



Examining the Effectiveness of Lesson Plans for Teaching English Textbooks to Government Elementary Level Students

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ABSTRACT

Lesson planning is a core part of the effective teaching process, as it is a structured framework that encourages students' learning, as it plays a key role in enhancing student learning outcomes. The study aims to examine the effectiveness of lesson plans developed by preservice English language teachers for teaching the English textbooks at the elementary level schools in Sanghar. The primary objectives were to identify the challenges teachers face in designing lesson plans and the difficulties they encounter in implementing lesson plans in classroom settings. Quantitative research design was employed to investigate the challenges. Data was collected through structured questionnaires from a sample of 200 government elementary-level schools' teachers, selected randomly from various schools across the Sanghar district. The questionnaire focused on teachers' difficulties and experiences related to lesson planning and its implementation. The collected data were analyzed using descriptive statistical methods with SPSS as the analytical tool to determine the mean, median, frequency, and standard deviation. However, findings revealed that a significant number of teachers face challenges, such as insufficient training in lesson planning, limited access to planning resources, time constraints, difficulty in addressing diverse students' needs, and lack of support from colleagues. Additionally, many teachers reported problems with aligning lessons to textbook objectives and creating engaging and creative classroom activities. This study highlights the urgent need for professional development, better planning resources, and instructional support to enhance the effectiveness of lesson planning. The study points out the necessity of preparing future teachers with structured training on lesson planning to develop instructional qualities; further research is advised that looks into additional strategies for helping preservice teachers develop critical lesson planning capabilities.



Introduction

Lesson planning is a crucial step that the teacher must complete before starting instructions, It serves as a roadmap that leads educators in delivering information and skills to students. In the context of teaching English textbooks, lesson planning has evolved greatly, with a growing emphasis on aligning plans with curriculum goals, integrating technology, and promoting student-centered approach. (FaqeAbdulla, 2024). Latest studies have point out the importance of lesson planning in enhancing students' outcomes, particularly in Teaching English Textbooks (Naufal et al., 2024). For instance, research has revealed that well-structured lesson plans can improve students' English competence by ensuring that learning objectives are clear, activities are engaging, and assessments are aligned with outcomes (Naufal et al, 2024; Gull et al., 2023). The integration of technology into lesson planning has also become a central point in modern education. Tools like ChatGPT and AI-powered platforms have been explored for their capability to assist teachers in designing and implementing lesson plans, particularly in selecting and organizing learning materials (Kim & Lee, 2024). A systematic approach to lesson planning allows instructors to make informed decisions about teaching methods and content delivery, ultimately benefiting learners' learning (Ahmed, 2023). Effective lesson plans incorporate a variety of engaging and well-structured activities that accommodate different learning styles; this involves the use of interactive tasks, group work, and technology-enhanced learning tools (Chen, 2024; Judah et al., 2024). Additionally, formative and summative assessments can be incorporated into lesson plans to monitor learners' development and provide feedback (FaqeAbdulla, 2024). Lesson planning supports instructors to evaluate students' progress, identify areas of improvement, and adjust their teaching methods accordingly (Naufal et al, 2024).

Despite the vital role of lesson planning in education, multiple challenges hinder its effectiveness. First, many teachers face a variety of obstacles in aligning lesson plan components, such as learning outcomes, activities, and assessments, along with curriculum goals (Gull et al, 2023; Fadoli, 2022). Second, the absences of clarity of guidelines for learners and inefficient use of teaching media have been identified as several complications in some of the educational settings (Gull et al, 2023). Third, the integration of technology into lesson planning, despite being encouraged, is often limited by factors such as inadequate teachers' training and varying levels of digital literacy among learners and educators (Kim and Lee, 2024; Ingrain et al., 2024). Moreover, preservice teachers often face difficulties while designing and implementing lesson plans, particularly in terms of concreteness and learners' deceitful (Outski & Pelota, 2024). These challenges are further compounded by the lack of AI tools in lesson planning, showing the need for a balanced approach that incorporates technology while maintaining teachers' professionalism (Kim & Lee, 2024) (Ingrain et al, 2024). Given the complexity of lesson planning and the various challenges faced by preservice teachers, there is a need to examine their lesson plans systematically. Understanding the difficulties they encounter helps to improve teacher education programs, ensuring that future educators are better equipped to design and implement high-quality lesson plans. The study aims to examine the effectiveness of a lesson plan for teaching an English textbook to Government elementary-level students at Sanghar.

Research Questions

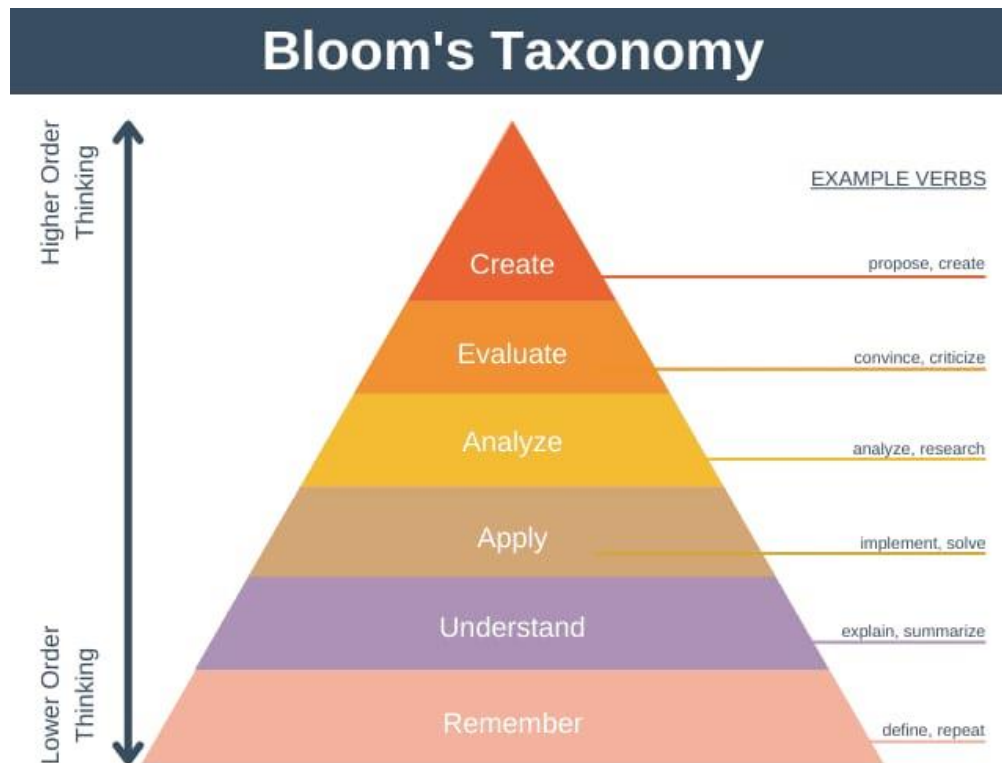
- What major challenges do teachers face in designing lesson plans at the Government Elementary level schools at Sanghar?
- What difficulties do teachers encounter in implementing lesson plans at the Government Elementary Level Schools at Sanghar?

Literature Review

Lesson planning is a core component in teaching English textbooks, significantly impacting teaching proficiency and learning outcomes. The latest literature shows the multifaceted advantages of lesson planning, emphasizing its role in structuring educational activities and enhancing teacher preparedness. However, challenges such as inadequate training and implementation issues can affect its success. The effectiveness of lesson planning is underscored by its ability to align teaching purposes with learners' needs, thereby fostering a conducive learning environment.

Planning a Lesson is important for effective teaching methods, as it facilitates instructional activities and ensures that educational goals are met (Sharma, 2022). It enhances the quality of the educational process by supporting active student engagement and also improving learning outcomes (Abdulayeva, 2024). At the same time, planning a lesson helps to pinpoint the most successful strategies for delivering content, confirming that students are well prepared for future academic challenges (Farhan et al, 2023). Particularly in the context of teaching English textbooks at the elementary level, lesson planning is important; however, it helps teachers to address the diverse needs of their students by incorporating a variety of activities and resources into their lesson plans. Teachers can create a supportive learning environment that caters to different learning styles and abilities (Abdulayeva, 2024).

The study of lesson planning, grounded in several educational theories, such as Bloom's taxonomy, serves as a framework categorizing educational goals and objectives. It emphasizes the importance of designing lessons that address various cognitive levels, from basic knowledge recall higher-order thinking skills. Recent studies show the need for educators to utilize Bloom's taxonomy in lesson planning to establish comprehensive lessons that promote critical thinking among students (Anderson & Krathwohl, 2022). By integrating this theoretical framework, educators can develop more effective lesson planning strategies that cater to diverse learning needs and ultimately lead to improved academic performance.



According to Bloom's taxonomy, there are more than one type of instruction for learning. A committee of colleges, led by Benjamin S. Bloom identifies three domains of educational activities in 1956, (Krathwohl, 2002), namely,(i) cognitive: mental skills (knowledge),(ii) effective: growth in emotional areas (attitude), and (iii) psychomotor: physical(skills).In educational activity, teachers must be able to extend the basic competence into indicators of competency based on these three types of learning instructions. Students should have acquired new skills, knowledge, and attitudes that help them develop learning skills.

In recent times, the taxonomy was revised by Anderson & Krathwohl (2021). A student of Bloom helps teachers understand and implement the standards, quality of teaching and learning process, particularly in the cognitive domain. The revision on taxonomy only occurred on the cognitive domain, in which the first cognitive is remembered, the fifth and last cognitive is evaluating and creating, respectively. At the end of cognitive learning, students are expected to be able to create something based on what they have learned.

Lessons are not only informative but also interactive and tailored to meet the diverse needs of students. The impact of effective lesson planning is important, as it leads to improved student engagement, better understanding of the material, and higher academic achievement. However, precisely stated educational goals and expected results are very important, as they provide a roadmap for along instructors and learners, ensuring that the lesson is focused and goal-oriented (Naufal et al, 2024; savage, 2014). Designing effective activities that are interactive and help to maintain students' interest, engagement, and facilitate deeper understanding. This involves incorporating innovative methods such as the HOTS integrated hypertext model, which has been shown to improve educational goals (Shah et al., 2025; Sharma, 2024; Munawaroh et al., 2024). Student learning assessments help in identifying the areas in which a learner needs improvement and indicating that learning goals are being met; this can include formative assessments at the end (Savage, 2014). Tailoring lessons to meet the individual needs of students can develop learning goals, which involves understanding classroom dynamics and adapting the lesson plan accordingly (Naufal et al, 2024; Ruiz, 2008). Improved engagement and understanding; Effective lesson planning leads to higher student engagement and better understanding of the material, as students are more likely to participate in interactive and well-structured lessons (Sharma,2022; Munawaroh et al,2024). Students are more likely to achieve higher academic results when provided clear objectives and assessed learning outcomes, as they have a clear understanding of what is expected of them (Savage, 2014).

Often, preservice teachers face a variety of obstacles while designing and implementing lesson plans, like setting objectives, aligning assessments, and addressing learners' needs. Collaborative approaches like mentoring and lesson study, combined with reflective teaching, have been effective in overcoming these obstacles. However, those developed through extensive teaching experiences provide a reliable framework for creating effective lesson plans (Hernandez,2008). Innovative lesson plans that incorporate interactive elements can provide learners with meaningful learning tasks, thereby creating the teaching learning process (Sharma, 2022). However, literature strongly supports the effectiveness of lesson planning, it is crucial to consider the dynamic nature of classroom environments. Teachers must remain adaptable, continuously refining their lesson plans to meet the evolving needs of their students; this adaptability ensures that lesson planning remains a vital tool in achieving educational goals.

The study on lesson planning identifies several critical research gaps that require attention; There is a paucity of research specifically examining the effectiveness of lesson planning for teaching English textbooks in elementary school at Sanghar. Most studies focus on secondary and higher education, indicating a need for targeted research in elementary settings. There is a lack of studies

examining how well lesson plans align with assessment methods. Recent literature by Brown & Taylor (2022) points out that misalignment can hinder student performance, indicating a critical area for further investigation. This research investigates how different educational contexts influence the effectiveness of lesson planning strategies. While immediate academic performance improvements are noted, there is a lack of studies examining the effectiveness of lesson planning on learners' achievement. Recent authors, such as Smith et al. (2021) and Johnson (2022), have highlighted similar issues, noting that a lack of resources, support, and large class sizes can impede teachers' planning effectiveness. Smith et al. (2021) emphasize the need for structured mentorship, while Johnson discusses the impact of curriculum constraints on lesson design. However, these findings align with the current study, reinforcing the idea that targeted support and resources are essential for developing lesson planning abilities among teachers. The effectiveness of professional development programs for teachers in lesson planning is underexplored. Johnson & Kim (2022) highlight the importance of training in developing lesson planning abilities, indicating a need for more empirical studies. Additionally, Thompson and Garcia (2021), Patel and Nguyen (2022) emphasize the importance of addressing these gaps to enhance educational practices and improve student outcomes.

Research Methodology

This study employed a quantitative research design to examine the effectiveness of lesson planning for teaching English textbooks at the elementary school in Sanghar. The focus was on identifying the challenges teachers face while design and implementing lesson plans. The targeted population includes elementary school teachers from Sanghar; 200 participants were selected through random sampling. Data was collected using a structured questionnaire designed specifically for this study. The questionnaires comprised closed-ended items rated on a Likert scale, aiming to measure the frequency and severity of lesson planning challenges. The collected data were analyzed using Descriptive Statistics (mean, standard deviation, frequency, and percentage) to identify patterns and trends of SPSS (Statistical Packages for the Social Sciences) software was used as the primary tool for statistical analysis. Participants were informed about the purpose of the study and gave informed consent prior to participation. Their identities were kept confidential, and their participation was voluntary, with the right to withdraw at any stage.

Findings

Q.1: What major challenges do teachers face in designing lesson plans at the Government Elementary Level Schools in Sanghar?

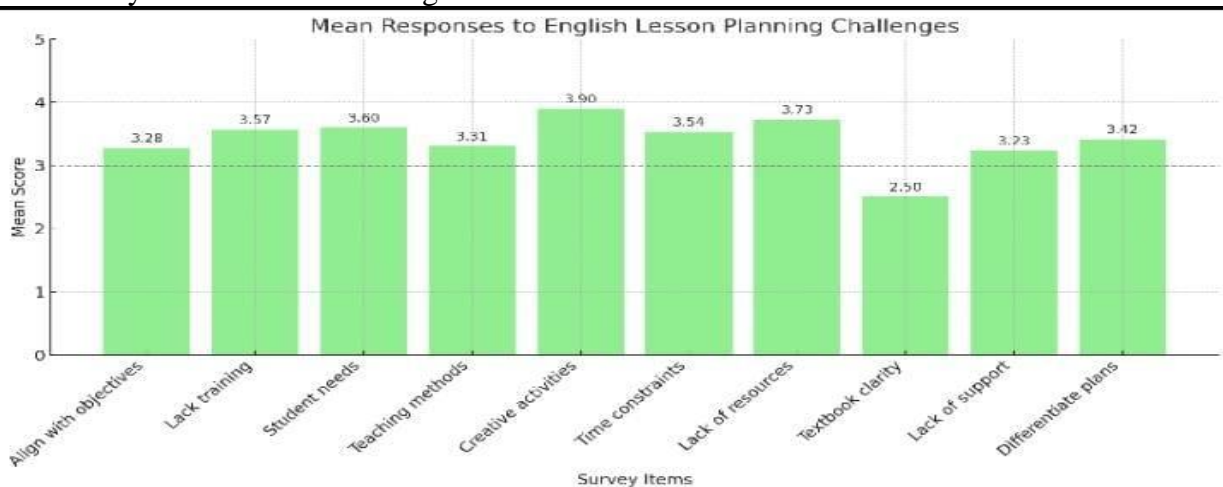


Figure 1 revealed that elementary-level school teachers face a bundle of challenges while designing lesson plans for teaching English textbooks.

The highest mean score was ($m = 3.9$), which shows the teachers struggle with designing creative activities. This means many teachers face challenges while they want to design creative lesson plans. whereas lack of resources and addressing diverse student needs have also become challenging for designing effective lesson planning. However, insufficient teacher training, time constraints, and choosing appropriate teaching methods also create problems in designing lesson plans, which are faced by many preservice teachers. According to Figure 1.1, the lowest mean score is 2.50, which shows the textbook clarity.

Q.2: What difficulties do teachers encounter while implementing lesson plans at the Government Elementary Level Schools in Sanghar?

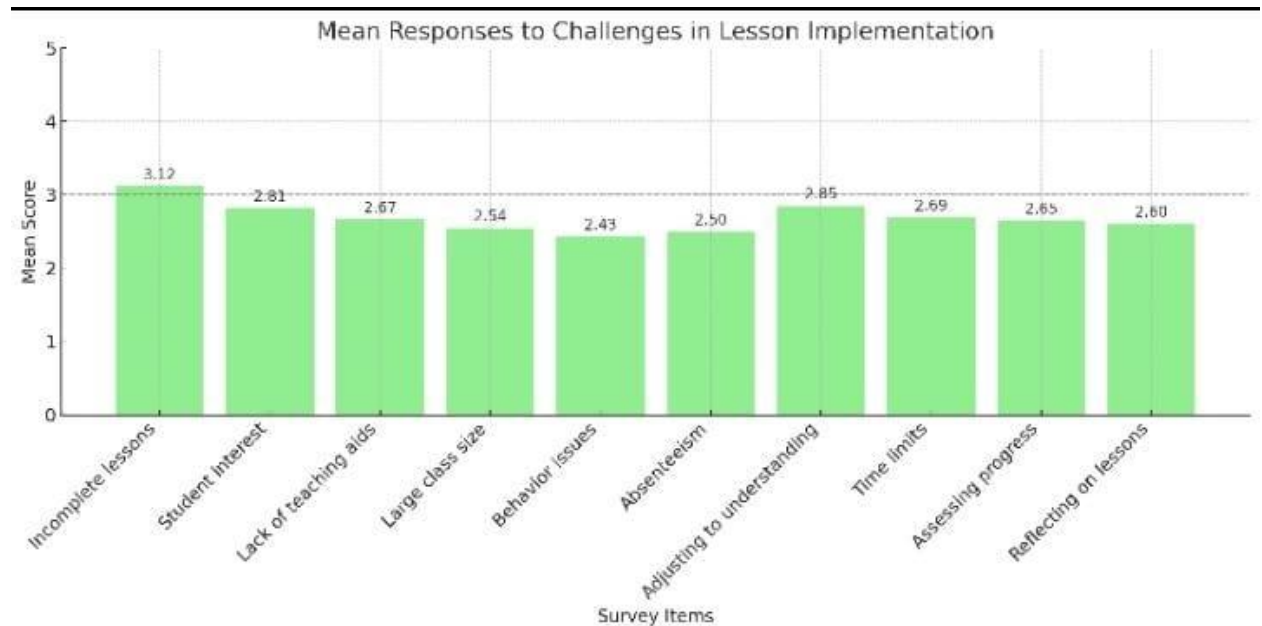


Figure 2 revealed that there were many challenges faced by elementary-level schoolteachers while they implemented lesson plans.

Incomplete lessons have the highest mean score ($m = 3.12$), indicating that many teachers unfortunately struggle to complete their lesson plans within the class period. Adjusting to students' understanding and students' interests is also a specific concern, facing difficulties in adapting lessons and keeping learners engaged. However, findings revealed that large class sizes and behavioral issues also reflect classroom management concerns, lack of teaching aids, and time limits affect the implementation of lesson plans. Whereas, absenteeism, assessing progress, and reflecting on lessons ($m = 2.60$) have lower mean scores, are also indicate the challenges preservice teachers face during implementing lesson plans.

Discussion

The findings of this study revealed that a significant number of government elementary-level schools' English language teachers in Sanghar face challenges in both designing and implementing lesson plans. The findings indicate that while teachers recognize the importance of structured lesson planning, various obstacles hinder their effectiveness in this area. One of the primary challenges identified is the lack of adequate training and professional development opportunities. Many teachers reported difficulties in aligning lesson objectives with appropriate teaching strategies, which is consistent with previous research highlighting the need for ongoing teacher education to develop effective lesson planning qualities.

These findings are linked with FageAbdulla (2024). According to him, the majority of the preservice teachers' lesson plans lacked effectiveness. FageAbdulla, (2024), suggested that preservice teachers specially those who teaching English, must develop their planning skills and prioritize essential elements to improve student learning outcomes, further he said that preservice teachers must improve their planning abilities and ultimately design lessons that support and promote student success by addressing these challenges and incorporate best practices. Whereas, multiple challenges were also observed, some teachers found that it was difficult to plan lessons regularly due to time management issues, lack of training, students interest and lack of clarity. Several challenges were also noted by teachers, which align with Srihdayanti, et al. (2015) found that some teachers have difficulties in designing lesson plans in the matter of determining teaching method and determining assessment.

However, the overall findings found that limited resources and large class sizes contribute to the difficulties in designing and implementing lesson plans effectively. Teachers often have to adapt their plans on the spot due to unforeseen classroom dynamics, which can compromise the delivery of the intended curriculum.

Recommendations

Regular professional development sessions should be organized to enhance instructors' qualities in designing effective and creative lesson plans, especially for English language instruction. school should be equipped with adequate teaching aids such as visual tools, audio support, and planning materials to help teachers implement lessons more effectively. Teachers should be encouraged to work collaboratively, share lesson planning ideas, and seek support from peers and supervisors to overcome common challenges. Teachers should be trained in time management techniques to help them complete planned lessons within the allocated class period. Managing large classrooms makes lesson execution difficult. Where feasible, reducing class sizes and other recommendations can help teachers better meet individual students' learning needs.

Conclusion

This study explored the variety of challenges faced by teachers while designing and implementing effective lesson plans for teaching English textbooks at the government elementary level schools in Sanghar. However, findings revealed that many teachers struggle with limited training, lack of resources, time constraints, large class sizes, and difficulties in addressing diverse learners' needs. These challenges directly impact the quality and effectiveness of English instruction. It is evident that while lesson planning is a core part of effective teaching, it must be supported with adequate training, resources, and institutional support to ensure better learning outcomes for learners.

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