



The Status Of Implementation And Use of Lesson Plan in English Language Teaching in Schools.

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ABSTRACT

English teaching in India still remains a challenge. The pressure of population, pluralism, the colonial legacy, political compulsions, illiteracy, and lack of infrastructure, vested interests and the problem of training teachers make English teaching in contemporary India a highly complex activity. English is taught just to secure marks or to pass out. So the language ability of students is really bothersome to notice. At this stage, proper planning of lessons to be taught is essential, because every time a lesson is planned and taught, teachers can evaluate the plan, identify the parts that went well and those which were less effective and thereby improve upon the plan. The present study attempts to identify the different factors that cause problem in the implementation of lesson plan and it also tries to know the strategies being used by English Teachers in Class room teaching.

KEYWORDS : English Language Teaching, Lesson Plan, Implementation

1. Background and Rationale of the study:

In a multilingual, multicultural country like India English Education assumes a unique place. In fact all education begins with language and English language is central to the whole process of education. It is therefore, essential that language teaching should be done systematically so that learners understand and grasp properly whatever is taught to them in class. But there are several problems of teaching English at school level. Besides the problems inherent in foreign language learning there are certain unfavourable conditions which prevent effective teaching and learning in Indian schools.

It is a common observation, that the secondary school child after the completion of the six years course is unable to speak and write simple English as expected of him. This implies that there is something wrong with the learning conditions existing at present and that the teaching of English is infested with some significant problem. One of the significant problems is incompetent teachers and lack of professional growth. It is observed that a large number of language teachers generally take this subject in a routine manner and therefore students become disinterested and disoriented towards learning English language.

2. Need and significance of the study:

The teaching of English has become compulsory. The current status of English has turned a significant percentage of the world's population into part-time users or learners of English. Now-a-days the students are facing difficulties in learning English subject, so there should be a pilot study to assess the Feasibility of implementation of remedies and also about problems in implementation, then only the proper implementation of the suitable remedies are possible. There is a dire need to study the status of implementation and use of lesson plan in regular English language teaching in schools, so as to identify the lacunas in English language teaching to a certain extent. Though a lot of research has been carried out in the field of English language teaching, work on the use of the lesson plan and the status of implementation of lesson plan is not found, therefore this investigation is being initiated.

3.1 Objectives of the study:

1. To study the importance of using lesson plan.
2. To identify the different factors that cause problem in the implementation of lesson plan.
3. To identify the Practical difficulties of English Teachers.
4. To know the strategies being used by English Teachers in Class room teaching.
5. To find out the opinion of teachers as to whether a lesson plan is required.

3.2 Hypothesis of the study:

There is no significant difference in male and female teachers, government and private school teachers, in different professional qualification groups of D.Ed., B.Ed., M.Ed., M.Phil and Ph.D. qualified Teachers, Telugu and English medium teachers towards the implementation & use of lesson plan in regular English Language teaching in Schools.

3.3 Sampling procedure and the sample:

The sample of the present study consisted of 50 English teachers of Visakhapatnam district. The sample included both male and female teachers, teaching English and Telugu medium students. The managements of the institutions they are working in included Government, Municipal, Aided and private managements. Their Educational qualifications ranged from D.Ed, B.Ed, M.Ed to Ph.D. Their teaching experience ranged from below 10 years to above 20 years. So it is stratified Random Sampling.

3.4 Tool used in Research:

In the present study the survey method is followed by administering a questionnaire containing 40 items covering various aspects of the English lesson plan and its implementation.

3.5 Description of the tool:

"The status of Implementation and use of lesson plan in regular English Language Teaching in Schools" Questionnaire has 40 items covering various aspects of lesson plan and its implementation. Out of the 40 items 28 are positive items and 12 are negative items. The responses are checked on a 3 point scale. Each item is followed by three alternatives Agree (A), Undecided (U) and Disagree (D).

4. Findings:

It is evident from the findings, that the teachers show positive attitude towards use and implementation of lesson plan in teaching English. It is observed that there is no significant difference in almost all the variables taken for the study i.e. gender, management, medium, Educational qualification, teaching experience etc., has no influence on the overall attitude of teachers towards using the lesson plan. From the above study, teachers expressed that lesson plan is necessary for teachers. Lesson planning is easy and it also makes teaching easy. Students find the lesson interesting when the teachers follow the lesson plan format. Lesson plan should not remain at the oral / mental stage. It should be jotted down on paper. Implementing the lesson plan is not a difficult task. Some of the schools make it compulsory to submit lesson plan. Lesson plan is prepared for the whole poem at once, whereas in case of a prose lesson, planning is done for a part of the lesson suitable for one teaching period. Lessons prescribed in the text books are prepared by experts and so they are suitable to the age of the students and are not burdensome. Lesson plan is followed in order to cater to a diverse class and is not distracting to the teacher.

5. Conclusion:

A good lesson plan helps teaching to be effective and thereby gives satisfaction to the teacher. Teaching learning material is prepared ac-

ording to the lesson plan and that makes it easy to elicit whatever is planned. Students do not get distracted when a lesson plan is followed. Lesson plan helps the teacher to finish the syllabus faster, and is not time consuming or burdensome to the teacher. Following the lesson plan everyday is possible and in fact helps the teacher for self improvement. The purpose of teaching English is met with the help of a lesson plan.

The teachers follow a specific lesson plan with definite objectives in mind while planning a lesson. It is submitted weekly or monthly. It is good to make alternative lesson plans. Teachers like to plan their lesson before every class. English is not taught only for the sake of examination and therefore efforts are being made to improve the language skills among the students and accordingly care is taken to give weightage to all the four language skills while preparing a lesson plan. The number of periods allotted to teach English in school is adequate and the time given in the time table is sufficient. Teaching learning material (TLM) should be used in every class and the students should be given a chance to partake in preparing the TLM.

Language being a skill subject needs careful handling, as it is different from content subjects. The Secondary Education Commission 1952-53 points out, "*Every teacher and educationalist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers.*" At this juncture the English teachers need to make a deliberate effort to assimilate new strategies, techniques, innovations and nuances of language teaching, hone their teaching skills and equip themselves further and cater to the upcoming requirements in the field of teaching English.

6. Suggestions for further study

Evaluation of the lesson plans prepared by English language teachers can be carried out.

The performance of students and teachers when lesson plans are properly used can be measured and evaluated.

The common mistakes committed by teachers while writing lesson plans in the English language teaching can be researched.

Difficulties faced by teachers while teaching English can be found out.

Influence of mother tongue in the preparation of English language lesson plan prepared for Mother tongue Medium students and English medium students can be studied.

The time constraint can be eliminated by working on the time taken by each step in a lesson plan.

Innovative methods can be devised to make the lesson more interesting and appealing to the students.

Efforts can be put forward in improvising the lesson plans by using the latest technology.

Research can be done on as to whether enough weightage is given to all the four language skills.

A study on the ways and means to cater to a diverse class in order to improve their language abilities rather than passing out the examination can be conducted.

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