

**UNIVERSITI TEKNOLOGI MARA**

**LESSON PLANS AND TEACHING EFFECTIVENESS: A  
CASE STUDY IN AN INTERNATIONAL SCHOOL**

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UNIVERSITI TEKNOLOGI MARA**

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## AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of University Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, University Teknologi MARA, regulating the conduct of my study and research.

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## ABSTRACT

The fourth goal in Sustainable Development Goals (SDG) spells out Quality Education that demands teachers across all disciplines to teach effectively. The available literature suggests that teaching effectiveness starts from a good planning, which should be evident in the documentation of lesson plans. However, when it comes to English teachers, their demanding roles that are attributed to the value-laden content, the grading of essays, the performance pressure of high-stake testing, and the requirement of culturally appropriate pedagogies (Loh & Liew, 2016) have caused the practice of writing lesson plans to be challenged, causing the effectiveness of the teaching to be jeopardised. English teachers in international schools are not exempted from facing this problem, yet little studies have been done on the teachers in this context. Viewing learning from the Constructivist perspective, this research anticipated the Constructivist principles to be evident in the lesson plans and its implementation whereby knowledge should be co-constructed by both teacher and learners. To achieve the purpose, this research adopts a case study design using i) document analysis, ii) observation and iii) semi-structured interview to collect the data. The data from i) and ii) were analysed quantitatively using a lesson plan rubric by Student Teacher Assessment Instrument (STAI) (MACTE, 1999) and Formative Observation Form by Womack et al. (2015), respectively. The scores were interpreted based on the five-level school's KPI (unsatisfactory, satisfactory, good, very good and excellent) to determine the level of lesson plans and level of teaching effectiveness of the English teachers. Additionally, the data from iii) was analysed qualitatively using thematic analysis. The study unveils that the teachers had a moderate level of lesson plan, suggesting a need for further support in lesson planning. However, their level of teaching effectiveness was found to be high. Apart from that, the interview data reveal that other sociocultural factors, including student readiness, time constraint, class size and teacher's variables, might influence the lesson implementation, causing the incongruency between the lesson plan and the actual course of teaching. The findings of this study will be helpful for English teachers to understand the importance of writing an effective lesson plan as it helps in their teaching effectiveness. School administration and policy makers could also benefit from this study whereby necessary actions can be taken to upskill the teachers on lesson planning, resulting in effective teaching.

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## TABLE OF CONTENTS

<b>AUTHOR'S DECLARATION</b>	<b>ii</b>
<b>ABSTRACT</b>	<b>iii</b>
<b>ABSTRAK</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT</b>	<b>iii</b>
<b>TABLE OF CONTENTS</b>	<b>iv</b>
<b>LIST OF TABLES</b>	<b>vii</b>
<b>LIST OF FIGURES</b>	<b>viii</b>
<b>CHAPTER ONE INTRODUCTION</b>	<b>1</b>
1.1 Introduction	1
1.2 Background of Study	1
1.3 Statements of Problem	4
1.4 Purpose of Study	6
1.5 Research Objectives	6
1.6 Research Questions	6
1.7 Significance of the Study	6
1.8 Limitations of the Study	8
1.9 Definition of Terms	8
1.10 Chapter Summary	9
<b>CHAPTER TWO LITERATURE REVIEW</b>	<b>10</b>
2.1 Introduction	10
2.2 English Language Teaching (ELT)	10
2.2.1 English Language Teaching in National Curriculum	11
2.2.2 English Language Teaching in International Curriculum	11
2.3 Lesson Plan	12
2.3.1 Definitions of Lesson Plan	12
2.3.2 Effective Lesson Plan	14
2.3.3 Teachers' Attitude towards Lesson Plan	15
2.3.4 Lesson Plan for English Subject	16
2.4 Teaching Effectiveness	19
2.4.1 Definitions of Teaching Effectiveness	19