



# **BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

## **FACULTAD DE LENGUAS**

**“Novice and experienced teachers’ beliefs about the role of lesson plans to ensure a  
successful class”**

For the degree of

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## **Chapter I**

### **Introduction**

#### **1.1 Introduction to the research**

English language is widely spread throughout the world and has become the main language in many regions. According to Crystal (2003) why English is a global language; the first one is geographical-historical and the second one is socio-cultural. In Mexico, English as a Foreign Language (EFL) has become essential in education because a lot of opportunities have appeared such as traveling abroad or even working in another country. Also, because of the great economic partnership between Mexico and the United States, English has become fundamental in the process to grow economically. It has been stated that in order to have a better economic status it is necessary a job which demands a high proficiency English level (Petrol, 2009).

Important organizations such as the United Nations Educational Scientific and Cultural Organization (UNESCO, n.d.) remark special attention in the education field by analysing the quality and equality of educational systems using tools that help to determine the particular situation of some countries. Also, the organization recommends preparing citizens to communicate by means of a second language so that people can communicate effectively and work collaboratively. Then, according to this institution, developing coherent policies and plans is essential to reach concrete and sustainable changes in the educational systems and accomplishing the objectives of quality education for all Latin American and the Caribbean regarding a second or foreign language.

In order to achieve the already required learning of a second or foreign language, the Mexican Ministry of Education (SEP, 2016) started creating programs in 2009 with the aim of implementing English as a Foreign Language (EFL) starting from elementary school. However, as the time went by, the number of cases where English has been implemented have not been totally successful. One of the main problems why Mexico has not reached a good proficiency level of EFL is because some teachers do not take into consideration the planning process.

According to Coombs (1970), educational planning is the process of setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals according to the necessities of the students, either school necessities or social ones. This process of educational planning is important for teachers since it makes education more effective and accurate. Farrell (2002) defined a Lesson Plan (LP) 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” (p. 30). In other words, a LP is a tool for teachers that leads to a desired future, it is a map which takes the teacher to achieve learning objectives observed as concrete outcomes. Therefore, this research is a qualitative study that aims to gather information from experienced and novice teachers in EFL subjects to justify mainly their activities and how they are implemented in their LP.

## **1.2 Rationale for the Topic Selection**

The purpose of planning is to assist the teacher who serves an institution in establishing priorities and to better serve the needs of a social group. Akpan (2011) visualizes planning as the method of pondering the future and drawing up a course of action for achieving

specific goals and objectives. Also, he states that planning is a systematic, conscious, and deliberate process of deciding ahead of time, the future course of action that a person wishes to pursue in order to reach set goals. That is, a LP must be flexible and practical and yet serve as a guide to implement programs, evaluate how these programs are doing, and make adjustments when necessary.

Lesson Planning is a fundamental element in the educational field. It helps teachers to have specific activities that lead to a specific purpose. According to Shen, Poppink, Cui, & Fan, (2007) LPs allow teachers to have opportunities to think deeply about the subject matter, including the way it is represented to the students either particular textbooks, or in such aspects of the curriculum as standards and benchmarks. Also, it has a big role since it communicates to learners what they will learn and how they will be assessed. Teaching Excellence in Adult Literacy (TEAL Center Staff, 2010) states that students are expected to develop concepts and ideas plus they will acquire skills and knowledge at the end of the lesson, thus lesson plans need to consider these features. However, novice teachers very often seem to neglect and underestimate during the planning process making more complicated the achievement of goals and it is not only that. According to Boikhutso (2010), despite the lack of a clearly defined policy statement informing the use of Lesson Plans, novice teachers were mandated to use lesson Plans during teaching practice and attachment in the schools giving as a result that they have a bad perception towards the use of lesson plan. That is, novice teachers tend to make LP just as a requirement and they do not give the weight LP deserves.

At the Faculty of Languages of Benemérita Universidad Autónoma de Puebla (BUAP) there are two subjects called *Teaching Experience (children and adults)* which are about

giving classes in a school, either kindergarten, elementary, junior high school or high school; in these subjects, novice teachers have to plan a certain number of classes and then apply those in their classes. These subjects state in the curriculum that in the Faculty of Languages students have the opportunity to apply the theoretical and practical knowledge from the different areas. Therefore, this research aims to compare both types of LP activities and LP's success to achieve its objective in their classes. Both types of LP will be obtained from novice and experienced teachers who already took or are taking the previously mentioned subject, *Teaching Experience (children and adults)*. Concludingly, Widiati, Suryati, & Hayati (2018) support this study development by claiming that novice teachers would find some challenges in their teaching experience. Most of them lack the ability in developing effective Lesson Plans (LPs). In that way, the results of this research indicate if there exists a pattern to fail or achieve the objective of novice and experienced teachers and classes.

### **1.3 Significance of the Study**

This research intends to help novice and current teachers to be aware about the effectiveness of the activities they state in their Lesson Plans (LPs) to achieve their goals. Thus, this research is destined to go through all the aspects to identify activities patterns to reach the desired goal. TEAL Center Staff (2010) explains that objectives are critical to effective instruction and they help teachers to plan the instructional strategies and activities they will use, including the materials and resources to support learning. Therefore, this research will help novice teachers to scrutinize if their objectives in each class are clear and achievable when developing their activities, which in the end, are relevant to reach the intended learning outcome.

To sum up, this research is important because it might help EFL teachers, novice or experienced, to identify a pattern between them. Also, this research will intend to identify stated objectives between novice and experienced teachers and the effectiveness of their activities. In other words, both novice and experienced teacher's LPs will be compared and analyzed to look similarities and differences

#### **1.4 Context of the Research**

The Faculty of Languages, at Benemérita Universidad Autónoma de Puebla (BUAP), offers an ELT program for those students interested in becoming language teachers. After students graduate, they will have reached a B2 proficiency language level according to the Common European Framework of Reference (CEFR) and be capable to teach either English at any level of education from kindergarten to University. In this context, pre-service students have to take two subjects to apply what they have learned so far, these subjects are "Teaching Experience" (Experiencia Docente) for both children and adults. Students are sent out to teach around 20 hours of classes they need to cover for passing the subject. Students ask for permission to some schools in order to teach those twenty hours required.

As for Secretaria de Educación Pública (2017) it is stated that junior high schools teaching English need to guide their program with "Aprendizajes claves", a set of guidelines established by SEP to expose Mexican students to foreign language learning. The purpose is that students develop abilities, knowledge, attitudes and learning strategies to participate in situations where written and spoken language is required in such social practices (communicative and cultural contexts). In this regard, the experienced teachers for this study are currently working at a private Junior High School. The school has a bilingual

program so that at the end of every educational level (elementary, junior high school and high school) students have to certificate English. All participants got their BA degree from the Faculty of Languages, BUAP.

### **1.5 Aims**

This research aims to compare both types of Lesson Plan activities and Lesson Plan's success to achieve its objective in their classes. Both types of Lesson Plan will be obtained from novice and experienced teachers who already took or are taking the previously mentioned subject, *Teaching Experience (children and adults)*. Therefore, this study's aim is to describe if there exists a pattern that determines the success in Novice vs Experienced EFL teachers' Lesson Plans' activities.

### **1.5 Objectives**

In this section will be introduced the objectives that aim to be achieved through this research related to Lesson Plan

- A) To identify the planning process for each class based on what novice and experienced teachers state as class objectives in first place.
  
- B) To identify the activities that novice and experienced teachers take into consideration in their Lesson Plan and if they are effective according to the stated objective.

C) To identify a pattern in novice and experienced teachers' lesson plans in their activities and analyse the activities if they are suitable in the way they use them in order to achieve their goals.

## **1.6 Research Questions**

The following proposed research questions will contribute information to this research about novice and experienced teachers' Lesson Plans and their effectiveness of the stated activities. In that way, these questions intend to have a clearer view of the pattern for the activities for a successful class.

- To what extent, are novice and experienced teachers' lesson plan activities effective to achieve the stated objective in their classes?
- How do novice and experienced teachers classify their lesson plans as effective or not?
- What are the differences and similarities between novice and experienced teacher's lesson plans?

## **1.7 Summary**

The first chapter presented information about the impact of English around the world, how English has become an important subject for schools and the importance of the planning process. The importance of lesson planning as a tool for novice teachers. Also, this research attempts to analyze what planning is for them, the aspects taken into consideration and most importantly, the use of the appropriate materials that lead to a desired outcome. Next chapter will present the literature review that supports this research and that will help answer the research questions guiding this study.

## **Chapter II**

### **Literature Review**

#### **2.1 Introduction**

Around 400 million people speak English as their first or native language on a regular basis in the United States, Australia, Canada or New Zealand, for example. According to Kachru (1985) in these countries English is the dominant language of education, government and other institutions, these are called the Inner Circle which is the core. Then, the next layer is the Outer Circle where around 300 - 500 million of people speak in English in countries such as India, Pakistan, Jamaica, Trinidad & Tobago, where English has a long history and serves a variety of functions in education, government, literature and popular culture.

The final layer is called the Expanding Circle which has the largest population ranging from 500 million to a billion of English Speakers in countries like China, Mexico, Brazil, among others. Here, English has no official instruction, and opportunities to use English are only with those who do not share the same mother tongue. People in these Expanding circles are studying English as a Foreign Language (EFL) because of the importance of English for business, media and communication, air and sea travel, and science and technology (Crystal, 2003). According to the British Council (2013) spoken English is used by around 1.75 billion people worldwide. They claim that during 2020 around 2 billion people used or learned English either for communication on the internet, social networks, or web pages which made its demand even bigger.

## **2.2 Teaching**

Teaching is a process where the teacher gives instruction or knowledge in order to have students reach the expected outcome in each lesson. According to Sequeira (2012) teaching is a set of events that are designed to support the internal process of learning. He states there are two moments of teaching: the first one is teaching, which is the instruction, outside the learner, in other words, it is the process of teaching the student. The second part is learning, which belongs only to students since they are the ones who acquire the knowledge. He also claims that a teacher cannot motivate students if the teacher is not self-motivated. Finally, he claims that motives are not seen, but behaviours are. That is, learning is internal, performance is external.

Schlechty (2004) defines teaching as the art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to behave. This means that in order for students to get involved and interested in the topic, a teacher must create situations where students feel motivated and have interest in the class. Teaching is also seen as the process of activities being carried out that experience has shown to be effective in getting students to learn (Smith, 2004). He states that teaching undertakes certain ethical tasks or activities, the intention of which is to induce learning, for example, a set of activities in the classroom can lead students to reach a learning goal.

Also, according to Rajagopalan (2019), teaching is regarded as both an art and science, the first one is where all the artistic abilities of a teacher create a worthwhile situation in the classroom that enables students to learn. Thus, it is considered a science since it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Therefore, teaching needs some guidance or format as to how

content can be carried out in a classroom according to students and needs. This process obviously needs some sequence to achieve learning objectives, this sequence is described in a lesson plan.

### **2.2.1 Teaching a language**

Language teaching is a subject that has been implemented since the early 1970's when the term communicative competence was first introduced to the language teaching profession by Hymes (1972) in his book "On Communicative Competence". Since then, teachers have tried to incorporate real world language usage in their classes and in their instructional materials, especially in adolescent and adult language instruction. However, language learning has to be somewhat tested to verify it is taking place within the communicative instructional practices. According to Ram (2003), language testing is an integral part of language teaching since testing and teaching are interrelated. According to Sheeba (2017), testing attempts to measure students' knowledge in a systematic way.

Then, testing should be considered an important component of language teaching because it provides significant information or input about the growth or achievement of learner's difficulties or styles of learning. Assessing language is, therefore, important in terms of monitoring progress and revising whether objectives were accomplished or not as stated in the lesson plan. The lesson plan can help teachers follow the sequence as a means to reach the lesson plan's previously established goal and make decisions regarding evaluating progress.

### **2.2.2 Teaching methods**

Nowadays, English language has become essential around the world, even though it is not the most commonly spoken language in the world. Only 53 countries have English as their official language; however, it is the second most common language in the world. Globally, English is the third one most spoken language. Today, most TV shows, websites, books and music are published in English. One of the many advantages of knowing English is that everyone has access to internet content since information in most web pages from other parts of the world are in English. (ETS GLOBAL, 2020).

Nishanthi (2018) states that English is important in the education field as children are encouraged to learn English as a second language in many countries. English has become, globally, a necessity since a lot of fields publish articles in English. For this reason, English Language, as a subject, has become important in the education field as it also needs proficient teachers to offer such subjects at school. Borjian (2015) states that Secretaria de Educación Publica (SEP), established the “English in Elementary School” program to benefit the Mexican economy in the long term.

Dorgu (2015) states that methods are used to facilitate students’ learning and satisfaction and, depending on the teaching method, they may elicit different types of changes in learning outcomes. Teaching methods are many and varied and could be used considering aspects such as the age of the learners, cognitive development, body configuration or physique of learners. Also, academic ability/intelligence of the learners, number of learners and of course the type of curriculum discipline which recognizes the fact that certain teaching methods are much more suitable to some disciplines than others. In other words,

there are different types of methods that can suit students' necessities and they can be fit according to the topic.

Vikoo (2003) discusses types of teaching methods and explains that teaching methods could be presented under three main categories: Cognitive development methods, Affective development methods and Psychomotor development methods. Richland et. al., (2016) state that a cognitive development process seeks to explain the dynamic processes the human brain develops and how it changes since infancy.

According to Huitt and Hummel (2003), Piaget identified four stages in cognitive development. The first, Sensorimotor, happens at infancy where intelligence is demonstrated through motor activity without the use of symbols. Knowledge is limited since it is based on physical interactions and experiences. The next is the Preoperational stage where toddlers in their early childhood where demonstrate intelligence through the use of symbols, language use matures, and memory and imagination are developed. The next stage is Concrete operational stage which starts at elementary and early adolescence, intelligence is demonstrated through logical use and systematic manipulation of symbols related to concrete jobs. The final stage is Formal operational stage which starts from adolescence to adulthood. Intelligence is demonstrated through the logical use of symbols related to abstract concepts.

According to Brett, Smith, & Huitt (2003) define the affective domain as the emotions, the outward expression. Emotion involves three subcomponents: feeling, cognition and behaviour where feelings are the physiological sensation one experiences. Cognition is the

subjective thoughts that accompany the sensation and behaviour is related to both feelings and accompanying cognitions.

The last method is the psychomotor which according to Zoglowek & Aleksandrovich (2016) is a highly varied concept and it is not easy to define. Seewald (1997) explains there are four different meanings or concepts of psycho-motorics. The first one indicates Psycho-motorics, a concept for stimulation and fostering development. The second definition shows the term as the unity of psychic and motor processes. The third definition shows it as a term in motoric research and the last one as a development related term.

### **2.3 Teachers' role**

According to the Cambridge Dictionary (2020) the word 'role' means the job someone or something has in a particular situation. Meanwhile, in the Oxford Dictionary a role is defined as "the function or position that somebody has or is expected to have in an organization, in society or in a relationship" (2020). In regard to the teacher's role, Makovec (2018) states that the role of a teacher "[...] is defined by many factors. It is defined by cultural and social events and the environment, and both influence the differences that occur in the conceptions of the roles of teachers within different cultures and societies, including the geo-graphic environment." (p. 33). Makovec (2018) claims that the role of teacher is internal and external. Teacher's internal role is defined by the point of view of the teacher himself. This means that they create their own beliefs and expectations based on their experience. Teacher's external role includes the expectations of people from the outside such as pupils, parents, colleagues, etc.

Archana & Rani (2017) stated that there are many roles of a teacher in the educational field in order to develop pupils' interest towards a language or a subject. Thus, they mentioned that teachers must also become learners since they have to think of different situations and different points of view to have students learn under different contexts and circumstances. They claim that teaching is an everyday process and according to the generation and it is shaped accordingly to fit in. In other words, it may be inferred that teachers stay the same but as the time goes by, they change to fit in each generation's context and needs. Moreover, the teacher's role is also to convince students that education and learning can be achieved in the classroom. Teachers have to think from the learners' perspective before they plan to interact with the students and when they plan by considering their perspective, students may receive the information without any hesitation.

#### **2.1.4 Novice and experience teachers**

Novice teachers usually stick to their planning even if the class has a different direction from their lesson plan whereas in the case of experienced teachers, they are more flexible when making necessary adjustments to meet students' needs (Westerman, 1991). Dishena and Mokoena (2016) claim that there is a transition from pre-service training into the profession of teaching which brings out a shift in role orientation and an epistemological move from knowing about teaching to knowing how to teach. This takes place when a teacher confronts the daily challenges either at school or at the classroom. This means that novice teachers require the development of a professional identity and the construction of a professional practice.

Dishena and Mokoena (2016) also state novice teachers are exposed, just a little, to real teaching practices since they focus mostly on pedagogy and may not watch other aspects. Teaching goes beyond the management of learners in a class, there are also other areas such as cases of truancy, theft, classroom organization or coping with difficult students, just to mention a few. According to Charleston-Cormier (2006) some novice teachers tend to have the intellectual preparation and student teaching experience, but their limited experience generally yields an equally limited repertoire of classroom strategies. This is reflected in the way they teach since they have no experience in the variety of challenges a new teacher may invariably find.

On the other hand, Gallup Rodríguez and McKay, (2010) identify experienced teachers as those who have taught for many years and are able to motivate their students, hold their attention, know how to manage a classroom effectively and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance studying and learning.

Experienced teachers take more control of some aspects such as establishing routines and monitoring group work and are less controlling and reactive in dealing with individual student's behaviour while novice teachers are more preoccupied with the students' behaviours and reactions rather than student's outcomes. That is, experienced teachers take all the possible aspects not related to the lesson plan per se. Thus, novice teachers see learner's ideas as barriers and may not allow them to focus on how the class is planned.

## **2.2 Lesson Planning**

According to UNESCO (n.d.), planning is the intellectual anticipation of possible future situations, the selection of desirable situations to be achieved (objectives) and the determination of relevant actions that need to be taken in order to reach those objectives at a reasonable cost. To control future results by managing resources for objectives set forth.

Effective teachers see planning as the process to set goals and in order to reach them it is necessary to map out a course of action. Apkan (2011) states that planning is the process of examining the future and drawing up a course of action for achieving specific goals and objectives. It is the process where activities are linked harmoniously step by step to reach the desired goal of a class. According to TESOL (Teaching English to Speakers of Other Languages) it is a process that allows teachers to synthesize the understanding of a second language acquisition in the student's context. It makes a class more effective since it is divided into steps that lead to an objective. With planning, teachers know how much time to give to each activity and make a class more efficient. Also, TESOL emphasizes planning as a way to improve the way teaching is developed because teachers are always one step ahead.

Brown (2001) states that a lesson plan is a set of tasks students do in a specific order and in a certain amount of time. Then, teaching is flexible because it might have different results and some of them might not be anticipated. Also, Brown (2001) states that for novice teachers there are many elements to consider while planning a lesson. The first step is to know how to begin planning for which teachers need to be familiar with the curriculum and

the students' book. Thus, teachers must determine the target and purpose based on the student's needs.

Harmer (2005) declares there is a stage where teachers go through before making a plan, either consciously or subconsciously. This is when teachers gather ideas, materials and even possible starting points to introduce the topic so students can start sharing their experiences to have the lesson started. Woodward (2001) asserts that teachers need to be able to show evidence of following pre-plans through into clear thinking about exactly what teachers intend students to do based on perception of student needs. In other words, it is a useful resource for novice teachers to draft their lesson plans so they picture some important aspects and have an expectation of what could happen if the class takes another direction from the original one.

As it was stated previously, planning is the process to reach a desired objective, but there are many different ways of planning. According to Hammer (2007) there exist different types of planning; the first one is that teachers, according to the methodology (textbook), plan their class. This means teachers follow each aspect and step of the book to reach a desired goal for each class. The second one is according to the topic that students will see in class, teachers write a draft of how the process is taking place and the possible outcomes and the third type of planning is while the class is in process, the teacher analyzes what the next step in their activities could be. In other words, as the class is happening, the teacher is, at the same time, thinking about what the next activity could be next.

According to Aggarwal & Thakur (2003) planning is the formal process of making decisions for the future of individuals and organizations. Planning involves selecting

correct strategies and setting them into steps which lead the students to a specific goal in a desired time. Brown (2001) claims that there are three steps during the planning process. The first one is “Before Planning”, Brown (2001) states that before the planning process begins, teachers must be familiar with the curriculum that students will follow. Based on the curriculum, teachers may determine what the target and purpose might be and write the general objective. Then, if students use a book, teacher determines which exercises lead to the objective, so he may add or skip some of them in order to achieve the expected outcome

### **2.3 Taxonomies**

A taxonomy is a way of classifying items or characteristics that define a group of things that share similar traits. Krathwohl (2002) defines a taxonomy as a framework for classifying something but in terms of learning it is about classifying statements of what teachers may expect students to achieve as a result of instruction. For example, when teaching, it is relevant to know how to write objectives correctly in lesson plans under a certain taxonomy to guarantee learning is taking place.

Bloom (1957) created three learning domains divided in three parts: cognitive (about knowing) affective (about attitudes, feelings) psychomotor (about doing). The first one includes six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. The second one consists of five levels: receiving, responding, valuing, organization, and characterization. The last one is categorized on six levels: reflex, fundamental movements, perceptual abilities, physical abilities, skilled movements, and non-discursive communication. This taxonomy is useful to write learning objectives and it demonstrates what it is expected students do after a learning experience.

Nevertheless, Marzano (2000) developed a new taxonomy to respond to the shortcomings of the widely used Bloom's Taxonomy and the current environment of standards-based instruction, Marzano's model of thinking skills incorporates a wider range of factors that affect how students think and provides a more research-based theory to help teachers improve their students' thinking. Marzano's (2000) new taxonomy is made up of three systems and the Knowledge Domain, all of which are important for thinking and learning. The three systems are the Self-System, the Metacognitive System, and the Cognitive System. When faced with the option of starting a new task, the Self-System decides whether to continue with the current behavior or engage in the new activity; the Metacognitive System sets goals and keeps track of how well they are being achieved; the Cognitive System processes all the necessary information, and the Knowledge Domain provides the content (Marzano, 2000).

## **Chapter III**

### **Research Methodology**

#### **3.1 Introduction**

This research project is about exploring the planning process in reaching goals that both LEI students in “Teaching Experience” class and experienced teachers’ use in their lesson plans. In order to analyze how different novice and experienced teachers’ lesson plans are, it was important to do so by applying a questionnaire and then analyze students’ (pre-service) and teachers’ (in-service) point of view about what planning is for them. In this way, it was necessary to get the most relevant information that could lead to some possible conclusions in regard to achieving these goals set in their planning.

In this chapter, the setting of the participants who were interviewed is explained as well as the instruments used to obtain the required information. At the end a short conclusion of this chapter will be presented.

#### **3.2 Methodology**

Qualitative research approach is focused on obtaining data through conversational communication. It refers to what people think and why they think about a given subject. Burns and Grove (2009) state that qualitative investigation is a systematic and subjective approach to highlight and explain daily life experiences, and to further give them proper meaning. According to Jackson, Drummond and Camara (2017) qualitative approach is where the participants offer in-depth responses to questions about how they have constructed or understood their experience. Qualitative research methods are designed to

reveal behaviour and perception of a topic in a specific group of participants of a particular topic. There are many research methods to carry qualitative research out such as interviews, focus groups, narratives, etc., just to mention a few. Qualitative approach research is exploratory and seeks to explain how and why a particular social phenomenon, or program, operates in a particular context (Polkinghorne, 2005). In other words, qualitative research is not about numbers, it is about gathering information about people's beliefs, ideas and analysing the different perspectives to give a conclusion.

Particularly, this study follows the analytical methodology which focuses on understanding the cause-effect relationships between two or more variables. It encompasses critical thinking skills and critical assessment of the information obtained in research. Kvale (1996) claims that if the method of analysis involves categorizing the answers, then it is important to continually clarify the meanings of the answers during the interview with respect to the categories to be used later.

### **3.3 Context**

According to Basurto Santos (2010), in the Mexican educational context, it stated that English or French is mandatory in secondary and preparatory, but in reality, the only foreign language taught in public schools throughout the country is English as a Foreign Language (EFL). There is one exception which is the preparatory school attached to the UNAM (Universidad Nacional Autónoma de México) where several foreign languages (FLs) are offered to students in preparatory education, although EFL is the most widely chosen option. Thus, it is stated that EFL is mandatory at least in the first year of university in most state universities in the country.

To endorse ELT in Mexico, the Ministry of Education, in order to promote student's awareness of a second language, created the National English Program in Elementary School (Programa Nacional de Inglés in Educación Básica, PNIEB, 2011) where students in the public educational sector should begin learning English since preschool either English in the case of Spanish speakers, or English and Spanish in the case of speakers of indigenous languages.

Basurto Santos & Weathers (2016) claimed that in the case of EFL in public secondary schools in Mexico, there was a change from grammar and translation to a communicative language teaching (CLT) approach. Also, in a quantitative study made by González, Vivaldo and Castillo (2004) it was found that most of the students who attended public schools failed a linguistic competence test upon entering a higher education. According to Basurtos (2010), private education has expanded as many schools are offering English in all levels (kindergarten to high school). Private schools provide more resources for EFL teaching and learning than those offered in public schools. Many factors can make this difference visible between public and private education. For example, according to Christiansen and Silva (2016), when it comes to textbooks, public schools use commercial books while private schools, even following the same program, use different ones. This might be a problem because some textbooks may not take into consideration neither student's sociocultural contexts nor their English proficiency levels.

### **3.3.1 Novice and Experienced teachers' context**

One of the purposes of this research is to identify if there is a pattern when planning lesson plans between novice and experienced teachers and analyze similarities and differences. At

the Faculty of Languages, there are two subjects, Teaching experience (teenagers & adults) and Teaching experience (children) designed for novice teachers to build up some teaching experience as part of their teaching training. They are sent out to different schools such as kindergarten, elementary, junior high school, high school or even university to teach English for a number of sessions as part of the requirements of the subject. The perfil de egreso (graduation profile) at the LEI program states that students will exit the program with the competency to teach English at any educational level.

The process novice teachers follow is to request the schools for permission to teach some classes. Once the school accepts, the process begins and one of the many activities these students, or novice teachers, do is create lesson plans. Lesson plans are then revised by the Teaching Experience teacher and after approval they are granted permission to teach that class. They need to complete 20 hours and at the end of those twenty hours the head teacher needs to complete a rubric to evaluate overall novice's teaching practice.

As for experienced teachers, they are currently working at a private Junior High School. The school has a bilingual program so at the end of every educational level (elementary, junior high school and high school) students have to certificate English. These experienced teachers hold their BA degree from the Faculty of Languages, BUAP. Most of them do not have a full-time position so they have classes throughout the whole day at school. Every week, as a requirement, they must submit their lesson plans so their coordinator can monitor what they are teaching. Despite the pandemic, these experienced teachers are teaching online as they have to cover the class hours they usually teach in front of a class.

### **3.3.2 Participants**

#### Experienced teachers

This research was divided into two categories, the first one is Experienced teachers; 3 male teachers whose ages range from twenty-six to thirty-five years old. Three of them hold an English Teaching Degree from Facultad de Lenguas, BUAP. Their teaching experience in junior high school ranged from two to fifteen years, all of them are experienced experts in Junior High Schools. All of them are currently teaching around 35 hours per week.

#### Novice teachers

The other category is Novice teachers; 3 female teachers whose ages range from twenty-one to forty years old. All of them are currently studying their degree at Facultad de Lenguas, BUAP. Their experience in teaching in junior high school ranged from six months to one year. The three participants are teaching in Junior High School.

### **3.4 Instruments**

According to Roopa and Rani (2012) a questionnaire consists of printed questions that are completed by or for a number of respondents to give their opinion about a specific topic. That is, a set of questions written in a document where participants answer according to what they know. Questionnaires have an important role in gathering qualitative data since it has a definite purpose that is related to the objectives of the research and data can be collected in an exact way that is consistent and coherent for analysis. Also, Young (2016) claims that questionnaires under specific circumstances tend to be more appealing for many

reasons, one of them is that questionnaires are easy to construct as they can be easily adapted. Thus, they can be answered online which was a benefit for this research since the pandemic affected the face-to-face contact with prospect participants.

The questionnaire served as a sort of survey since a survey is defined as “the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012, p. 160 as cited in Ponto, 2015). This type of research is used to collect data from a number of participants. Surveys can be quantitative in the shape of questionnaires with numerically rated items or qualitative with the use of open-ended questions. This research case will be qualitative.

The questionnaire was divided in two sections. (see Appendix A). The first one is the *participants' background* where novice and experienced teachers shared some personal information such as their age, how long they have been teaching, the level they are currently teaching (elementary, junior high school, high school or university) and the second and final section is *Participants' beliefs about Lesson Plan* which is about what do they know about lesson planning and its importance in teaching.

### **3.5 Overall Research Design**

In this research the instrument was applied to six participants who met the requirements for the study. Three novice teachers and three experienced teachers. First, the questionnaire was designed and divided into two categories: the first one was, “*Participant's background*” where the participants are asked about their teaching experience -in years- they have and the educational level they are currently working on. The second category

was, “*Participants’ beliefs about Lesson Plan*”, where they were asked to answer about the importance and the role of lesson plans in their teaching and if they acknowledged their relevance in their teaching practice. This questionnaire was designed in order to answer the research questions stated in chapter I.

After the design phase, it was piloted and revised for further editions. It was edited in terms of grammar mistakes and to verify all the questions were related, after that it was applied. The process of applying this questionnaire was a bit complicated since all the questionnaires were applied online and the search of participants under the same circumstances because of the current pandemic. Some participants were invited through social media and this meant a challenge since it was hard to find them, first, because one requirement for novice teachers was that they had to be taking the “*Teaching Experience*” class. However, since the pandemic, all classes at the Faculty of Languages were online and that is the reason why participants were contacted through social media. It took around three weeks to have all the participants’ acceptance to be candidates for the instrument and it took two more weeks to have their answers collected for analysis.

### **3.6 Summary**

This chapter described information about novice and experienced teachers and the importance of lesson planning. The information was collected through questionnaires where novice and experienced teachers shared their thoughts about lesson planning and the elements they take into consideration. Also, the importance of EFL in Mexico was analyzed, as some key elements for this research such as the differences between private

and public high schools and those aspects both education systems have faced in EFL. In the next chapter, data from the questionnaire will be examined and described.

## Chapter IV

### Results

#### 4.1 Introduction

In this chapter, the data analysis is presented, and findings are discussed on how differently novice and experienced teachers conceive lesson plans. This chapter will present the similarities and differences found between the novice and experienced teacher's lesson plans and those factors contributing to achieving goals in their lesson plans.

#### 4.2 Obtained Results

In this section, the responses from the questionnaire are analyzed. (See Appendix A). In this research, there were 6 participants (3 female novice teachers, 3 male experienced teachers) with ranging ages from 21 to 40 years old and whose names were changed to pseudonyms to protect their identities. The first question had to do with age and gender and the following three questions of section one of the questionnaire will be presented in tables for better visualization.

Question 1 *“As a teacher, how long have you been teaching?”* In table 1.1, the first three participants are the experienced teachers while the other three are the novice ones. It can be seen that the experienced ones have been teaching for 3 years or more than three years while it can be observed that the novice teachers have been teaching for no more than a year. In the case of participant John 1, he has been teaching both as an official and as a private teacher.

Question 1	
As a teacher, how long have you been teaching?	
Soul	3 years
John	3 years, officially, and some months as a private teacher
Dario	15 years
Juliete	8 months
Miranda	6 months
Felicia	1 year

Question 2 “*What level of education are you currently teaching at?*” In table 1.2, it can be seen that both groups of teachers, experienced and novice, are currently teaching at Junior High Schools.

Question 2	
What level of education are you currently teaching at?	
Soul	Junior High School
John	Junior High School
Dario	Junior High School
Juliete	Junior High School
Miranda	Junior High School
Felicia	Junior High School

Question 3 “*Since the pandemic started, have you been teaching online or face to face in the state of Puebla?*” In table 3.3, it can be seen that all of the teachers (experienced and

novice) are currently teaching in the state of Puebla, six in the capital city and only one, an experienced teacher, is teaching in Atlixco, Puebla.

Question 3	
Since the pandemic started, have you been teaching online or face to face in the state of Puebla?	
Soul	Yes, I have been teaching online in Puebla
John	Yes, I have been teaching online in Atlixco, Puebla
Dario	Yes, I have been teaching online in Puebla
Juliete	Yes, I have been teaching online in Puebla
Miranda	Yes, I have been teaching online in Puebla
Felicia	Yes, I have been teaching online in Puebla

In this section the open-ended questions from the second section of the questionnaire will be described and explained.

In question 5 of the questionnaire: *“Do you think it is important to plan each class? Why? Please explain”* It can be seen that participants consider a lesson plan as a guide which leads to a desired goal; However, some teachers have a different perspective. For example, some of them take into consideration other aspects that can affect the rhythm of the class such as students’ attitude, the whole class per se and even the energy students have during the day. This is evident in Juliete, Miranda and Felicia who, as novice teachers, give a lot of weight to theory as it dictates the flow of the class to help them foresee what could be the next step to take to accomplish the goal of the lesson.

*“Mainly because as future teachers we need to have a control of each class, also it’s crucial to dedicate the time to their learning, and it means to have a topic for*

*teaching according to their ages and the students' necessities" (Juliete)*

*"I think it is a way to be organized, when you have a plan you can follow your activities because sometimes you can lose the rhythm, I mean, it doesn't matter if you are a good teacher or not, you need something where you can see what activity is next" (Miranda)*

*"Because in this way, you will know what activities to teach and how to evaluate them" (Felicia)*

Meanwhile, Soul, John and Dario, the experienced ones, explain that they cover many aspects of the class, not only the theoretical part, but also the part where feelings and other factors are involved. They mentioned to even consider ahead those steps to follow just in case the lesson plan goes in another direction, they are one step ahead and are aware of possible directions the class may take.

*"Yes, it is important to know the purpose of my class, what I'm going to do, how, which materials I'm using..." (Soul)*

*"Yes, it is important. It is the procedure to follow while using a main content from a syllabus. The lesson plan does not include certain aspects out of our control such as the days, student's necessities. So, I consider each lesson plan to be a very useful resource for teaching, although teachers should notice it is only a tool and not a whole criterion to be followed step by step. The lesson plan is our support, but some "issues" can arise while teaching and switching from methodology during the class could be reliable if the lesson plan is not achieving its objective" (John)*

*"Depending... sometimes you need to create a new class depending on the group, the day, energy, attitude, etc." (Dario)*

In question 6, *"In your own words, describe what a lesson plan is"* Soul, John and Dario see the lesson plan as a number of steps to follow and how a class can flow while teaching to reach the objective of the lesson. In the case of Soul, John and Dario, they seem to consider lesson plans as a map based on their knowledge. Nevertheless, they consider that

even if the class may go in different directions, they will still be able to manage the situation no matter how the class goes.

*“Is a guide or description of a class.” (Soul)*

*“A resource to describe a procedure to achieve an objective during a teaching-learning session.” (John)*

*“The base or the idea of your class, like the points to follow.” (Dario)*

On the other hand, Juliete, Miranda and Felicia talk about lesson plans as a process where they can see what kind of activities they want to do and how much time they are going to spend on them. In this case, the three novice teachers seem to prepare the number of specific activities without having any backup plan for the activities in case the class moves into a new direction. They just see the lesson as instructions they might follow, but with no intention of considering the environment inside the classroom.

*“It’s a teaching tool for facilitating a lesson.” (Juliete)*

*“It’s a teaching tool for facilitating a lesson.” (Miranda)*

*“A tool that guides teachers through their working learning process.” (Felicia)*

In question 7 *“When planning your activities for each lesson plan, what are the elements you consider?”* It is visible that most experienced teachers, Soul and Dario, take into consideration the student's mood and the connection among them. Also, John, the other experienced teacher, was the only one to mention Marzano’s taxonomy as a tool he takes into consideration for his lesson plans. It can be seen that when Soul and Dario teach a class, they tend to follow the rhythm of the class and at the end of the session as long as the class went well, the objective can be skipped. In the case of John, this is the same, the only

difference is that no matter what direction the activities take as long the objective of the lesson is reached.

*“Students, environment, mood, topic, materials....” (Soul)*

*“Student’s needs; objectives based on Marzano’s Taxonomy; available resources; relevant content from the syllabus; timing.” (John)*

*“Connection with the students and that they learn through living the experience of each topic.” (Dario)*

As for novice teachers, Juliete, Miranda and Felicia, they claim the language level of the students is key to plan a class successfully. These novice teachers plan their classes according to the level and the topic. They do not consider the possible directions the class may take since not all students might necessarily have the appropriate language level or knowledge about the topic, so that may place a difficult situation for them during their teaching practice. Also, there is a slight contradiction in Felicias’ answer because she considers the necessities of the student, but if she focuses on the language level only, there will be a point in the development of the lesson where student may get stuck because their needs might not match those with the level they are supposed to accomplish.

*“Their ages, their tastes, their level of English, also the platform that we’re going to use for.” (Juliete)*

*“The students age, the number of the students and the time for the class also the level.” (Miranda)*

*“The necessities of my students and the level”. (Felicia)*

In the question 8 *“When you plan your class, do you take into account any theoretical references or teaching philosophy?”* It is clear that there exist different opinions and

perspectives among participants. For example, some participants, John, Dario and Miranda, indicate they keep authors in mind when planning or they also quote theories. In the case of John's answer, it is visible that he knows the theory and can also explain the cause of how everything happens in class as he explains how to catch student's attention, so they get motivated to search on their own. He continues by explaining that he takes time from other activities as long as students understand that everything has a purpose, he prioritizes their learning. Dario and Miranda seem to do the same, but just as long as there is time to explain without taking time for the next step of the class.

*"Yes, according to the etymology of philosophy; love for the knowledge, hence passion to find the truth; I consider extending as much as timing allows me to show students a new horizon and promote curiosity for the topics so they can develop a research skill under the circumstances they need or are curious about." (John)*

*"Yes" (Dario)*

*"Yes, sometimes I consult some authors" (Miranda)*

Moreover, both experienced and novice teachers, Soul, Juliete and Felicia, state they simply use their background knowledge to plan classes or even not using anything to prepare a class. In Juliete's answer she reports not knowing how to merge theory with practice, but that does not mean she does not want to do so, this is probably because she is novice, and has not found the way to do it just yet. In the case of Felicia, she reports merge theory with practice in some occasions and under specific circumstances. In other words, she thinks that practice makes perfect. In the case of Soul, he focuses on practice, he seems to neglect that there is theory behind everything.

*"No really, because I prefer to make the class more dynamic than theoretical." (Juliete)*

*"Sometimes, it depends on the topic I am teaching." (Felicia)*

*“No” (Soul)*

In question 9 *“How do you think you can improve the Lesson Plan you provided for this research? (specific aspects or elements)?”* Answers are different since it seems that all teachers have an idea about what they could change in their lesson plans. In the case of Soul and Dario, they think the interaction with students through the use of previous knowledge or real-life experiences is essential to reach a point where class no longer feels like a class but more like a sharing-stories experience. In the case of John, he strongly believes that the class can be successful as long as he uses those specific verbs in his objectives for class activities that can lead to the desired goal.

*“With activities and information with a real applicable daily context.” (Soul)*

*“Free sharing of experience and knowledge and less info that is irrelevant.”  
(Dario)*

*“Using proper verbs to create reliable objectives for the class so it goes to reach metacognition.” (John)*

Some participants mentioned taxonomies and tools such as videos. Juliete, for instance, seems to use digital tools to help students better understand the class or to reinforce the lesson. She thinks YouTube videos make class more dynamic and can also be used as a reinforcement. Miranda, however, tends to forget the lesson plan stages such as the warm-up, she does not elaborate on this but there are possible factors that may explain this. For example, she could probably be nervous and can easily forget some stages of her lesson plans since she is a novice teacher, and she does not have teaching experience.

*“I could improve it by applying dynamic activities or including more YouTube Videos for solving doubts and some online activities to reinforce the lesson.” (Juliete)*

*“Maybe I have to include a warmup, I always forget this part.” (Miranda)*

*“Using more praxis” (Felicia)*

In question 10 *“How much proving, discussion, and examination do your lesson plans receive before and after implementation?”* Most experienced teachers, Soul and Dario, claim that only a few times they revise their lesson plans beforehand; however, the other experienced teacher, John, states that before every class it is necessary to check the lesson plan before the implementation.

*“Before, 9 out of 10 times and after, 7 out of 10 times” (Soul)*

*“None ... sometimes a few [times].” (Dario)*

*“At least one hour to check or verify the activities and content are proper for the objective.” (John)*

Some novice teachers, Juliete and Felicia, state they need to have their teaching experience class tutor’s approval in order to apply the lesson plan. Only Miranda checks her lesson plan before implementation. It is important to highlight that Juliete and Felicia plan their classes mostly because their tutors in Teaching Experience have to sign them for approval in order to teach that lesson.

*“It takes me approximately one day for my planning to be designed. Also, the approval of my tutor to be able to carry it out. I also try to focus on the smallest details in case of “extra” time.” (Juliete)*

*“Sometimes my teacher checks it but not all the time as it should be.” (Felicia)*

*“Just once and it is always before [class].” (Miranda)*

### **4.3 Research Questions’ answers**

In this section the Research Questions will be answered based on the gathered information of the novice and experienced teachers.

- To what extent, are novice and experienced teachers’ lesson plan activities effective to achieve the stated objective in their classes?

From the results, it can be observed that some teachers do not follow a taxonomy per se when preparing classes, instead their lesson plans are planned according to the topic to be taught without necessarily considering the language level of students. However, sometimes they work on the lesson plan by just stating the objective and searching for those activities or topics students may feel identified with so this would get them started by means of their own experiences or previous knowledge. Also, some novice teachers declared their lesson plans needed to get feedback or approval before its application, this may show they need guidance in the first stages of their planning procedure. On the other hand, experienced teachers seem to use theoretical references, but they also highlight the idea of building rapport with students to make the class run smoothly. It seems that experienced teachers take into consideration feelings and the mood of the students as a strategy to plan activities and guide class as a way to make them feel comfortable without feeling evaluated.

- How do novice and experienced teachers classify their lesson plans as effective or not?

Experienced teachers analyze more aspects for their lesson plans that go beyond those concerning the planning process such as feelings of the students, the experiences they have lived and can be used for the class' topic, their necessities and the content of the syllabus. They go further than the conventional format of a lesson plan. On the other hand, novice teachers take into consideration those basic aspects contained in a lesson plan format such as the level of English they are teaching, the number of students, the sequencing and timing for each activity, etc. They follow the lesson plan format to the letter and go straight into their goal as a proof of accomplishment, but considering they are novice, this does not mean they may not have any interest in their students. They simply lack teaching practice and experience and focus completely on the achievement of the learning objectives instead.

- What are the differences and similarities between novice and experienced teacher's lesson plans?

Teaching experience gives another perspective to experienced teachers as they have been teaching for a longer time than the novice teachers. They already know the contexts and what aspects to consider in their teaching field which facilitates them to create and analyze different situations to achieve the desired learning goals. One perceived similarity is that most participants (novice and experienced) seem to not follow any theoretical reference when they plan and yet, they all have the same idea of what a lesson plan is used for. Moreover, most of the participants think it is essential to reach the goal no matter how the class ends as long as the objective is completed in each lesson.

#### **4.4 Discussion**

In this section the research questions' answers were analyzed, and a general conclusion is that experienced and novice teachers see lesson planning differently. Most participants see the lesson plan as a guide or map that leads to a specific goal; however, some of them also see lesson plans as a bureaucratic step in order to teach a class as it was seen in novice teachers' answers. Some novices do not have an exact idea of what a lesson plan is while experienced teachers see it as a formality. However, in the case of those participants who give credit to the lesson plan, it can be said that theoretical references are the key. Some participants guide the class as they are aware that it may go in different directions so they are one step ahead and may sure not lose the pace of the lesson.

Most participants see other elements such as feelings that can affect the course of the class and sometimes, they give more importance to that to guide the lesson plan instead of using a method. It seems easier for them and students. Nevertheless, it is visible that novice teachers focus more on the achievement of the learning objectives instead. It was also found that there is a big difference between novice and experienced teachers because experienced ones have been teaching for several years while novice do not have that much experience. Finally, it seems all participants have the same thought at the end, which is to reach the goals even though they reach them differently as it was stated in their lesson plan before.

#### **4.5 Summary**

This chapter discusses the answers to the research questions that were stated in chapter one. These research questions were mainly focused on the process followed by participants on

their lesson plans and the elements that novice and experienced teachers take into consideration for its application. First, questions of the instrument were analyzed and explained to report on participants' ideas on their lesson plan's implementation. Once all the information was gathered, the info was divided into sections according to the questions of the instruments. Each question with the participants' answers were gathered and compared one by one. After that, the answers to the research questions were stated in chapter 1 with all the participants' information.

This chapter was about analyzing all the information gathered from the instrument used for this chapter. The answers of novice and experienced teachers were compared to see those similarities and differences both aspects were taken into consideration. Another objective of this chapter was to examine the participants' answers one by one in order to be able to connect them with the results of this research using the research questions. All this work in this chapter leads to the next and final part of this research which is the chapter number five where the conclusions are going to be placed there, thus a final conclusion made by the researcher.

## **Chapter V**

### **Conclusion**

#### **5.1 Introduction**

This chapter is about the conclusion of this research on the novice and experienced teachers' lesson plan and how they conceive it for their teaching practice. The conclusions derived show the findings on the similarities and differences between experienced and novice teachers' lesson plans. The conclusions were based on the purpose, research questions and results of the study. The implications of these findings and the recommendations will also be explained.

#### **5.2 Research Contributions**

This study helped visualize those different aspects teachers (experienced and novice) take into consideration while planning a class and their perspectives of the role of a lesson plan. The contribution of this research will benefit novice teachers, in first place, and therefore the Faculty of Languages and teachers. For the novice teachers, the results of this research will help them identify what other aspects they may not be seeing when they are planning a class and how lesson plans may help in their teaching to also foresee other unexpected situations. Lesson plans should be considered a tool to guide teaching and not just a task novice or experienced teachers have to do for reaching goals. Also, the results of this research may contribute to having pre-service teachers exercise self-reflection when taking their teaching experience class as this class may become the closest experience, they are exposed to planning lessons for classes. This would also help the Faculty of Languages to

revise the teaching experience programs and improve those aspects regarding planning and lesson plan design as the participants, novice teachers, need to have more practice while creating lesson plans.

### **5.3 Limitations of the Study**

Due to the pandemic, participants (novice and experienced teachers) were mostly working from home and this made it difficult to contact participants for the study as it was not possible to reach them face to face. It should be noted that it was really difficult to get participants, especially the novice ones. Once participants accepted to answer the instrument, it was difficult to keep the communication with them because some of the participants' answers were simplistic and needed more elaboration. Some questions were not fully developed on the instrument and participants did not specify certain information a bit further. Even though they were all working online, it was not possible to contact them for expanding on their answer's opposite to face-to-face encounters. Communication with all participants was through social networks during several weeks and the idea of having any interview was out of question given the current circumstances.

The pandemic also complicated the collection of documents for this investigation because participants were asked for their lesson plans as a means to revise them and identify patterns or elements contained in their lesson plans. For example, not all the experienced teachers sent their lesson plans when asked, so they were sent messages repeatedly until they sent them. In the case of novice teachers, in the process of being contacted, some of them kindly suggested to also contact other participants. However, when contacted, these potential participants mentioned to be doing their teaching experience practice at

elementary school level which made them not eligible for this study. This situation repeated in most cases until finally finding the three eligible participants (novice) with the profile for the study.

#### **5.4 Suggestions for further research**

Despite some aspects not considered in this research, it is important to notice those aspects to be considered for further research such as interviewing teachers from the Faculty of Languages and ask about their perceptions of novice (pre-service teachers) and what they could do differently for improving their lesson plans. Another point of departure could be to ask novice teachers if the Teaching Experience subject exposes them to enough practice experience, and if those hours they teach in front of a class should decrease or increase. Also, it could be considered for further investigation how teachers from the Faculty of Languages analyze novice and experienced teachers' lesson plans to see their perspective and offer insights that lead to the improvement of the subject and for the teaching future of novice teachers mostly.

#### **5.5 Reflection**

As a teacher, I consider lesson plans important for each class. They are a guide that leads to the main goal. Nevertheless, lesson plans are not the same for novice and experienced teachers, at least, in some cases. In this study, it can be seen that most novice teachers consider lesson plans a formality, a document that needs to be checked and approved by their teaching experience tutors in order to apply it and teach the topics as required in the school's program they are assigned. As for experienced teachers, lesson plans can be seen as paperwork, a mandatory process in their jobs or even as something that can be flexible,

this means that activities may change in the practice because they change in terms of certain factors such as the environment inside the classroom or the motivation of students. However, experienced teachers know that no matter how the class may change, it needs a beginning and a closure, as this last stage means goals have been reached. This does not mean experienced teachers know all the possible answers, it is simply that they know how to handle situations and despite the circumstance they can use them in their favor for the benefit of a better environment in class.

## **5.6 Conclusion**

Despite circumstances at the start of this research, data collected offered interesting results. It was learned, for example, that even though novice and experienced teachers differ in teaching experience, they all share the same concepts regarding lesson planning. One similarity is that some experienced and some novice teachers may not give enough credit to the lesson plan but in the case of the novice this could be because they do not have enough experience to fully understand how the lesson plan works. As for the experienced teachers, some seem to neglect it and just superficially do the lesson plan because they have to, objectives are probably stated but the activities and theory are omitted when they teach.

One difference is that novice teachers teach as they sequence their lesson plan, they teach according to what they plan, and they follow the lesson plan the way they planned it. It is still somewhat a mechanical procedure as they do not give themselves the opportunity to change the lesson nor the activities they planned; their lack of experience influences their decision making. Moreover, switching the direction of what is planned or making last

minute changes is an ability that develops over time as it can be observed in the experienced teachers in this study.

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## APPENDIX A

Instructions: Complete the following questionnaire based on what you know. There are some questions where you simply have to put a check (✓)

### *\*Participants' background*

1. Age: \_\_\_\_\_ Male \_\_ Female \_\_

2. As a teacher, how long have you been teaching?

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3. What level of education are you currently teaching at?

Kindergarten \_\_\_\_\_ Elementary \_\_\_\_\_ Junior High School \_\_\_\_\_

High School \_\_\_\_\_ University \_\_\_\_\_ Other: \_\_\_\_\_

4. Since the pandemic started, have you been teaching online \_\_\_\_ or face to face \_\_\_\_ in the state of Puebla? YES \_\_\_\_ NO \_\_\_\_

If your answer is NO, please indicate the state or region where you are teaching?

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### *\*Participants' beliefs about Lesson Plans*

5. Do you think it is important to plan each class? Yes \_\_\_\_ No \_\_\_\_ Why? Please explain.

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6. In your own words, describe what a Lesson Plan is

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7. When planning your activities for each Lesson Plan, what are the elements you consider?

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8. When you plan your class, do you take into account any theoretical references or teaching philosophy?

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9. How do you think you can improve the Lesson Plan you provided for this research?  
(specific aspects or elements)

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10. How much proving, discussion, and examination do your lesson plans receive before and after implementation?

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***Your answers will be confidential and will only be used for this study***

***Thank you for your contribution ☺***