limited in numerous issues in light of the fact that, for instance, we need to adhere to a schedule or instruct a certain coursebook, knowing however much as could reasonably be expected about our students will even now enable us to settle on blunder errors, testing and homework and react to them as individual and as a group.

I: What would prefer to do in your preparation?

T: Anybody who's attended primary and secondary school, driving lessons, sports training and other learning events has put in thousands of hours in the classroom and consciously or unconsciously will have absorbed a lot of information about what's possible in a lesson or course and what good teaching and learning are. Knowledge of types of group, content, activity, sequences, materials and routines will all have been picked up from the student/observer's angle. Thus any beginner teacher rising to their feet in front of a class for the first time may find past teacher 'phantoms' inhabiting their body. You may hear yourself saying things your teachers said and you may instinctively use activities and routines

that your teachers used. A likely pattern here is the initiation, response, feedback (IRF) routine. Here's an example:

T: What's the time now? (= I)

S: It's ten o'clock. (= R)

T: Good! (= F)

When you find yourself saying this for the first time, it can make you chuckle.

'Why is it a good thing that it's ten o'clock?' you might ask yourself. But in fact this routine acknowledges that students and teachers are working on at least two levels at once: the level concerned with comment on target language proficiency and another, the level of personal communication. The IRF routine only becomes pernicious when it's used mechanically and without an additional communicative response such as, 'Gosh! That time already!' Many of the routines we've unwittingly picked up during our hours on the other side of the desk are helpful. My students consider whatever is going on it and whatever is going on right now in another person's reality, since they would prefer truly not to be the place they at present are.

I: Anyway, what would like to say about its benefits for you?

T: Mmm ! Metaphorically, presently in the event that you anticipate that your students should score splendid evaluations in such subjects amid their tests, you should give your best exertion as a teacher.

I: Than you for your participation in my research !

T: Okay ! Keep it up.

Appendix-5 Observation Diary

Date _____
Page _____

Class: 8 Date: 2016-10-28
Subject: English Time: 40 minutes
Teaching item: Reading Period: 3rd
Topic: Fairy Tales No. students: 22

Specific objectives: At the end of this lesson, students will be able to

- * pronounce the difficult words
- * read tell the meaning of words

Teaching materials:

- Word cards and flash cards

Teaching learning activities:

- 1. The teacher tells the story to motivate the students.
- 2. After that I encourage them to read out the topic given in flash cards. I will also help them if they need my help.
- 3. I will ask the students to find out the difficult word and I will write that words in the board
- 4. I will show the words cards and ask the students to pronounce the word one by one.
- 5. I will show the similar meaning of difficult words.
- 6. I will ask the students to pronounce the difficult words and its meaning one by one, other students will find him.

Evaluation: I will ask the ^{meaning} following questions words:

generous:	purchased -
dairy -	scolded -
Jewels	spilled -
	crashed -

Homework: Write the similar meaning of these words:

Class: 7

Date: 2076-20-03

Subject: English

Time: 40 minutes

Teaching stand: Grammar

Period: 4th

Topic: Present continuous tense

No. of students: 26

1. Specific Objectives: At the end of the this teaching stand, students will be able to:

• make the sentence of present continuous tense.

2. Teaching Materials:

flash cards; sentence chart

3. Teaching Learning Activities:

• The teacher will review the previous lesson to motivate the students.

• He will show the chart of the present continuous tense and ask the students to read the sentences.

- I am studying my note copy.

- We are writing English notes.

- He is walking out of the classroom.

• He will ask the student to fill the one-one sentences, and

• He will help them if there is necessary.

• He will ask the student to make the sentences using of present continuous tense.

4. Evaluation: He will ask the student to complete the following sentences:

- I - - - dancing

- They - - - playing volleyball.

- She - - - writing homework.

5. Homework: make the 10 sentences using present continuous tense.

class teacher:

head teacher: