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A Model Lesson Plan for Teaching Reading Comprehension Skills to Secondary Level English Learners

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Abstract

A lesson plan is the backbone of effective teaching at any level. However, many secondary-level English teachers find it difficult to design effective lesson plans while teaching English as a foreign language. The main aim of this article is to provide practical guidelines for teachers on designing and implementing effective lesson plan in English language classrooms, particularly teaching reading comprehension using the Presentation, Practice and Production (PPP) framework. Adopting the qualitative, design-based methodology, the study is based entirely on secondary sources to design the lesson plan. The findings highlight the key components of a lesson plan, including objectives, materials, activities and evaluation which engage students, promote creativity and facilitate effective learning. This study concludes that a well-structured lesson plan always engages students, provides clarity, and facilitates learning. Finally, this article contributes a model lesson plan for secondary English teachers, particularly for teaching reading comprehension.

Keywords: English as a foreign language, ESA framework, lesson planning, PPP framework, and reading comprehension

Introduction

There is no exact format for a lesson plan but it is an inevitable component for teaching at any level. So, it is also called an organized blueprint that guides teachers in

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delivering an effective lesson inside the classroom. It serves as a roadmap, containing the objectives, materials, activities, and evaluation needed to help students achieve specific learning objectives. A well-crafted lesson plan guarantees that instruction for teaching English as a foreign language (EFL) is structured, interesting, and adapted to the competence levels of the students. Richards and Rodgers (2014) say that a lesson plan "defines the goals and objectives for a lesson, specifies the content to be taught, and organizes learning activities and assessments to help students achieve the desired outcomes" (p. 25). A good lesson plan should contain teaching items, objectives, teaching learning activities and evaluation and it is, therefore, a more methodical road map for teaching English, including what should be taught, how to teach it, and how to assess whether or not the intended goals are met. Similarly, Ur (2012) says that a lesson plan serves as a "framework for organizing teaching and learning activities in a coherent way" (p. 79). A competent teacher must have a solid lesson plan in order to teach them effectively in the classroom. It is assumed that effective teaching of any subject is nearly impossible without a solid lesson plan. Likewise, Farhang et al. (2023) discuss the components of the lesson plan. They define that a lesson plan should address some issues strongly that include teaching items, time, duration, target students, materials and technology, methods and techniques, strategies for engagement, classroom activities, and evaluation strategies. These components of the lesson plan are so helpful to design the clear lesson plan. Houston and Beech (2002) define a lesson plan as a teacher's roadmap that specifies both the content students need to learn and the methods through which that learning will be achieved. Similarly, Harmer (2006) discusses lesson plan in details addressing these questions "why plan at all?, what are the aims of it, what should be in a plan?, what questions do we need to ask?, what form should a plan take?, how should teachers plan a sequence of lessons?" (p. 121). These questions address almost all aspects of a lesson plan, including why, what, what form and how. Planning helps to remind teachers what they intend to do inside a classroom during a lesson period.

While designing a lesson plan, particularly for activities, there are two types of frameworks: the Presentation Practice and Production (PPP) framework and the Engage, Study and Activate (ESA) framework (Harmer, 2006). The PPP framework follows a rigid sequence which is linear in nature. First, the teacher presents a new item, which is followed by practice. Then, students are given opportunities to produce the language more freely. This model is considered as teacher-centered (Harmer, 2006). The ESA framework contains three stages, namely Engage, Study, and Activate. In contrast to the PPP framework, the ESA framework is not a rigid linear sequence, but it is more flexible while implementing. These three stages can be reordered or repeated depending on the context (Harmer, 2006).

There are various skills and aspects of the language teaching including teaching listening, teaching speaking, teaching reading and teaching writing, teaching grammar, teaching vocabulary (Harmer, 2006, Brown, 2001). One of the main teaching items is reading comprehension. It plays a crucial role in teaching language. It is related to the skill that is needed to understand and apply information contained in written material. Reading is defined as the ability of an individual to recognize a visual form, associate it with a sound and meaning (Akbar, 2023). There are different reading styles and strategies for reading. In teaching reading comprehension, students are asked to read the written materials and are evaluated on whether they comprehend them or not. Acosta (2019) defines reading comprehension as "the process through which readers engage a text and extract meaning from it" (p. 58). Reading comprehension is a type of skill in which readers read a written text first and then construct the meaning from it; therefore, it involves the integration of multiple skills. Similarly, Alyousef (2005) proposed at least six general component skills and knowledge areas for reading comprehension. They include "automatic recognition skills; vocabulary and structural knowledge; formal discourse structure knowledge; content/world background knowledge; synthesis and evaluation skills/strategies; metacognitive knowledge; and skills monitoring" (p. 144).

Many teachers often encounter challenges in designing lesson plan. These challenges include key components such as format, time allotment, objectives, teaching method, and assessment scheme (Srihidayanti et al., 2015). Secondary level English teachers who are teaching English as a foreign language in Nepal are also facing difficulties in designing a good lesson plan in general and teaching reading comprehension in particular. This gap showcases the need for designing a good lesson plan that integrates all essential components of the lesson plan, with a focus on the activities.

The main aim of this article is to design a model lesson plan for teaching reading comprehension at the secondary level, incorporating the PPP framework into classroom activities to engage students.

Methods and Materials

The study adopts a qualitative descriptive, design-based approach to develop a model lesson plan for teaching reading comprehension in English at the secondary level. The PPP framework by Harmer (2006) and Class 10 English book by Curriculum Development Centre (2023) were used as the data for this study. So, this study is primarily based on secondary sources, including books, journal articles, and frameworks in English language teaching. It synthesizes the theoretical insights to develop an

effective lesson for teaching reading comprehension in English rather than testing a hypothesis.

This article focuses on the application of a specific framework in designing a lesson plan. In the field of language teaching, there are two famous frameworks, namely ESA framework in the field of language teaching and PPP framework. The ESA framework was introduced by Harmer (2006), and the PPP framework was also introduced by Palmer and popularized by Harmer (2006). The model lesson plan in this article is based on the PPP framework and follows a descriptive method in nature.

Results and Discussion

First, this article discusses components of a lesson plan as results. Second, it presents a model lesson plan for discussion.

Components of a Lesson Plan

A good lesson plan consists of two parts. The first part includes date, class, number of students, subject, unit and teaching items that is called general information. The second part which is the main part. Brown (2001) explains that a good lesson plan should contain "goal/objectives, materials, procedures, and evaluation" (pp. 149–151). Goal refers to overall purposes, objectives state explicitly what teacher wants students to achieve from the lesson, materials are the supplementary, procedures are a set of activities and techniques implemented inside the classroom and evaluation is the final component that evaluates the students on the basis of objectives mentioned above. Following Brown (2001), components of a good lesson plan include objectives, materials, procedures and evaluation.

Objectives

Objectives should be designed for a duration of 45 minutes to one hour, making it narrow in scope. It measures only a single lesson or task. Some authors use the term 'learning competency' for 'objectives', but the two are fundamentally different. Learning competency is intended for multiple lessons and for long-term achievements, making it broader in scope. The main differences between the two can be described in terms of the

detail of the specification, level of specification where the emphasis is placed, the classification adopted and interrelationships, intent or observable result, ownership (Harden, 2002). It can be presented in simplified versions in terms of specificity, design, and assessment. From the perspective of specificity, objectives are more specific, such as concrete, measurable, and observable, whereas learning competencies are broader and skill-based. From the perspective of design, objectives are created by teachers to assess the single lesson or task, whereas learning competencies are set by the curriculum

frameworks. From the perspective of assessment, objectives are assessed through quizzes, classroom activities, and short question answers in class, whereas competencies are measured through summative tests, portfolios, and projects.

Therefore, objectives and competencies are not identical, and the use of the terms depends on the context and purpose. For the lesson plan, the term objective is the most appropriate. There are many styles for background language of the objectives. Four of them are discussed below (Kennedy, 2007, Biggs & Tang, 2011, Swales & Feak (2012), Richards & Rodgers (2014).

- i. At the end of this lesson, students will be able to ...
- ii. By the end of this lesson, students will be able to ...
- iii. On completion of the lesson, students will be able to ...
- iv. After having completed the lesson, students will be able to ...

Table 1

Background Language for Objectives

| Phrase | Tone | Emphasis | Typical Use |
|-----------------------------------|-----------------|------------------------------|---------------------------|
| At the end of this lesson | Neutral | Time point | Lesson plans |
| By the end of this lesson | Slightly formal | Process of learning | Professional lesson plans |
| On completion of the lesson | Formal | Post-lesson state | Curriculum framework |
| After having completed the lesson | Very formal | Completion as a prerequisite | Academic writing |

Generally, there are primarily four alternative phrases for framing the background language. The first type of background language for objectives 'at the end of this lesson...' focuses on time-bound class lesson's outcomes (Richards & Rodgers, 2014). So, this option is widely recommended to use while writing objectives. Similarly, the second option 'by the end of this lesson...' focuses on achievement of learning outcome, not just timing (Kennedy, 2007, Biggs & Tang, 2011). Similarly, the third option 'on completion of this lesson...' focuses on formal learning outcome stated in curriculum (Kennedy, 2007). The last option 'after having completed this lesson,' focuses on theoretical writing rather than classroom lesson plans (Swales & Feak (2012). Either 'at the end of this lesson' or 'on completion of this lesson' is a more common type of phrase for framing the background language to formulate objectives. The first one 'at the end of the lesson', is a neutral tone and is commonly used to design the lesson plan, and the second one, 'on completion of the lesson' is formal. This phrase

is usually used for designing a curriculum rather than a lesson plan. Other variants can also be used, but they are more appropriate for other purposes.

Materials

By thoughtfully selecting and integrating materials, teachers can teach the students very effectively. Teachers should select two to three materials, which are completely related to the objectives and teaching-learning activities. Materials should be designed to achieve the outcomes. Under it, teachers should list some of the materials that are required for teaching. While listing the materials, there are two main concerns about them. First, teachers have to list the ones which are necessary for the teaching-learning process in the classroom. Second, teachers should not list the materials that are understood and are redundant, such as, daily used materials, because they are already understood and are redundant. Teachers should list only those materials that they use in teaching and learning activities in the classroom. Some teachers list a large number of materials without justification. The common trick to select the materials is that it is important to avoid including an excessive number of materials without clear justification. The following is a list of materials that can be effectively used for teaching.

- i. Writing & Display Tools**
 - Flip charts/ flannel board
 - Bulletin boards & pins
- ii. Printed Resources**
 - Worksheets, handouts, Lecture note
 - Flashcards
 - Posters
 - Newspapers & magazines
- iii. Visual Learning**
 - Picture, maps, cut out
 - Realia
- iv. Models & Manipulative**
 - 3D geometric shapes
 - Fraction tiles & number lines
 - Globe & solar system models
- v. Digital & Audio-Visual**
 - Projector & screen
 - Speakers & microphone
 - Educational videos
 - YouTube

- Podcasts & recorded lectures
- vi. Interactive Technology**
 - Smartboard/interactive
 - Tablets/iPads
 - Virtual reality (VR) headsets
 - Online quizzes (Kahoot!, Quizizz)
- vii. Arts & Crafts**
 - Paints, brushes, clay
 - Scissors, glue, colored paper
 - Recycled materials (for projects)
- viii. E-Learning Platforms**
 - Learning Management Systems (Google Classroom, Moodle)
 - Educational websites (Khan Academy, Duolingo)
 - E-books & digital libraries
- ix. Collaboration Tools**
 - Video conferencing (Zoom, Microsoft Teams)
 - Online discussion forums
 - AI tools (ChatGPT, Grammarly, Deep Seek)
- x. Assessment & Feedback Tools**
 - Rubrics & grading sheets
 - Exit tickets (quick formative checks)
 - Portfolios (student work collection)
- xi. Special Needs Materials**
 - Braille books & tactile graphics
 - Large-print texts
 - Audio descriptions & sign language videos

Procedures

Brown (2002) suggests the term procedures which include warm-up, a set of activities and closure. Under a set of activities, teacher should consider appropriate proportions of time for (i) whole-class work, (ii) small group and pair work, (iii) teacher talk and (iv) student talk (Brown, 2001, p. 151).

For this study, the PPP framework proposed by Harmer (2006) was selected for activities in the context of Nepal because the PPP is a more structured, teacher-centered, and linear approach. According to the PPP framework, the teacher teaches students through controlled practice and allows them to produce language more freely, but **ESA framework also proposed by Harmer (2006)**, on the other hand, is a more flexible and student-centered framework that prioritizes engagement, with a greater emphasis on

fluency and communication. It is not a linear approach like presentation, practice, and production but more flexible, allowing stages to be reordered (e.g., "Boomerang" or "Patchwork" sequences). In the field of language teaching, both frameworks are equally important but the PPP framework is more suitable for beginner and lower-level learners and the ESA framework is more suitable for all levels of learners.

Harmer (2006) discusses the PPP framework in details. In the presentation stage, the teacher presents the context and situation and explains the meaning and form of the new language such as vocabulary and structure. The main purpose of the presentation stage is to expose students to the new vocabulary, structure, content, and information in context and make them comprehensible. For example, the teacher presents a grammar rule (e.g., the simple past) by showing examples, using visual aids, or providing a context through a short text or dialogue or might tell the meaning of difficult words through synonyms, antonyms, description, illustrations, pictures, and so on.

In the practice stage, the teacher allows students to use the language in a controlled situation, focusing more on accuracy. In this stage, students engage in controlled practice activities on any aspect of language. These activities allow students to use the new vocabulary, new structure, rules, etc., in a guided and structured way. For example, students engage in gap-filling exercises, matching tasks, or drills.

In the production stage, a teacher allows students to use the language more freely, focusing on fluency and the ability to communicate in real-life contexts. In this stage, students are encouraged to produce language in more open-ended, real-life situations and they are allowed to demonstrate their ability to use the language independently. For example, students engage in role-plays, discussions, debates, or problem-solving tasks where they can use the target language freely.

Similarly, Lazar (1993) also proposes a framework of pre-reading, while-reading and post-reading activities while teaching reading comprehension. It is highly effective for classroom implementation. Pre-reading activities focus on learners' background knowledge of the text and its author. Similarly, while-reading activities involve understanding and interpreting the text. Post-reading activities emphasize responding to the text and extending ideas.

Evaluation

Evaluation is another important component of a good lesson plan. Without evaluation, we cannot determine whether the teaching mission has been completed or not. So, evaluation plays a vital role in lesson planning. For evaluation, questions are set to address the objectives. A good evaluation of a lesson plan must assess the objectives,

and it may also assess the engagement of students, appropriateness of resources, feedback, and students' needs and interests.

A Model Lesson Plan

The following activity that is designed to teach a poem or story, or an essay is based on the PPP framework. For the model lesson plan, Class 10 compulsory English was selected, with the topic 'Thanksgiving around the World (Class 10 English book, p.24).' The teaching focus is on vocabulary and reading comprehension.

| | |
|-------------------------------------------------------------------------------------|-------------------------|
| Class: 10 | Date: 2081/12/15 |
| Subject: Compulsory English | Period: 2 nd |
| Unit: 2 | Time: 45 minutes |
| Topic: Thanksgiving around the World | |
| Teaching Items: Vocabulary Teaching and Reading Comprehension (Question and Answer) | |

Objectives: At the end of this lesson, students will be able to

- i. tell the meaning of underlined words.
- ii. answer the questions based on the exercise C.

Materials:

pictures, handouts, flashcard and flannel board

Activities: As the teacher enters the classroom, s/he

Warming up

-greet students and begins the lesson by asking a question from the previous class, telling a joke/an anecdote/ an IQ questions related to the new lesson.

Presentation

- asks students to read the paragraph one to four silently.
- presents the underlined word and explains their meanings through synonyms / antonyms / description / illustration / examples / pictures by using appropriate materials.
- explains each word in the context of the passage.
- explains the essay "Thanksgiving" in simple and clear language.

- facilitates students' understanding of the basic context and overall meaning of the essay to prepare them for deeper analysis and discussion.

- divides the class into small groups to match the underlined words with their meanings using flashcards.

- distributes handouts containing guiding questions related to the essay, such as:

- i. What is the meaning of 'feast', 'mashed', 'billed'? Can you make sentences using these words?

- ii. What is the Thanksgiving festival?

- iii. What is the main feature of American Thanksgiving?

- engages students in group discussion on various aspects of the essay including themes, style, content, and vocabulary.

- monitors students' activities and provides immediate feedback on accuracy.

provides students with opportunities to tell the meaning of these words 'feast', 'mashed', and 'billed', and to make sentences using these words.

- encourages students to tell / write about the Thanksgiving festival in their culture.

Practice

Production

Evaluation:

1. Tell the meaning of following words
 - a. Feast, b. Mashed, c. Billed
2. Answer the following questions.
 - a. What is the Thanksgiving festival?
 - b. What is the main feature of American Thanksgiving?
 - c. Write a short paragraph about the Thanksgiving in your culture.

Conclusions

There are two widely used frameworks for designing lesson plans: the ESA and PPP frameworks. Among these, the PPP framework is often considered teacher-centered and relatively straightforward to implement due to its fixed, linear sequence. This paper discussed a model lesson plan following the PPP framework while teaching reading comprehension. Without a good lesson plan, it may be challenging to teach effectively because it serves as a comprehensive roadmap that outlines the objectives, materials, activities, and evaluation to teach any content. A professional teacher always

prepares a good lesson plan before entering the class and tries to implement it in the classroom. A well-designed lesson plan gives the teacher a clear structure and sequence outlining the activities needed to achieve the desired learning outcomes. It helps avoid confusion and ensures that the teacher presents the content using appropriate and authentic materials. In conclusion, a well-structured lesson plan, regardless of the framework adopted either PPP or ESA, provides clear instructional guidance, facilitates the learning outcomes, and enhances the overall effectiveness of the teaching and learning activities.

Some implications can be drawn from the findings. First, teachers should be trained with a focus on integrating frameworks like PPP. Second, teachers are encouraged to clearly interconnect objectives, materials, activities, and evaluation while designing lesson plans. Third, the PPP framework is effective for classroom implementation, especially for teaching reading comprehension. Fourth, the proposed model lesson plan can be implemented and evaluated to validate its effectiveness in real teaching contexts.

In conclusion, this article contributes an applicable model and practical guidelines that can support secondary-level EFL teachers in designing lesson plans, especially for teaching reading comprehension.

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