



Lesson Planning Practices and Lesson Planning System Design Preferences Among Novice ESL Teachers

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Abstract

This study aims at examining novice ESL teachers' lesson planning practices and their lesson planning system preferences. In addition, it is intended to investigate the relationship between the two variables. Implementing quantitative research designs, the researchers addressed 448 questionnaires. After the data screening procedure, only 232 questionnaires were usable and measurable for the descriptive and inferential data analysis. For the descriptive analysis, the study results showed that the overall mean score of lesson planning practice was 3.19. This mean score indicated that lesson planning practices among the novice ESL teachers are at a moderate level. Meanwhile, the overall mean score of lesson planning system preferences is 4.45, which revealed that these teachers are interested in having a lesson planning system to support their lesson planning process. For the inferential analysis, the data indicated that there was a statistically significant moderately strong positive correlation between lesson planning practice and lesson planning system preferences among teachers in the Northern Region of Malaysia. The findings suggested that developing a new lesson planning system should improve lesson planning practices among novice ESL teachers. Finally, this study contributes to the design principles of the desired system.

Keyword: Lesson Planning Practices, Lesson Planning System Design Preferences, Novice ESL Teachers

Introduction

Teaching is a mechanism that enables knowledge expansion. In order to meet the learning objectives, teaching elements need to be assimilated with the process significantly. Ko (2012) and Jones et al. (2011) emphasized the importance of lesson planning, making it a conspicuous daily routine for teachers.

According to Danielson (2011), teachers must have great control over teaching elements. Learning outcomes are feasible when the whole process is controlled competently (Bailey, 2013; Zakaria et al., 2017). Novice ESL teachers must prioritize, combining the teaching input based on the lesson's needs to ensure possible outcomes. Thus, lesson planning for ESL classrooms is considered a complex process for novice ESL teachers (Ab Aziz et al., 2019; Gholam, 2018; Widiati et al., 2018). Despite the complexity, the lesson planning skill and style among novice teachers can be inspired by an organized lesson planning process (Clark & Peterson, 1986).

Preparing lesson plans before lessons are compulsory for teachers regardless of their teaching experience (Ministry of Education Malaysia, 1999; Syed Ali, 2018; Wandberg & Rohwer, 2003). Failure to prepare a lesson plan may influence the teaching quality (Heidari et al., 2015). Ong et al. (2017) asserted that lesson plans need to be planned critically before the lesson to ensure output optimization in becoming an excellent teacher. Exploring a new mechanism, a computer-assisted lesson planning tool, to support teachers' lesson planning process is ideal in catering to novice ESL teachers' needs. Thus, it is essential to explore how novice teachers' current practices can influence their lesson planning system preferences. The findings of this study are crucial in determining the design principle of the new lesson planning system.

Lesson Planning Practices and Systems

Lesson planning is an essential process in commencing teaching and learning that regulates the lessons' flow (Goh et al., 2017). It allows teachers to be prepared for the uncertainties that may occur during the teaching session regardless of their teaching experience (Richard & Renandya, 2002). In other words, it is a form of coordination between ideas and teaching materials that work to assist teachers in delivering content knowledge (Ghanaguru et al., 2013). Thus, it will boost teachers' self-confidence in conducting the lesson (Marsh, 2004).

Unfortunately, several studies revealed that lesson planning is not an easy task, especially among novice teachers (Ambusaidi & Al-Farei, 2017; Bridges, 2013; Danielson, 2011). According to Gholam (2018) and Ab Aziz et al. (2019), many novice teachers failed to prepare lesson plans due to being burdened with school clerical tasks. More time spent on other works has caused less time can be allocated for lesson planning. In fact, in the Malaysian context, school administrators are also aware of this issue (Md Amin, 2013). High time-consuming in preparing a lesson plan is another issue emphasized in several studies (Akcan, 2016; Amador, 2010; Nesari & Heidari, 2014; Saad & Dawson, 2018). Higton et al. (2017) highlighted that teachers spend one to two hours preparing daily lesson plans. More than an hour is needed for teachers in Malaysia to prepare lesson plans (Hamid & Mohd Yusof, 2014), which caused disappointment (Shalem et al., 2018). Sharma et al. (2018) mentioned that lesson planning's complexity is inevitable, which requires the teacher to spend more time completing the process. Hence, a new mechanism to confront this issue is crucial in helping novice ESL teachers specifically.

As teachers, they are formulating lesson plans that determine the learning experience of students. Thus, lesson planning skill is essential for them to possess to produce good quality lesson plans. According to Brown (2009), good lesson plans mirror teachers' understanding of the class needs to achieve the learning objectives. As proposed by Tyler (1950), the lesson planning process should include four primary steps which are; (i) "specifying objectives," (ii) "selecting learning experiences for attaining objectives," (iii) "organizing learning experiences," and (iv) "evaluating the effectiveness of learning experience." If teachers manage to abide by these steps in sequence, it will allow them to efficiently organize their learning activities (Cruickshank, 2018; Denham, 2002). Even though Tyler's model is considered as comprehensive for teachers in lesson planning (Cruickshank, 2018; Denham, 2002), multiple studies have signified that novice teachers are

struggling to formulate clear learning objectives (Drost & Levine, 2017; Rodriguez & Abocejo, 2018; Jones et al., 2011). Similar findings on selecting and aligning activities (Alanazi, 2019; Sahin-Taskin, 2017; Bakar et al., 2009), organizing teaching ideas (Jones et al., 2011; Bakar et al., 2009) as well as integrating assessment in teaching (Jones et al., 2011; McTighe, 2014). In other words, less experienced English teachers struggle to prepare lesson plans. Lack of experience is considered as one of the factors influencing this deficiency (Nilsson, 2009). Thus, it can intimidate novice ESL teachers even though they have been exposed to multiple grounded lesson planning theories.

Meanwhile, for the method used in lesson planning, it has been decades since the daily lesson plan was introduced; writing on paper is a conventional method commonly used method among teachers. Ministry of Education Malaysia (1999) has indicated in the Circular Letter No. 3 of 1999; daily lesson plans can be in any form as long as it is presentable if required by the authorities. However, some constraints have been identified using this method.

Hence, the use of technology can improve the lesson planning process in the information age. The electronic support system is an alternative to support the lesson planning process as discovered in multiple studies (Calandra et al., 2007; Wang & Wedman, 2003; Hamid & Mohd Yusof, 2013; Saad et al., 2014; Ramankutty et al., 2018; Zainal Abidin, 2019). Generally, lesson planning support systems developed have shown positive impact and contribute to the lesson planning process' intensification.

Generally, most of the lesson planning support systems developed are web-based, which depend on Internet connectivity. Despite its indisputable reputation, this system is probably useless in rural areas. In Malaysia, internet connection in the rural areas remains among issues highlighted in education (Annamalai, 2019; Abdul Latef et al., 2018; Cheok et al., 2017; Mahdum et al., 2019; Ndlovu & Mostert, 2017; Yunus et al., 2018) even after the launch of 1Bestarinet. Low or no internet connectivity is a primary impediment for teachers to use the online system (Hamid & Yusof, 2013), resulting in difficulties in planning the lesson. As a result, it opposes the rationale of integrating the online lesson planning system, which is to reduce teachers' workload. Consequently, it is essential to introduce a suitable mechanism to allow teachers to train themselves in preparing lesson plans effectively and produce good quality lesson plans using technology deprived of Internet connection.

Research Objectives

This study focuses on identifying whether lesson planning system preferences are influenced by lesson planning practices among novice ESL teachers. This study aims to meet the following objective:

- To study lesson planning practices among novice ESL teachers.
- To study novice ESL teachers' lesson planning preferences.
- To investigate the relationship between lesson planning practices and lesson planning system preferences among novice ESL teachers.

This paper addresses a hypothesis, which is:

- H01: There is no statistically significant relationship between lesson planning practices and lesson planning system design preferences among novice ESL teachers.

This study emphasized the lesson planning practices among novice ESL teachers precisely in terms of conformity, efficacy, determining objectives, organizing activities, and setting the

evaluations. This study's main prospect is to enable researchers or developers to identify the design principles of a good lesson planning system to suit the needs of novice ESL teachers. Besides, this study also facilitates researchers in the lesson planning study. Thus, there will be more exploration in strengthening the lesson planning process's foundation in the ESL teaching program.

Methodology

This study applies a quantitative design, in which data analysis is performed using descriptive and inferential statistical methods. Descriptive research is a questionnaire-based study that depicts a phenomenon. This quantitative study aims to investigate in depth an area that has been or has not been studied. Additionally, if the study conducted aims to explain the characteristics of the variables used in a situation, descriptive methods should be applied (Sekaran & Bougie, 2009). Meanwhile, Creswell (2014) stated that inferential statistical methods allow data analysis to be performed from the sample to draw conclusions, inferences, or generalizations to the population. Therefore, this study's design was chosen because of its suitability in obtaining information on novice ESL teachers' current practice related to their lesson planning system preferences in the Northern Region of Malaysia.

This study's population and sample are novice ESL teachers in the Northern Region of Malaysia (Perlis, Kedah, Pulau Pinang, and Perak). The study population was 448 people. Based on the sample size calculation formula by Krejcie and Morgan (1970), it has suggested a 207 sample. However, the researchers managed to obtain 232 teachers as the study samples.

Based on the literature review, a set of questionnaires was developed to gather descriptive data regarding the lesson planning practices among novice ESL teachers, their lesson planning system preferences, and demographic information. The questionnaire is comprised of three sections with 72 questions. In Section A, the first eight questions are meant to obtain the respondents' demographic data, including age, gender, ethnic group, highest academic qualification, ESL teaching experience, duration of the lesson planning process, lesson planning format, and current method of lesson planning. Meanwhile, in Section B, the focus is on obtaining data related to novice ESL teachers' lesson planning practices. Items in Section C are to study the respondents' lesson planning system preferences. A five-point Likert scale ranging from one (Extremely Disagree) to five (Extremely Agree) was used for section B and C. Table 1 summarizes the questionnaire.

Table 1: *Summary of the Questionnaire*

Section	Measurement	Number of Items
Section A	Demographic Information	8
Section B	Teachers' Lesson Planning Practices <ul style="list-style-type: none"> ▪ Lesson Planning Conformity ▪ Lesson Planning Efficacy ▪ Determining Objectives in Daily Lesson Plan ▪ Selecting and Organizing Learning Experiences ▪ Assessment and Reflection 	53
Section C	Lesson Planning System Design Preferences	11

Descriptive statistics were used in this study, covering total score, percentage, mean frequency, and standard deviation. This analysis will be used to show the composition of the respondents as well as demographic characteristics such as gender, age, teaching experience, and current method of lesson planning. In addition, the inferential statistic used in this study is correlation analysis. This method will test the hypothesis used and explain a significant relationship between the study variables.

Data Collection and Analysis

This study has used descriptive and inferential statistical analysis to show the results of the relationship between the independent variables, namely Teachers' Lesson Planning Practices [which contains the dimensions of Lesson Planning Conformity, Lesson Planning Efficacy, Determining Objectives in Daily Lesson Plan, Selecting and Organizing Learning Experiences, and Assessment and Reflection] and the dependent variable, i.e., Lesson Planning System Design Preferences.

In general, 232 respondents of novice ESL teachers serving in the Northern Region of Malaysia were involved in this study. Of the total, 38 respondents were male (16.4%), while 194 respondents were female (83.6%). It shows that the number of female respondents was higher than the male respondents in this study. Most teachers studied were 25 years old in terms of age, which is 104 people (44.8%). It was followed by 26-year-old teachers, which was 86 people (37.1%). Finally, teachers who are 24 years old were 42 people (18.1%). Regarding the ESL teaching experience, the findings showed that 42 respondents (18.1%) have one-year teaching experience, while 104 respondents (44.8%) have been teaching English for two years. Also, 86 respondents (37.1%) have three-year teaching experience. In terms of the current method of lesson planning, the survey findings indicated that 55 respondents (23.7%) are currently using the conventional method, while 131 respondents (56.5%) use word processing software. Spreadsheet software and web-based system shared the same number of respondents, 22 (9.5%). Presentation software has the least number of users, with only two respondents (0.9%).

Table 2 indicates the average time needed by novice ESL teachers to prepare a lesson plan. Based on the responses received, 115 respondents (49.6%) stated that 15 to 30 minutes is needed in preparing a single lesson plan, while 78 respondents (33.6%) spend 31 to 45 minutes, and 28 respondent (12.1%) admitted that they allocate more than 45 minutes in lesson planning. Only 11 respondents (4.7%) spend less than 15 minutes preparing a lesson plan. The results indicated that lesson planning requires novice ESL teachers to spend more time, whereby 95.3% of the respondents spend more than 15 minutes to formulate a lesson plan for a single lesson. It implies that this process is time-consuming. This result is almost certainly influenced by the respondents' method of lesson planning.

Table 2: Average Time Needed to Prepare a Lesson Plan

Average Time Needed to Prepare a Lesson Plan	Frequencies (N=232)	Percentage (%)
< 15 minutes	11	4.7
15-30 minutes	115	49.6
31-45 minutes	78	33.6
> 45 minutes	28	12.1

a) Descriptive Statistical Analysis: Teachers' Lesson Planning Practices

For the first dimension, the aim is to investigate the respondents' practice, especially lesson planning conformity. In other words, the items trigger the data related to the extent to which teachers conform to preparing lesson plans before instruction. Table 3 summarizes the findings on the lesson planning conformity. Mean values for most items in this dimension are lower than 2.00 except for item 1, whereby the mean value is 3.89 (with the lowest standard deviation value, 0.461), which has indicated that respondents have issues in preparing lesson plans consistently.

Table 3: Means and Standard Deviations of Each Item in Lesson Planning Conformity

Lesson Planning Conformity	N	Mean	SD
1) I prepare lesson plans before every teaching session.	232	3.89	0.461
2) I prepare my own lesson plan to meet the needs of my students.	232	1.89	0.819
3) I prepare my own lesson plan to meet the needs of the lessons.	232	1.88	0.823
4) I avoid using lesson plans prepared by other teachers without considering current students' needs.	232	1.71	0.806
5) I avoid using lesson plans prepared by other teachers without considering current students' abilities.	232	1.68	0.780
6) I avoid reusing my previous lesson plans without considering current students' needs.	232	1.89	0.819
7) I avoid reusing my previous lesson plans without considering current students' abilities.	232	1.88	0.823

Meanwhile, Table 4 summarizes the descriptive analysis for another dimension of the lesson planning practice, lesson planning efficacy. Based on the findings, most of the mean values are range between 2.35 and 2.61, with consistent responses from the respondents. It concluded that the respondents are struggling and have some concerns about their lesson planning ability due to lesson planning complexity. Therefore, the technical aspect of lesson planning needs more attention to lessen the density of the process.

Table 4: Means and Standard Deviations of Each Item in Lesson Planning Efficacy

Lesson Planning Efficacy	N	Mean	SD
1) I do not face difficulty in lesson planning.	232	2.48	1.006
2) In the planning phase, I do not hesitate about how to begin planning for lessons.	232	2.53	0.957
3) Timing activities are not difficult for me because I know how the lesson will go into the class.	232	2.61	1.083
4) Planning for lessons do not take too much of my time.	232	2.35	0.986
5) While planning, I have difficulties in formulating clear objectives for my lesson plans.	232	2.51	1.162
6) Sequencing activities appropriately is a difficult task for me.	232	2.40	1.027
7) Due to the unpredictability of the classroom context, it is difficult to decide on what I am going to do in my classes.	232	2.46	1.039

The researchers also gave attention to the third dimension of the lesson planning practice to explore respondents' approaches in determining learning objectives, as shown in Table 5. The findings show that most of the mean values are below 3.00 (with standard deviations between

0.528 and 1.139). However, two items (item 7 and item 9) have a greater mean value than the rest, with value 4.12 and 4.11. It suggested that the respondents are struggling to determine the objectives of the lesson. Thus, it indicated that novice ESL teachers need a system that can help them determining learning objectives.

Table 5: Means and Standard Deviations of Each Item in Determining Objectives in Daily Lesson Plan

Determining Objectives in Daily Lesson Plan	N	Mean	SD
1) The learning objective characteristics that I have planned could measure students' behaviour.	232	2.58	0.904
2) The learning objective characteristics that I have planned able to predict students' behaviour.	232	2.60	0.882
3) The learning objective characteristics that I have planned have criteria in explaining skills.	232	2.64	1.051
4) The learning objective characteristics that I have planned are specific.	232	2.38	0.963
5) The learning objective characteristics that I have planned could explain students' behaviour.	232	2.52	1.139
6) I prepare at least 3 learning objectives for each lesson I teach.	232	2.44	1.004
7) I refer to the curriculum when I organize my learning objectives.	232	4.12	0.542
8) I refer to Bloom's taxonomy in preparing learning objectives.	232	2.55	0.934
9) I prepare learning objectives for each theme that I intend to assess.	232	4.11	0.528
10) I ensure that learning objectives are clear before I plan for assessment.	232	2.59	1.078
11) I write clear learning objectives so that students are aware of what is to be assessed.	232	2.31	0.967
12) My lesson plans have clear objectives according to the English textbook.	232	2.60	1.060
13) While preparing lesson plans, I identify meaningful goals and learning objectives of the lesson.	232	2.50	0.958
14) In the planning phase, I specify learning objectives for the lesson to be reached.	232	2.65	1.029

Next, Table 6 shows the mean values and standard deviations for items in one more dimension, selecting and organizing learning experiences. The descriptive analysis has shown that 8 out of 11 items have mean values greater than 4.00, which indicates that the respondents can determine suitable teaching and learning activities for the lesson. In fact, another three items have moderate mean values between 3.83 and 3.99. In other words, this dimension is not the respondent's primary concern. It is proven through the value of the standard deviation for the items, between 0.622 and 0.736. Based on the findings, the least mean score ($M = 3.83$) for this construct is novice ESL teachers' ability to include higher-order thinking skills in formulating the lesson plan. Novice ESL teachers' weaknesses also influence it in formulating learning objectives as defined in Table 5. It is because learning objectives are fundamental to determine the flow of the lesson. Learning objectives should be formulated using operational verbs based on standard competency (Ula, 2019), which can be taken from Bloom's Taxonomy that enables ESL teachers to stimulate critical thinking skills in the lesson (Munzenmaier & Rubin, 2013).

Table 6: Means and Standard Deviations of Each Item in Selecting & Organizing Learning Experiences

Selecting & Organizing Learning Experiences	N	Mean	SD
1) Teaching strategy that I have planned involves students actively.	232	4.27	0.622
2) Teaching strategy that I have planned involves higher-order thinking.	232	3.83	0.700
3) Teaching strategy that I have planned involves group work.	232	4.08	0.723
4) Teaching strategy that I have planned involves fun learning.	232	4.12	0.726
5) Teaching strategy that I have planned is able to improve leadership skills in students.	232	3.98	0.667
6) Teaching strategy that I have planned involves idea development.	232	4.03	0.661
7) Teaching strategy that I have planned is able to encourage self-learning.	232	4.09	0.652
8) While planning, I design various activities that are interesting to all students.	232	4.13	0.661
9) While planning, I use a variety of teaching materials.	232	4.06	0.736
10) I include set induction activities in my lesson plans.	232	4.02	0.727
11) I design activities based on the learning styles of different students.	232	3.99	0.651

Table 7 specifies the descriptive analysis of respondents' lesson planning practices in stating assessment and reflection. All mean values are between 4.09 and 4.33, with standard deviations value between 0.583 and 0.665. It proves that the respondents have no issues in specifying the method of evaluation in lesson planning. Thus, this sub-domain may not influence the lesson planning system design preferences.

Table 7: Means and Standard Deviations of Each Item in Assessment and Reflection

Assessment and Reflection	N	Mean	SD
1) I ensure that appropriate assessment strategies are employed.	232	4.12	0.610
2) While preparing lesson plans, I decide on how to assess my students' learning.	232	4.16	0.583
3) Evaluating my lesson plan after its implementation leads to my professional development.	232	4.16	0.623
4) After I deliver the lesson, I think if my lesson plan was effective or not.	232	4.30	0.660
5) The result of assessment and reflection is used in determining improvement in students' performance.	232	4.19	0.616
6) The result of assessment and reflection is used in giving written reports to parents.	232	4.09	0.665
7) The result of assessment and reflection is used in determining the strength and weaknesses of students.	232	4.33	0.635
8) The result of assessment and reflection is used in recording students' performance.	232	4.27	0.636
9) The result of assessment and reflection is used in recording teaching effectiveness.	232	4.25	0.655

In general, the respondents expressed concern over the need to plan for the lessons. Nevertheless, based on these five dimensions, the descriptive analysis has indicated that lesson planning among the novice ESL teachers needs to be given significant attention. Therefore, a new tool must support the lesson planning process and train them in producing good quality daily lesson plans. It is in line with the suggestion by Wild (1998), whereby lesson planning is a complex cognitive task that can be supported through the design of a performance support system.

b) Descriptive Statistical Analysis: Lesson Planning System Design Preferences

Meanwhile, Table 8 shows the descriptive analysis of the respondents' preferable lesson planning system design. All mean values are greater than 4.30, with standard deviation values between 0.605 and 0.815. It demonstrates a consensus on respondents' preferences for a good lesson planning system based on their needs and practices.

Table 8: Means and Standard Deviations of Each Item in Lesson Planning System Design Preferences

Lesson Planning System Design Preferences	N	Mean	SD
1) The lesson planning system should always be available even without an internet connection.	232	4.46	0.815
2) The lesson planning system should allow teachers to send created lesson plan files to cloud storage for sharing purposes.	232	4.31	0.805
3) The lesson planning system should allow teachers to send created lesson plan files to cloud storage for future use.	232	4.36	0.771
4) The lesson planning system should be able to enhance my lesson planning skills.	232	4.43	0.680
5) The lesson planning system should be able to improve job performance.	232	4.39	0.656
6) The lesson planning system should be able to contribute to my career success.	232	4.35	0.705
7) The lesson planning system should be user-friendly.	232	4.53	0.617
8) The lesson planning system should have attractive features that appeal to the user.	232	4.48	0.644
9) The lesson planning system should provide interactive features between users and the system (such as allow the user to generate necessary output based on the input)	232	4.44	0.661
10) The lesson planning system should be easy to use.	232	4.62	0.605
11) The lesson planning system should be time-saving.	232	4.56	0.661

c) Inferential Statistical Analysis

For inference analysis, Pearson Correlation is used to describe the relationship between independent variables and dependent variables. Pallant (2010) and Palanisamy et al. (2020) stated that correlation analysis describes the strength and direction of a linear relationship between two variables. The value of "r will determine the existence and direction of the relationship between these variables." Table 9 shows the correlation results between Lesson Planning Practices and Lesson Planning System Preferences among novice ESL teachers in the Northern Region of Malaysia.

Table 9: Result of Pearson Correlation Analysis

		Correlations	
		Lesson Planning Practices	Lesson Planning System Preferences
Lesson Planning Practices	Pearson Correlation	1	.585**
	Sig. (2-tailed)		.000
	N	232	232
Lesson Planning System Preferences	Pearson Correlation	.585**	1
	Sig. (2-tailed)	.000	
	N	232	232

** . Correlation is significant at the 0.01 level (2-tailed).

This paper addresses a hypothesis, H_{01} , whereby there is no statistically significant relationship between lesson planning practices and lesson planning system design preferences among novice ESL teachers. The result of Pearson Correlation Coefficient shows that $r(232) = 0.585$, $p < 0.01$. It indicates that there is a significant positive relationship between lesson planning practices and lesson planning system design preferences among novice ESL teachers. It can be concluded that 34% of the lesson planning system design preferences variation can be explained by the variation in the lesson planning practices among novice ESL teachers. Hence, the null hypothesis is rejected. H_{01} is rejected due to the result indicating a significant positive relationship between lesson planning practices and lesson planning system design preferences among novice ESL teachers.

Findings and Discussion

The descriptive analysis indicates that the novice ESL teachers are having issues lesson planning practices precisely in 3 out of 5 areas: lesson planning conformity, lesson planning efficacy, and determining objectives in the daily lesson plan. Findings from multiple studies also showed that novice teachers are having difficulties preparing lesson plans (Ambusaidi & Al-Farei, 2017; Bridges, 2013; Danielson, 2011). For lesson planning system design preferences, the novice ESL teachers strongly agree to all the constructs' items. It shows that they need a new mechanism to support the lesson planning process, which is complicated for them.

Meanwhile, based on Pearson Correlation analysis, it was found that there was a significant relationship between lesson planning practice and lesson planning system preferences among novice ESL teachers ($r = 0.585$, $p < 0.01$). Therefore, H_{01} has been rejected. Based on this study's findings, to design and develop a new lesson planning system, the lesson planning practice among novice ESL teachers should be given special attention, which can indirectly increase the lesson planning quality. This finding is in line with the finding in a study by Fathil (2019), which also indicated that a lesson planning system's development should be based on the needs and current practices.

The practice of preparing a daily lesson plan is fundamental to the effectiveness of the lesson. The use of specific tools in supporting the preparation of daily lesson plans is also given attention in line with current technological developments. In fact, there have been several studies that focus on the development of lesson planning systems to provide alternatives to teachers in preparing daily lesson plans (Fathil, 2019; Saad et al., 2014; Ramankutty et al., 2018; Zainal Abidin, 2019).

Thus, there is a need to identify the lesson planning system design, which novice ESL teachers prefer to support their lesson planning practices.

Conclusion

It can be concluded that lesson planning practices among novice ESL teachers have a vital role in determining the type of lesson planning system required, which needs to be given attention, especially by potential researchers to help develop the system. Thus, this study's findings can guide the researchers in developing a new lesson planning system to increase novice ESL teachers' level of professionalism in Malaysia.

There are several possibilities for further studies to be implemented based on this study. The involvement of more study samples can improve the accuracy of the data to represent the population. This study may also be conducted on a sample of studies consisting of experienced ESL teachers so that comparisons can be made. Comparing experienced and novice ESL teachers' lesson planning practices allow the stakeholders to understand ESL teachers' needs to improve the quality of daily lesson plans that affect the quality of teaching and learning sessions in the ESL classroom. Meanwhile, a combination of qualitative and quantitative methods can be used so that the information obtained is conclusive. The lesson planning practice's evaluation of lesson planning system preferences should also be diversified by using different theoretical frameworks and instruments.

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