

Utilizing lesson plan in ESL classroom  
A STUDY ON PROMARY LEVEL BANGLA MEDIUM  
SCHOOL IN BANGLADESH

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of  
the requirements for the degree of  
Bachelor of Arts in English

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## **Dedication**

*At first I would like to dedicate my work to my Almighty and secondly to my beloved mother, my well wisher who always inspires me to be a good human being.*

## **Declaration**

I Fariaha Anunna declare that this thesis is my original own work. To the best of my knowledge this work does not belong anyone else. I have acknowledged and properly cited all the sources needed for this research.

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## **Approval**

The thesis titled “Utilizing lesson plan in ESL classroom at Primary level” submitted by

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of Summer ,2020 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on October 2 ,2020.

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## **Abstract**

Lesson plan is a model about how a teacher will conduct their class on given time including necessary components. From various researches it has been found that lesson plan is a useful tool for teaching. In terms of ESL classrooms having a lesson plan is very significant .This research aims to find out primary school teachers perspective on utilizing lesson plan to enhance ESL learners L2 skill. The researcher tried to find out these following questions: 1.Does lesson plans have any significance to make L2 learning effective?2. Can a lesson plan be used to fulfill different language need?3. Does lesson plan include special activity for students with low proficiency? By observing existing literature, it has been found that little research has still been done on the role of LP in Bangla medium from Bangladeshi context . Therefore, this study aims at conducting research to fill these research gap .From the research it has found that lesson plan has e great significance on enhancing ESL skills as it contains essential components for a successful learning such as including class activity that are made to improve L2 skills. It also helps to fulfill the language need by addressing language learning skills. However, there has been less focus class activity especially for students with low proficiency.

**Keywords:** Lesson planning, language skills, teaching method

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## **List of Acronyms**

LP-lesson plan

CLT-Communicative language teaching

GTM –Grammar translation method

PPP-Production practice presentation

ESL-English as a secondlanguage

T-Teacher

# **Chapter 1: Introduction**

## **1.1 Introduction**

“By failing to prepare, you are preparing to fail” -Benjamin Franklin

Planning means guidance for the action that will be done .In all kinds of work including governmental work, business work, educational and household works we make plans to make it systematic and useful. In terms of any institution it is also important to have a plan

.Planning for an institution is considered to be a challenging task. Apart from planning for the overall institution, a teacher has to make a lesson for the subject he/she will be teaching. A teacher needs to play different roles in a classroom. Whichever role they are playing they need to have e lesson plan that equally helps teaching learning process. Lesson plan can be compared with a building construction model that tells what needs to be done for designing the class. Also it indicates an objective that a teacher intends toachieve.

The aim of this research is to find out Primary Bangla medium teachers’ perspective on utilizing lesson plans in the ESL classrooms to enhance ESL learners’ L2 skills. This research also tried to find out how they are helping students with low L2 proficiency.

## **1.2 Purpose of the study**

The present study attempts to find out primary level teachers perspective on utilizing lesson plan to enhance L2 skill of the learners .The author highly focused on primary level school students regarding how they are being taught using lesson plan ,how teachers deal with students having low proficiency to help them . This study also wants to find out to what extent lesson plans can be helpful for teaching ESL classrooms from the perspective of Bangladesh. Moreover, this study also aims to find out if teachers are taking lessons with prescribed method CLT else they are taking classes by their own method .To the best of my knowledge, in Bangladesh no research has been done focusing on how the Bangla medium teachers use lesson plans in classrooms to enhance ESL skills. Therefore, the author intends to do a research focusing on the Bangla medium ESLclasses.

## **1.3 Central research question**

1. Does lesson plans have any significance to make L2 learning effective?
2. Can a lesson plan be used to fulfill different language need?
3. Does lesson plan include special activity for students with low proficiency?

## **1.4 Significance of the study**

This study will shed light on the significance of lesson plans for enhancing L2 proficiency among ESL learners. It will also look into the matter if using lesson plan can play a major role in overcoming the lacks in the L2 skills for students with low proficiency.

## **1.4 Limitations**

This research could have had more data if the researcher could have done field data collection. Due to the pandemic happened in the year 2020 all the institutions were closed therefore no classroom observation, no face to face interview could take place .Hence , the researcher could not manage an expected number of participants .However, in order to make this research valid the researcher tried to collect most related information from the participants whom the researcher could reach.

## **Chapter 2: Literature review**

### **2.1 What is the lessonplan?**

Lesson plan is a written document where a teacher includes the class process and assessment method .It is considered as one of the important factors in educational institutions (Nasari &heidari,2014).The idea of lesson plan was introduced in 1800's and had its influence on American education in the year of 1890 to 1901.By recognizing the importance of lesson in education it was using in teaching greatly. Johann Friedrich Herbart is considered to be an early educational psychologist who thinks a classroom method is important for the development of education (Tanner and Tanner,1980 as cited in Kelly,1997). Also a lesson plan is a written description of activities that tells how the class will move to achieve certain goals (Milkova , 2012).

### **2.2Importance of lessonplan**

Lesson plan is a significant element in the language teaching process .Students' success mostly depends on how a teacher manages the class effectively as supported by the research on a study of 60,000 students. Classroom management and lesson plan have a strong relation to each other, since through the lesson plan a teacher prepares and process the plan (Marzano et al.,2003).Lesson planning is also considered to be a critical part of a teachers' success or failure in teaching. Especially, for the novice teacher who has less experience in teaching .So for them it works as a guide during teaching period (Doyle & Holem ,1998).

According Richards & Bohlki ( as cited in Farida et al.,208) it is necessary to design a lesson plan before starting the class as it enhances effectiveness of teaching. Sometimes, lesson plan work as a reference to address important points that teacher wish to mention (Farr, 2015). In order to develop lesson plan a system titled "A4MAT" was introduced .The aim of this



system was to develop lesson plan including motivation, concept development and practice. All these skills include enhancing a student's language ability (Heina et al.,1990). According to Shrum & Glisan( as cited in Farell,2002) lesson plan not only helps to build objective but it also helps students performance over in L2.Lesson plan is good for both teacher and student .It helps a teacher to plan and execute the plan .In addition , it help students to teach a topic which was new to them in the beginning of the class ( Kheleduzzaman &kafi,2014).

### **2.3Components of lessonplan**

There can be different components that a teacher can include in their lesson plan unless the lesson plan is provided directly from the authority ,teachers may include the components by themselves .Johnson(2016) has proposed schema based lesson plan where he mentions some of the elements that needs to be in the lesson plan .He has suggested to set cognitive and behavioral objective .He defines cognitive objective is what a teacher wants his/her students to achieve .On the other hand, a behavioral objective is visible which means teacher would be able to understand by the action of their student if any learning has taken place or not. He has also said sometimes assessing students is optional because most of the time students may take some time to give immediate result what they have learn during class time . Therefore, either teacher can assess gradually in a minimal way or they will assign time so that student can practice what they have learnt. Moreover, he suggested allowing students to learn by themselves what referred as independent learning. Lastly, he has emphasized on reflective teaching aswell.

Johnson (2016) has given seven probable components for lesson plan .First of all, he talked about setting objectives for the learner about that they would learn at the end of the class. Along with this he emphasized giving homework, conducting class discussion .He has also focused of this model was on creating model ,which means to apply classroom learning

into real life context .Learning becomes ineffective when we stop practicing the learning process. Therefore, he has given much importance on practicing .For this case he mentions two types of practice method .Students may practice independently or teachers can guide them (Hainer,1990).

According to Ornstein (1997) components of the lesson plan are not bounded outlines to follow. Rather teachers can adjust their lesson plan with their previous experience and according to the institution's advice. However, for the new teacher , they can make the lesson by adding these following components. There should be certain objectives, motivation that will encourage students for the learning process. Also there has to be a well organized content, materials, inclusion of a teaching method ideal to the class. Lastly he also focused on the issues that teacher needs to do such as assessment by which the teacher will see to what extent students have understood the lesson. However, there are not only single ways to prepare the lesson plan. Teacher can always choose what suite best to theirteaching.

Milkova(2012) has also suggested same components of lesson plan. According to him there are three components that have to be present in the lesson plan. First of all, there should be objectives about the learning of the students; secondly he has focused on teaching and learning activity. In any classroom, there needs to be some activity to see how much students have leant it .This also encourages students to participate. Lastly, he talked about assessment strategy as well . A teacher can choose any assessment either in presentation form or in class written exam or giving assignments.

Sesiorina (2014) has added a goal as one of the aspects of lesson plan. Goals are a set of expectations that are expected to be accomplished by learners. While designing activity Moon (2000) suggested that open, productive skill related to abstract concepts can help

students .She also said that activities should be both personal and impersonal .For example writing any example from your experience, and from general idea.

## **2.4Obstacles with lessonplan**

Even though lesson plans help teachers, few researchers have found that sometimes teachers face problems in implementing the lesson plan .From a research it has been found that very rarely teachers make lesson plans for the class (Milton, 2016).Few of these are as Gen (2013) in his research found issues includes in the middle of the class students lost their interest, few of them fall sleep also creating noise creates problems following lesson plan hour. In such circumstances teachers have to go out of their lesson plan to balance this things .Moreover, it has also found that most of the time a pre-planned task could not be applied due to various reasons. For example, in one of the task based activities students could not even take part as they had poor speaking skill. Therefore, the teacher has to change this class activity.

Frangenheim et al., (2003) states creating a lesson plan on a daily basis is time consuming .Many teachers could not make time for LP on a daily basis. A fixed lesson plan is also bounded by a clock where sometimes teachers focus more on completing the class rather than teaching with patience(Anderson, 2015).Fixed class hour is one of the biggest barrier in completing the lesson plan for per class .In order to accomplish the learning objectives for each lesson ,instructor can give priority to learning objectives in an effective way .In this regard it is suggested to have additional example and actives that can be done in case of shortage of time (Milkova,2012) . Salahuddin (2013) has mentioned that it has found that in rural areas most of the language teachers do not know how to do lesson plans .They just write topics to teach for class. Also he mentions that teachers have to take more than five classes per day, therefore they cannot make lesson plans for each class they take. One of the problems with lesson plans, that sometimes it becomes lengthy. However, instead offocusing

on its length, lesson can have its importance on making it useful for both teacher-student in terms of setting effective activity and obtainable objectives. Effective lesson planning can have objectives. Along with this teacher can use the class time wisely (Womack et al., 2015).

## **2.4 Inclusion of teaching method**

In lesson plan, teaching method is an integral part that needs attention .There are several methods and approach has come one after another. The importance of applying effective teacher method began in twentieth century .Due to various reason the importance of having effective teaching practice gained importance in education .Some of the most practiced methods are Grammar translation method ,Task based method ,Total physical response, communicative language teaching approach. However, Richards(2014) has commented , teachers can select any method if it helps learning and bring the expected outcome of the teaching lesson .

However on contrary to method based classroom, Kumaravadivelu(1994) proposed the idea of post method. According to him we should find an alternative to the method. He proposed that in teaching we should look at the pedagogy of particularity. By saying this he meant while teaching teacher can consider a particular group of people for example students with low proficiency. Also he has emphasized on teachers autonomy in teaching class from their previous experience.

## **2.2Role of lesson plan on improving English language**

Language teaching is not an easy task , especially if the language is not the native language of the learners. For few the non native students it may be hard to learn L2.In this case teachers play a significant role. In lesson plan the content should be considered, as students will learn this language from the given content. Relating to this, when making lesson planfor

language classroom there are three components that demands attention .In short they include what, how, and where .First of all there should be an answer about what should be taught ,how the subject will be taught and where one will be using these learning (Farr,2015).

## **2.5 Focusing on the teaching languageskill**

Teacher can write as many as outcomes in the lesson plan .However ,their lesson should be focused having meaningful outcomes. For teaching any or the four language skills teacher should consider whether it is achievable or not. Teachers need to think about learning outcomes in way that it becomes assessable at the end of the class (Richards & Bohlke,2011) .While learning English language we also need to focus on second language skills. As per the suggested curriculum teaching have to focus on teaching English language skills as well such those are speaking ,writing ,listening ,and reading. In written lesson plan teacher can include these as a part of class activity. According Spratt, Pulvenes&Williams(2005),learning grammar rules makes it easier to learn language .However , for the young learns it may not prove useful .

Inclusion of speaking activity is highly important to foster communication skill among students .Speaking skills facilitate students not only in their academic life but also to communicate outside the classroom. Teachers can include activities for enhancing speaking activity in various ways. In classroom self introduction of themselves, singing ,reading aloud ,role play have proven a useful activity for the students (Sadiku,2015) . After the implication of CLT in Bangladesh education curriculum the idea of learning English language effectively has received much importance. According to Littlewood (1981) communicative language teaching gives importance on the functional and structural aspects on language teaching .The function of language is to use it effectively and meaningfully. There are many strategies for learning speaking activity .For the primary level speaking activity includes warmingup,

practicing through puzzle words, pictures, identifying pictures or Bangla medium teachers follow the Grammar Translation method and could not imply CLT to teach English language (Sultana & Ahsan ,2013).

However, writing being a difficult task especially for ESL learners',most ESL learners struggle with their writing skills for various reason that includes anxiety, poor command overgrammar.

Listening skills has equal importance like other two skills for ESL learners. According to Nunan (1997) listening skill is one of the basic skills that a learner has to adapt for language learning. Learners acquire this skill at the early state of their learning period , because at this time they get comprehensible input from the environment which facilitate the existing idea that have .This idea was also given supported by the ideas of James Asher's Total Physical Response.Listening skill is importance for performing it for educational purpose also for achieving a depth understanding for second language. Bogorzian (2012), states that listening skill is essential for having a good command over second language. In his research he has proved that listening skill is interconnected with other skills such as productive skills and receptive skills. However, listening skill has received less importance compare to other skills for some reasons. Listening is not an easy task since learners needs to give attention in sound, vocabulary .From various research it has been found that listening is the core of all learning skills. It has a direct connection of other skills .Study revealed that among other activities 45% of the time we do listening .On the other hand 30% we do speaking; in reading it took 6% finally in writing, 9% (Nichols & Leonard, 1957; Rankin, 1930).

Lastly reading skills have received its importance like other language skills. Yet it has been found out from various researche that in Bangladesh students have poor reading skills.

Ullal (2013) in his research has mentioned that low performance in reading skill are caused by English phobia ,lack of interest, lack of motivation. He also commented that sometimes students can have poor reading skill because of less encouragement from teachers, also for teachersnot having sufficient training on teaching these skills . According to Ruplay et at.,(2009) explicit teaching iseffective for reading skills which focuses on vocabulary, phonies, awareness in phonemics ,comprehension and fluency .They suggested it because explicit teaching will have meaningful communication with each other.

## **2.6 Role of lesson plan in teacher's decisionmaking**

Teachers mainly make lesson plans for a week. Gradually they break it into medium level, followed by an activity based lesson plan. However most of the time these lesson plans are not finalized. Because there might be situations where these pre planned needs change.In the case of dialogue teaching teachers come out of their lesson plan and focus on students understanding of hard vocabulary when students struggle with text. In such cases teachers reshape their lesson focusing more on understanding(Boyd ,2012). Rasuli (2020) has commented ,a lesson plan helps to a large extend to answer few question that a teacher might ask themselves. As a consequence this answer of these questions can help them to take classroom decisions. Fixed class hour is a considerable barrier in classroom if it is not properly managed .However ,with the proper division of time written in lesson plan might help greatly .Secondly ,in lesson plan they can have a good idea over with materials that would be used for teaching which helps them in decision making as well. Moreover, lesson plan helps to decide the next step if any different situation came up such as disturbance by students, having difficulty in understanding by students .

## **2.7 Learning opportunity vs. learning outcome based lesson plans**

There is a debate among some scholars between opportunity based lesson plan with outcome based lesson plan. In opportunity based lesson plan, it suggests that the learning process should open a floor to the students to explore and learn. This will happen if there is an equal presence of learning and opportunities in the environment (Anderson, 2015). From educational research conducted in 1970's and 1980's it has been found that the rational planning model established by Ralph does not reflect teachers' planning of experienced teachers. The traditional model is more bounded for the teacher who has enough experience of conducting a class. This model is mainly the traditional lesson plan that teachers follow. Whereas, nowadays much focus has given to the matter than learning should encourage students therefore, teacher can plan lesson plan that encourage students.

To conclude, from the existing literature review it has been found that lesson plan has received in the realm of teaching and learning process. It also been found that in before include any prescribed method it is important to consider the context since one particular method might not suit to another context.



## Chapter3: Methodology

This chapter is about the research data collection procedure that was conducted for the paper .In the first section given below the author has discussed the research design that was mixed method research to be specific convergent parallel mixed method. Next, the author discussed about the participants of this study. Followed by this the author discussed about the data collection that includes interview and survey.

### 3.1 Researchdesign

The researcher did a mixed method approach for data collection; to be specific convergent parallel mix method approach has been done for this study.

A convergent parallel mix method is when “a researcher collects both quantitative and qualitative data at analyze them separately and then compares the result to see if the findings confirm or disconfirm each other”(Creswell,2014,p-29).The researcher had planned for classroom observation and face to face interview of teacher. However due to the pandemic none of these happen .As an alternative the researcher collected data though facebook and written interview . Below is an ideal diagram for convergent mixed method research according to Creswell (2011) (as cited inDemir&Pismek,2018).

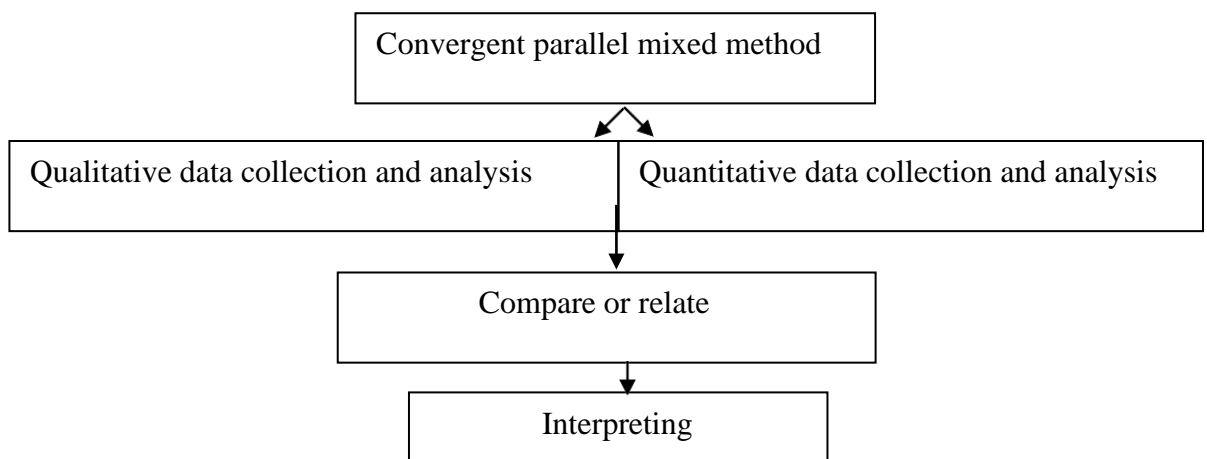


Table 1Convergent parallel mixed method

### **3.2 Participants**

In this research only teachers from primary school level were the participants .Therefore ,regarding any kind of data only primary school teachers were interviewed. In qualitative research,the researcher mostly select participants who were directly related with the topic. According to Miles and Huberman (1994) setting , participants ,place is highly important in qualitative research .A group of English language teacher from different Bangla medium schools were interviewed. For the survey online platform facebook and email were chosen to collect relevant data.

### **3.3Data collection**

A convergent parallel mixed method data collection procedure has been followed There were 20 close ended question in the questionnaire .In order to complete the survey social media platform were chosen to collect data. There were few personal questions such as name oftheschoolandtheirage.Duetotheirprivacytheresearcherdidincludedschoolnames .Other questions were related to the research topic. Teacher’s preferred giving writtenanswer .Some of them had direct objection for interview over phone call.

### **3.4Interview**

In order to conduct the interview 9 teachers were interviewed. Due the pandemic by COVID19 in the year 2020 all the schools were close, therefore no face to face interview could take place. As an alternative a written interview was conducted through Facebook messenger. The author provided eight open ended interview questions .Teachers gave their answers over messenger text. The author did a thematic analysis for analyzing the interview answers. All the data were divided in a theme based on the answers.“TA is a methodfor

systematically identifying, organizing and offering insight patterns of meaning (themes) across the data set”(Braun & Clarke 2012,p 57).There are six approach of thematic analysis such as knowing the data it requires to analyze the data deeply ,second approach is coding; this means reading and analyzing each sentences and words gather from the interview and giving a code to it for better clear understanding .

### **3.5Survey**

In order to do a mixed method research the author also did a quantitative research. In this purpose the author made a survey consisting 20 questionnaires. Among that questionnaire there are both open ender close ended questions .The author collected the survey results by “Google form”. Due to the pandemic situation the author could not collect an expected number of participants.

## **Chapter 4: Qualitative Findings and Analysis**

In this chapter the author will present qualitative data analysis thematically. In this section all each the interview data were analysis thematically and incorporated together for better presentation and understanding.

### **4.1 Teaching aid**

Teachers' consider lesson plan as an important tool for teaching second language skills. Apart from fixing the learning objectives some teachers commented that lesson plan inspired them to learn about the topic they will teach .Also lesson plan help them to organize the class and managing different activities.

### **4.2 Setting priority**

In lesson plan there are some basic components that were mentioned in earlier section .However, teachers from various schools have also provided same opinion, such as having clear objectives, time management, and assessment. However, some of them have also added the importance of practice, presentation and production of the (ppp), of the students' .Also much importance is given in having teaching aids. According to teacher K it is very important to create s best impression at the beginning of the class. Along with this, attractive materials have received much importance by some teachers.

### **4.3 Teachers autonomy over prescribemethod**

Teaching method is one of the important factors in language teaching. Some of the methods such as GTM (grammar translation method), direct method, and Audio lingual method are prominent in teaching. However, all these methods may not suit where it intends to be applied .Because every context is different from each other. Hence a context needs tobe

considered before applying any teaching method (Liu & Shi, 2007). In such cases teachers are expected to have the right to use their teaching experience so that they can teach according to the context. However, some of the interview participants have given different opinions. T-A has shared his opinion on CLT. He believes the main goal of CLT is to teach English language in a communicative way. Therefore, we may follow all it completely in order to ease the learning process.

#### **4.4 Detailed teaching**

Teachers prefer to teach in details instead of finish the syllabus since students might fail to learn in a meaningful way. Some of them did not agree on this point saying it might not be important since each syllabus has designed in a way that requires to study few limited topics.

#### **4.5 Time management**

Every class has a fixed hour, therefore any lesson plan needs to make considering the time limitation. On an interview, Teacher A said due to time limitations most of the time it becomes hard to teach topics in details that they have included in lesson plan. However, T-M has provided a different opinion on this. According to T-M every syllabus had designed according to the level and age of learners'. Therefore we can skip some topics which are not important; therefore we can balance the class hour.

#### **4.6 Special activity**

In every classroom there are students with low proficiency in English language. T-R on this issues said she arranges extra consultation hour for students to practice outside of the classroom. In lesson plan she includes random dialog practice activity so that students become relaxed afterward for actual classroom discussion. Along with this T-M and T-K has

commented that group work pair work is helpful. However, due to classroom size they cannot always execute these activities.

## Chapter 5: Quantitative Findings Analysis

In this chapter the researcher will present the quantitative findings .Along with the findings the author will also analyse the results equally.

### Personal question :Age

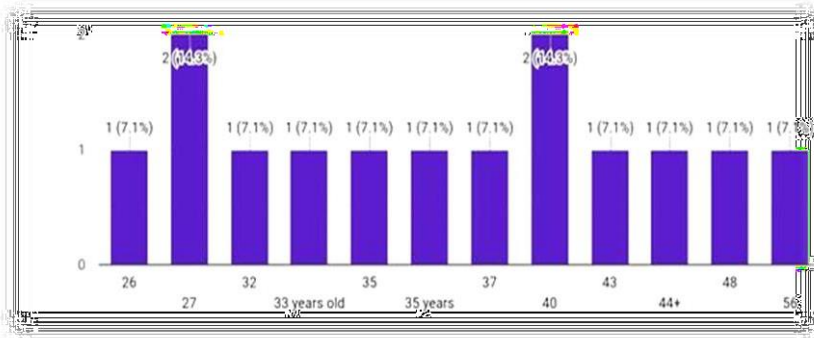


Figure 1: Age

Results shows that in this research teacher were aged below 50.Also there were few middle age teachers' .The researcher wanted to know their age to understand the connection between how long they have been using LP. Also if there is any novice teacher or not in teaching profession. This data was collected to analyze among the participants how many of them are experience teacher.

### Teaching experience

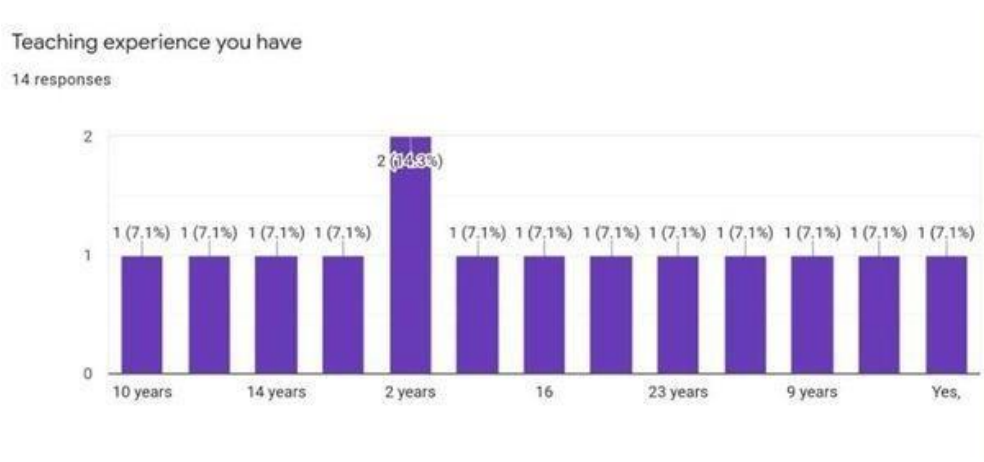


Figure 2: Teaching experience

Here participants were asked to share their teacher experience so that the author can interpret a connection with their age with teaching experience .All these questions are made in a way to that it provides a valid connection that will help in the paper. Here the results show that 4.3 % participants have 2 years of teaching experience .Which reveals apart from these two participants other teachers have more than 2 years of teaching experience. Among 4 participants only 2 participants have 2 years of teaching experience.

### 5.1 Acknowledging lesson plan



Figure 3: Acknowledging lesson plan

In this survey questions all the participants answered that they are familiar with lesson plan. Since random participants were surveyed from different school .The author intend to know of participants are familiar with lesson plan or not. This result shows 100% of them are known to LP.



## 5.2. Using LP

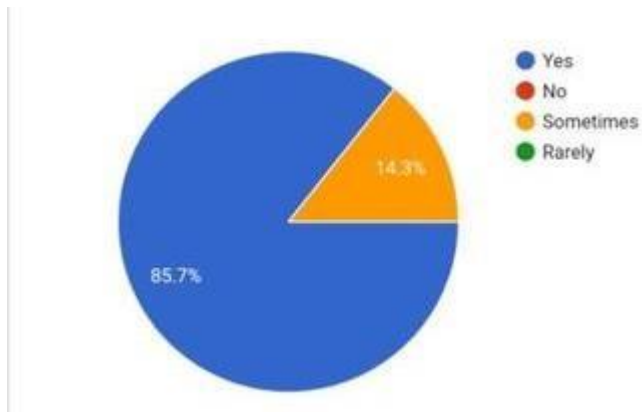


Figure 4: Using LP

Figure 4 shows that 85.7% teachers use lesson plan on the other hand 4.3% does not use lesson plan .And 14.3% said they use it sometimes.

## 5.3. Institutional emphasis onLP

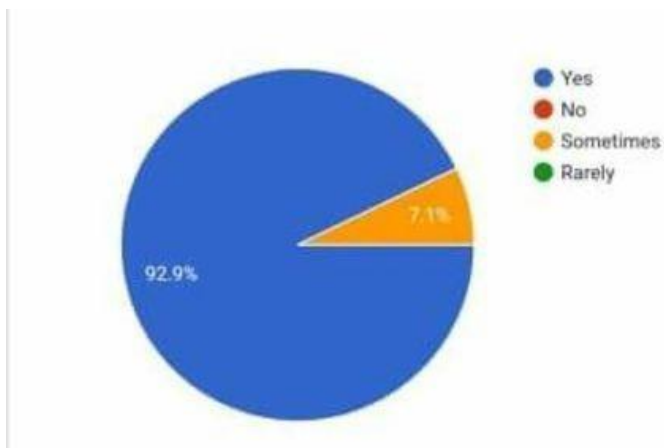


Figure 5: Institutional emphasis

In figure 5 participants were asked whether their institution emphasis them to use lesson plan. Here 92% of them said “yes” and 7. % said “sometimes” .In case teachers felt reluctant to make daily lesson plan, the institution in which they are teaching can emphasis on making lesson plan.

## 5.4 Following LPformat

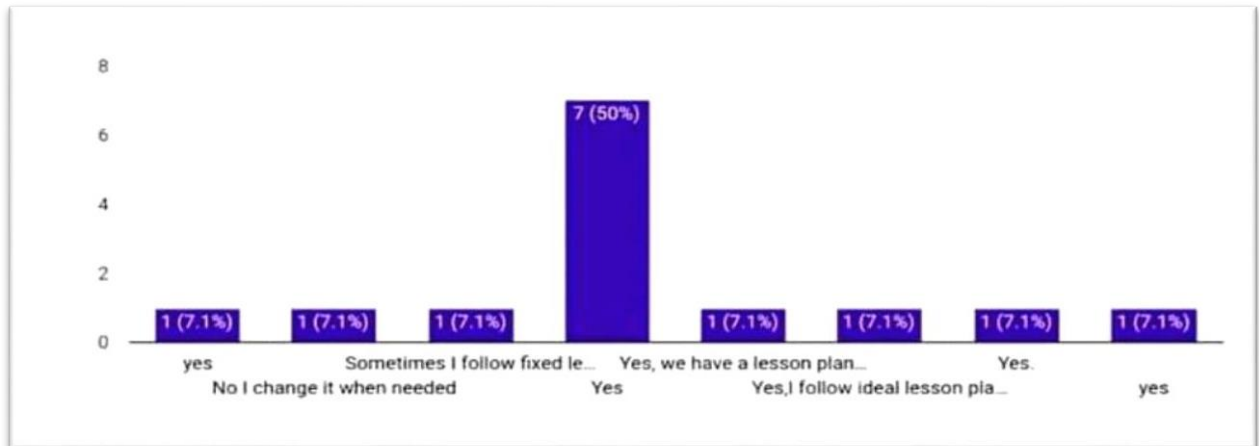


Figure 6: LP Format

There participants were asked whether they use any fixed lesson plan format for LP or not. Here 50% said “Yes” and among other participants said 1 person said he change it when needed, again one person said he follow ideal lesson plan, which is the traditional lesson plan. Participants have given other open ended answers such as “Yes we have lesson plan”, “Sometimes I follow fixed lesson plan”.

## 5.5 Written LP lessonplan

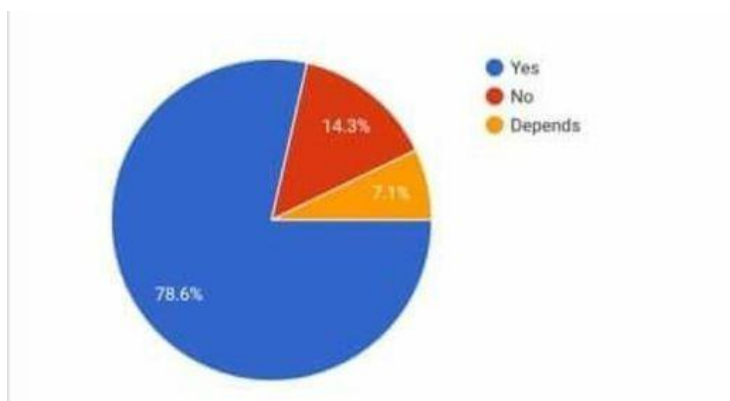


Figure 7: written LP

Here 78.6% said they use written lesson plan. However, 4.3% said “No” and rest of the 7. % participants said “depends” –on the context and situation they make written lesson plan.

## 5.6. Creating LP

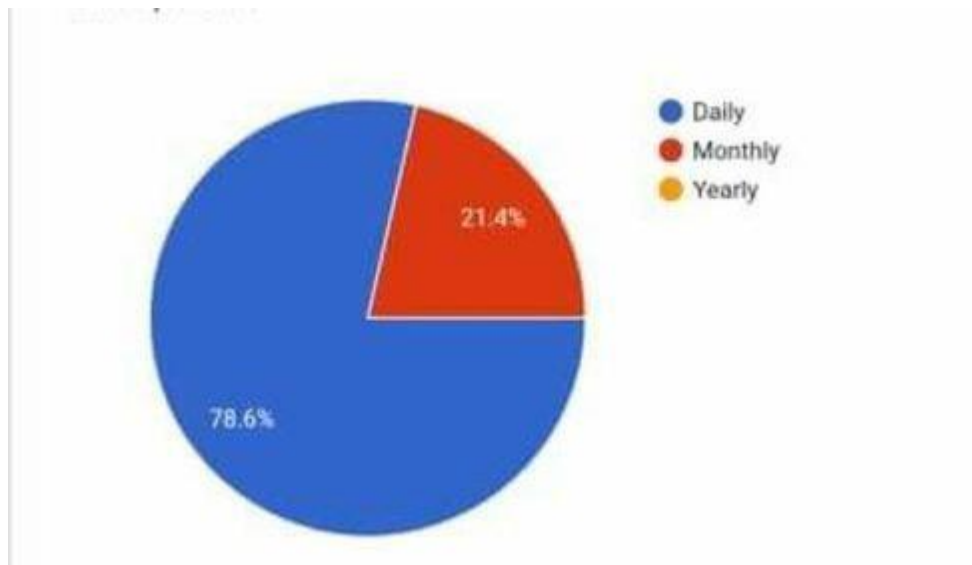


Figure 8: creating LP

In this question 78.6% said participants make daily lesson plan .On the other hand 2.4% said they make monthly lesson plan.

## 5.7. Following teaching methods

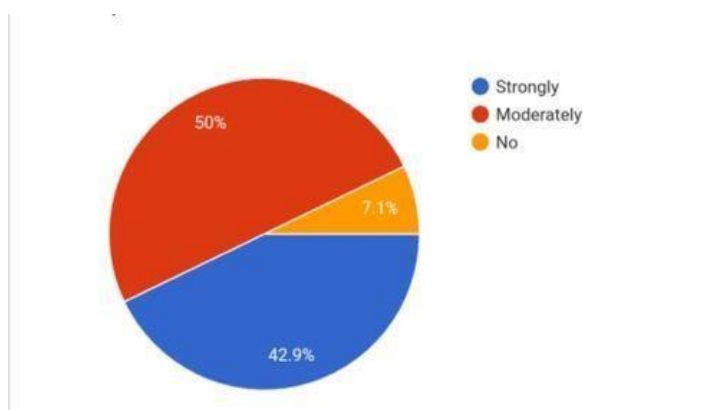


Figure 9: Following teaching method

On asking if teachers needs to strictly follow teaching method or not. Among 4 responses 42.9% said “yes” m 50% were liberal and said moderately and only 7. % said that teachers should not strictly follow teaching method.

### 5.8. Classactivity

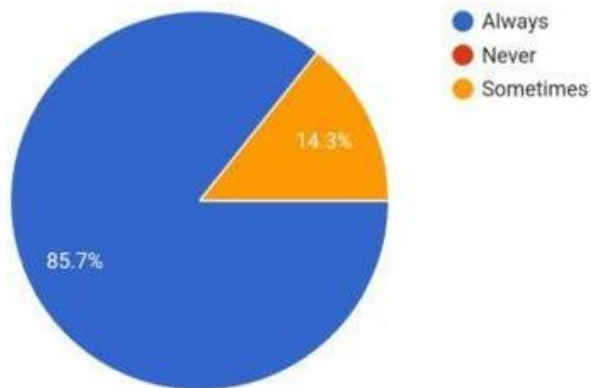


Figure 10: Class activity

Among all the participants 85.7% said they include class activity and 14.3% said sometimes they include it.

### 5.9. Usefulness Communicative language teaching(CLT)

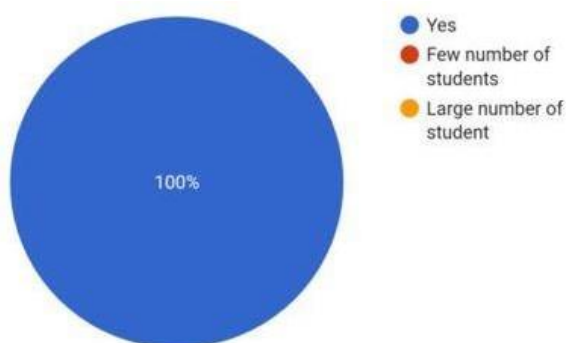


Figure 11: Usefulness of CLT

On the question whether CLT is helping students or not all of the 4 participants said “Yes” Here based on some of the previous answers it was assumed that the response of questions have different answers since there are answers which contradicts with the idea of CLT.

### 5.10 Emphasizing Languageskills

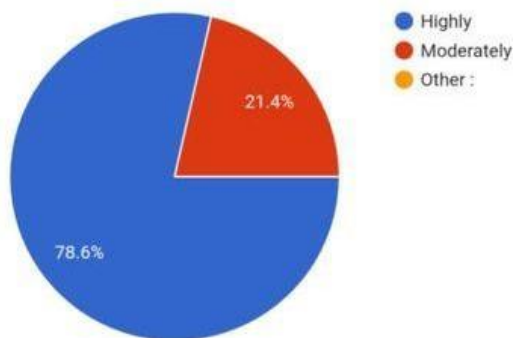


Figure 12: Languge skill

Participants were asked if they focus on language skill or not, here 78.6% said they “Highly” focus on language skill. Others said they “moderately” focus on language skills.

### 5.11 Freedom in Teaching from experience

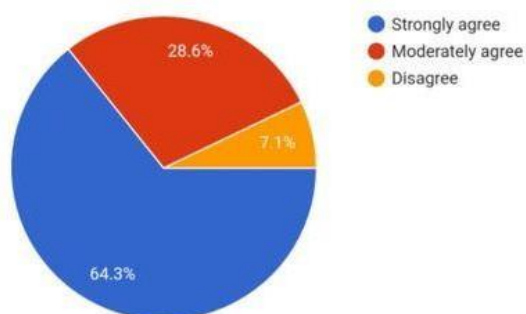


Figure 13: Freedom in teaching

Here 64.3% said they strongly agree that teachers should have the freedom to teach from their experience, and 28.6% moderately agreed on this.

### 5.12 Adding additional strategy

Name of the participant	Response
A	Yes
R	No
S	Yes
J	Yes
A	Yes
R	Yes
K	Yes ,I do
A	Yes, I add fun activity
S	Yes
R	No
M	Yes I do, I arrange games, pair work, group work and other such technique that makes lesson plan interesting.
S	Using teaching aid equipment makes
M	Yes, we have a lesson plan book which is called “ Shikkhok Diary” supplied by govt.
K	I try to add fun activity

Table 2: Survey answer

Participants were asked what kind of strategy they make to make the lesson plan interesting .Because a regular same lesson plan can make students less interesting in learning .T-A has shared this view on interview .Here a open ended question was given to know exactly what kind of strategies they apply, However some of them provided their answer is Yes NO.

### 5.13 Using Englishlanguage

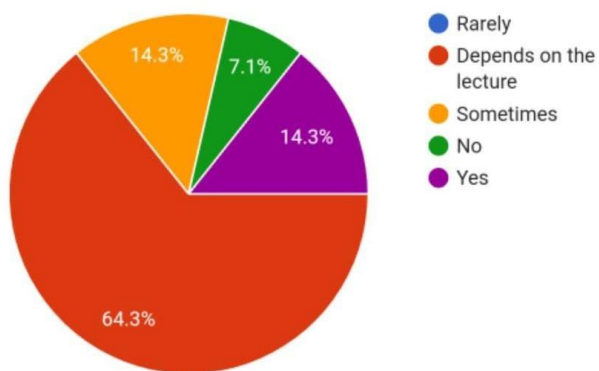


Figure 14: Using English language

In this question participants were asked if they use English language for teaching .Here 64.3% they use if depending on the context. Again this question was made in order to find out see if the final result becomes convergent or divergent with the qualitative results.

## 5.14 Considering Classroom context

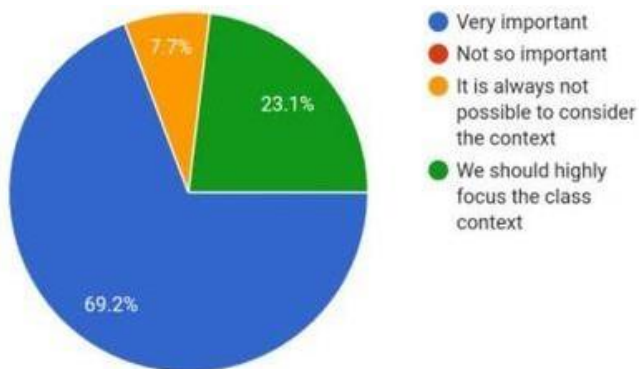


Figure 15: Classroom context

Here 69.2 % said it is important to follow the class context .This question was added to analyze how does this answer supports with the answer related to CLT.

## 5.15 Following teaching methods

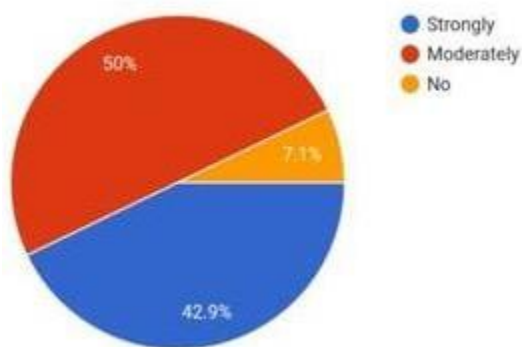


Figure 16: Following teaching method

42.9% believes it is important to follow teaching methods .This response is convergent to the results received from quantitative findings. Again 50% of the participants were moderate on this response lastly 7. % said teachers should not strictly follow teaching methods.



## **Chapter 6: Discussion**

In this chapter the researcher will compare collected data from both qualitative data and quantitative data followed by interpretation. In previous sections both form of data have analyzed separately. Here the researcher will combined both of them to find out the end result. Since this research is a convergent mix method research the researcher will compare to see if they are convergent or divergent .Along with this, in this chapter the researcher will address the research answers.

Most importantly lesson plan has it significance since; at the time of preparing the lesson plan teachers can fix the objectives. As a result it provides help to reach the final goal of a particular lesson. Moreover, inclusion of class activity helps to make the class effective.

### **Addressing Research question no 1**

The first question is whether lesson plan have any significance to make L2 learning effective. From the quantitative and qualitative data it has been found that lesson plan have its significance in L2 learning by including skills that are importance for L2 skills? Also in the lesson plan teachers decides objectives so they can fix what they want their students to learn.

After doing thematic analysis it has been found that in the interview question no “What is your point of view on teachers; freedom on taking classes in their own way vs. prescribe teaching approach CLT” .Here only teacher M(1) and M(2) shared similar opinion that they consider CLT should be used apart from giving priority to teachers freedom. Here this question was asked since in lesson plan teaching method is important as mention in previous literature review section However ,part from teacher M(1) and (2) all of them has given their opinion that teacher should be given the freedom to conduct the class’s-R addressed teacher is the “manager” of a classroom .Here he has referred to the role of a teacher which indicates abeingamanageroftheclassroomteachersknowswhatwouldbepperfectforthe classroom

.According to Wright(1987),teachers as a manager aims at organizing the objectives for the class. Also T-R has given emphasis on considering the context as well. All the participants provide similar answers, only in one question there were different opinions. Moreover using lesson plan provides a complete guidance that helps to organize class hour, also it helps to decide which method would be used for different class lecture. Based on interview and survey data also from researcher's observation below is the aspect which makes lesson plan to be a significance part for L2development:

1. In the lesson plan as teachers decides class objectives therefore it become easy for them to run the class keeping in mind those objectives .Moreover, in order to fulfill those objectives teachers may arrange class activity which again helps them to make the learning process useful .These basic components of lesson plan is related to each other in way which helps both teacher andstudent.
2. Lesson plans are planned according to the class hour, therefore again by following each DLP, they may able to cover each point necessary to teach a topic effectively for L2development.
3. In the lesson plan teacher may add necessary teacher method for teaching L2 or they may teach from their ideawhich again helps to teach the language effectively. For example most of the teachers have preferred have freedom in teaching also have provided enough important to considering thecontext.

### **Addressing research question 2**

The researcher also wanted to find out whether lesson plan fulfill different language need of ESL learners. From two form of data it has been found that English language teacher from Bangla medium try to include activities which help students to learn four language skill namely Reading ,writing ,speaking and listening . One of the teachers have mentioned to use

“Shikhhok Diary” from which he used apply different strategy. Participants of this study have also share their experience on class activity that when they arrange different fun activity, students tend to learn the lesson easily. In this process teachers balance to make the class interesting and effective .By including class activity they try to teach students language skills. From the interview teachers said to improve writing skill students are assessed by class test and other institutional test .

### **Addressing research question no 3**

Lastly researcher wanted to find if teachers’ adds special activity in lesson plan for students with low proficiency in English. However, for students with low proficiency teachers did not shared any special activity rather than consultation, pair work, group work. This type of class activities are general activity for all students .However, it has found out that apart from this teachers do not arrange any special class activity which can help to enhance ESL skills.

Even though there were not expected numbers of participants for the qualitative study. However, the author created questions of the survey that can provides enough information to support the research. According to Creswell (2014) at the time of comparing these two of form data there can be some minor dissimilarity in themes or scales. The thematic analysis of qualitative has a minor difference with the data collected from quantitative research .Therefore getting minor difference supports the idea that there can be come differences in the finalresult.

The interpretation could have been more valid if there were more participants. However, presenting both qualitative and quantitative data has created a room for valid interpretation. However, from the final result it has been found there are similarities with their answers with the existing literature that have used in this research .Teacher involved in this interview has

also focused in setting objectives and they have also said they include class activities to help their student also to make the class interesting .

However, the researcher would like to mention that from teacher’s response an uneven justification has reflected, because all they have agreed CLT as a useful. However at the same time that shared that they prefer teaching from experience is useful .On this response it can be said that their idea is similar to the idea of Kumaravadivelu’s idea to give teachers freedom to teach from experience. However, finally it can be said from this research it has found that teacher have shared their similar opinion with existing literature on the importance of lesson plan for developing students L2 skills. Apart from pair and group work they have not mentioned any activity that helps students low proficiency .However; few of them they arrange fun activities to make their lesson plan interesting.

Below this table is the summary of each theme from both quantitative and qualitative finds.

Qualitative themes	Quantitative themes
Teaching aid	Using LP
Setting priority on LP component	Class activity
Teachers autonomy over prescribe method	Following teaching method
Detailed teaching	Classroom context
Time management	Using English language
	Following teaching method
Special activity	Emphasizing language skill
	Adding additional strategy

	Teaching from experience
	Applying CLT
	Creating LP
	Written LP

*Table 3: Summary of Convergent mixed method result*

## Chapter 6: Conclusion

This research is based on lesson plan to find out how primary teachers are using it to enhance ESL skill. In this 21<sup>st</sup> century it has become important to have a good command over this language. After completing all the relevant data it has been found that lesson plan has significance in teaching ESL skills. From existing literature review along with the findings it has been proved. Being a major tool in teaching, lesson plan helps to keep a track on the entire class hour. Lesson plan is one of the significant part in teaching .The researcher tried to find out the research gap from this study .In this study the author did a research to find of the questions

1. Does lesson plans have any significance to make L2 learning effective?
2. Can a lesson plan be used to fulfill different language need?
3. Does teachers' include any special activity in lesson plan for students with low proficiency?

After conducting a convergent mixed method research it has found that lesson plan has its significance to make L2 learning since by preparing LP teachers incorporates all the elements that is need to teach English language effectively .Also it has been found that lesson can be useful to fulfill language such that are the four language skill naming writing, speaking, listening ,and reading .Lastly from the data it has found that some teachers includes activities such as pair work, group work .Some of them prefer giving extra time outside of classroom. Apart from this they have mentioned any activities that might help students with low proficiency.

## **Recommendations**

The researcher from this research has found that few of the participants make lesson plan for daily class hour. Considering the importance of lesson plan in enhancing ESL skill , the researcher would like recommend to use make lesson plan so that it helps both teacher and students. Moreover it is recommended to add class activity for students with low proficiency that can help them to enhance L2 skill.

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## Appendix A.

### Survey questions

Personal information 1. Emailaddress\_\_\_\_

1. Age\_\_\_\_
2. Name of the school you teach\_\_\_\_
3. Teaching experience you have\_\_\_\_\_
4. Are you familiar with lesson plan ? **Options** 1. yes 2. no. 3.rarely
5. Do you use lesson plan ? **Options** 1.yes 2. no 3. sometimes 4.rarely
6. How long have you been using it?\_\_\_\_\_
7. Does your institution emphasize their teacher to make lesson plan?
8. Do you follow any fixed lesson plan format? **Options**. Yes 2. NO 3.Sometimes
9. Do you always write down a lesson plan **Options**. Depends 2. Yes 3.No
10. How often do you make lesson plan? **Options** . Daily 2.Yearly 3.Monthly
11. Do you find lesson plan useful? **Options** .Yes 2.No 3.Sometimes
12. Do you think detailed plans always help while teaching ? . Yes 2.No.3.Always
13. . Do you find it difficult to make daily lesson plan for ? **Options** . I enjoy making it time **2**. Sometimes it becomes hard 3.Other

14. 3. Do you have any implication strategy in your lesson plan that make your lesson plan interesting ? **Opinions.** 1.Yes2.No
15. Do you add class activity in you lesson plan ? **Options** .always 2.never3.sometimes
16. Doyouthinkteachersshouldstrictlyfollowteachingmethods?**Options.Strongly2.**  
Moderately **3.** No
17. Do you think CLT is helpingstudents?**Options.Yes 2.Few number ofstudents**  
**3.large number of students 2.No**
18. Do you focus on language skill? **Options . Highly 2.Moderately3.Never**
19. Do you always speak in English language in classroom forteaching
20. Do you think teachers should be given the freedom to take a class with their previous teaching experience options .Strongly agree 2.Moderately agree 3.Disagree
21. Is it important to consider particular class context for teaching ? **Options 1.Very important 2.Not so important 3.It is always not possible to consider the context 4.**  
We should highly focus the classcontext

## **Appendix B**

### **Interview questions**

- .How does lesson plan help to conduct the class?
2. Which are the aspects you focus on while making the lesson plan?
3. Are you familiar with different teaching methods existing in teaching secondlanguage

- 4 .What is your point of view on teachers' freedom in taking classes in their way vs precriobe teaching approach CLT
5. Which one do you think is more important Covering the syllabus or teaching important topics in details?
6. How do you manage expected situations in classroom if your lesson plan disrupts?
7. What would be your overall comment regarding using lesson plan to enhance second language skill of Bangla medium students?
8. How much importance classroom activities are to help students with low proficiency?