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**The Role of Lesson Planning in Improving Classroom Management**

**The Case of Third Year LMD Students of English at Kasdi Merbah University of Ouargla**

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# **Dedication**

**I dedicate this work to my dear mother, for her support , help  
and her patience during all the years of my study.**

**To the pure soul of my father.**

**It is also dedicated to all my friends of study .**

**To all my friends of work , my headmasters at the faculty of  
Economic**

**without forgetting my teachers**

**To my brothers, sisters, relatives and all my family.**

**Hadja**

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## Abstract

The current study aims to investigate the role of lesson planning in improving effective classroom management. Therefore, our hypothesis is that if the teachers plan their lessons effectively ,they will better manage their classrooms .The tool used for gathering data for this study is a questionnaire. The current research contains three chapters, The first and the second chapter represent theoretical parts about lesson planning and classroom management. The third chapter is the practical part which deals with two questionnaires for both teachers and students in order to test our hypothesis. Through teacher's questionnaire administered to seven teachers at the department of English, Kasdi Merbah University of Ouargla, we tend to know if the teachers see lesson planning is important and necessary in teaching. While student's questionnaire administered to third year students at the department of English in order to know whether the students benefit from teacher's planning or not. Thus, the results show that planning plays a major role in managing the classroom.

Key Terms: Lesson Planning -Classroom Management- Teacher- Student.

### المخلص

تهدف الدراسة الحالية إلى تحقيق دور تحضير الدرس في تحسين إدارة القسم بحيث افترضنا أن تخطيط الدرس يساهم في الحفاظ على انضباط القسم، ولتأكيد هذه الفرضية استخدمنا المنهج الوصفي الذي يعتبر مناسباً. وأهداف هذه الدراسة تتدرج في تحقيق العلاقة بين المتغيرين، أما فيما يخص الأدوات المستعملة للوصول إلى هذه الأهداف فهي عبارة عن استبيانين وزعا على طلبة السنة الثالثة نظام ل م د و كذلك الأساتذة بجامعة قاصدي مرياح ورقلة ويتكون هذا البحث من ثلاثة فصول. الفصل الأول يتناول تخطيط الدرس و الثاني يتناول إدارة القسم أما الفصل الثالث عبارة عن الجانب التطبيقي مخصص لتحليل البيانات. الشيء المراد من توزيع الاستبيانات على الأساتذة هو معرفة ما إذا كان الأساتذة يرون أن تخطيط الدرس ضروري و مدى اهميته .بالنسبة لاستبيان الموجه للطلبة فقد أردنا من خلاله معرفة ما إذا كان الطلبة يستفيدون من تخطيط الدرس . النتائج المتحصل عليها تبين لنا أن تحضير الدرس له دور كبير في إدارة القسم.

الكلمات المفتاحية: تخطيط الدرس-إدارة القسم-الأستاذ-الطالب.

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# **General Introduction**

## **1. Background**

Teaching is the interaction between teacher and student who participate to realizing their own objectives. Language teaching is used to refer to anything done by material developer or teachers to facilitate the learning of the language. Therefore, we may say that teachers play a major role in planning lesson. When they prepare it effectively, they will have a well-managed classroom a teacher will still need to make decisions that related to the needs of his or her specific class. Planning can be regarded as a process of transformation during which the teacher creates ideas for a lesson based on understanding of learners' needs, problems, and interests, and on the content of the lesson itself. Classroom management is the way teacher organizes what goes on in the classroom. This research attempts to shed light on the effect of lesson planning on improving an effective classroom management

## **2. Statement of the Problem**

Lesson planning is the most crucial part in the classroom, it helps teacher in managing their classroom, because when teachers prepare their lessons in a good way , they can teach effectively and will have a good results. The conception of planning is the first and the most important step the teacher should know before s/he starts teaching.

## **3.Objectives of the research**

This research aims to investigate the role of lesson planning in improving classroom management .The study emphasizes on planning lesson because it is the most component for a successful classroom. In addition to this ,it makes teachers recognize the importance of lesson planning, and avoid any kind of problems that may face students in learning.

## **4. Research Questions**

The study intends to answer the following main questions:

- 1.What is the relationship that exists between lesson planning and classroom management ?
2. Why should a teacher plan his/her lesson before going to classroom?
- 3.How can lesson planning help teachers manage their classes ?

## **5. Research Hypothesis**

Our hypothesis is ;if teachers plan their lessons effectively they will improve their classroom management.

## 6. Significance of the Study

The Significance of the Study is to show the importance of lesson planning and its role in improving classroom management which becomes necessity nowadays in the ministerial requirement .

## 7. Methodology

In order to answer the main research questions, we will adopt descriptive methods. We use a questionnaire as an instrument to gathering data. The questionnaire is the most instrument used for getting the needed information, it will be directed to the teachers and 3<sup>rd</sup> year students of English at Kasdi Merbah University in Ouargla.

## 8. Structure of the Dissertation

This dissertation is divided into three chapters. We will start with a general introduction. Then **in chapter one** we will give definition of lesson plan and its importance, and its purposes. **In the second chapter** we attempt to explore the definition of classroom management, its importance, and its purposes, the four rules of classroom management. **The third chapter** is the applied field of research which will be devoted to the questionnaires for both teachers and learners, then to analyze process and find the results.

**Definition of Lesson Planning:** Lesson planning is a significant element of teaching-learning system. A lesson plan is a step-by-step guide that provides a structure for an essential learning. It helps the teacher in both planning and executing the lesson

**Definition of Classroom Management:** refers to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. It deals with how things are done.

# **Chapter One**

# **Lesson Planning**

## **Introduction**

Usually lesson plan is written just for teacher's own eyes and tend to be rather informal. But there may be times when the plan has to be written as a class assignment or given to an observer or supervisor, and therefore will be more formal and detailed document.( Jensen,2001, p.403).

Planning ahead to identify a course of action that can effectively reach goals and objectives is an important first step in any process. In education, the planning tool is the lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom. Lesson planning helps English as a second language (ESL),adult basic education (ABE), adult secondary education (ASE),and other instructors create a smooth instructional flow and scaffold instruction for learners.( TEAL center ,2010)

## **1. Definition of lesson planning**

### **1.1. Definition of lesson**

A lesson is a unified set of activities that focuses on one teaching objective at a time. Teaching objective states what the learners will be able to do at the end of the lesson.

Teachers use the information learned through the needs assessment to develop the objectives

<http://www.cal.org/caela/tools/program.../Part2-29LessonPlanning.pdf>  
(Center for Applied Linguistics)

### **1. 2.Pre-planning**

Before we start to make a lesson plan we need to consider a number of crucial factors such as the language level of our students, their, educational and cultural background ,their likely levels of motivation, and their different learning styles .we also need to a knowledge of the content and organization of the syllabus or curriculum we are working .

We can go on to consider the four main planning elements:

**1.2.1. Activities:** When planning, it is vital to consider what students will be doing in the classroom; we have to consider the way they will be grouped, whether they are to move around the class, whether they will work quietly side by side .We should make decisions about activities independently of what language and skills we have to teach. Our first planning is what kind of activity would be best for a particular group of students at a particular point in a lesson.(Harmer. 2006,p,308).

**1.2.2.Skills:** It is needed to make a decision about which language skills we wish our students to develop .This choice is sometimes determined by the syllabus or course book .However we still need to plan exactly how students are going to work with the skill and what sub-skills we wish to practice.

Planning decisions about language skills and sub-skills are co-dependent with the content of the lesson and with the activities which the teachers will get students to take part in.

**1.2.3.Language:**it is needed to decide what language to introduce and have the students learn ,practice, research or use.

One of the dangers of planning is that where language is the main focus it is the first and only planning decision that teachers make .But language is only one area that we need to consider when planning lessons.

**1. 2.4.Content :** lesson planners have to select content which has a good chance of provoking interest and involvement .Since they know their students personally they are placed to select appropriate content. However the most interesting content can be made bland if the activities and tasks that go with it are unimaginative .(ibid p.309 )

A lesson plan is an extremely tool that serves as a combination guide, resource and historical document reflecting our teaching philosopher ,student population ,textbooks and most importantly ,our goals for our students.

Lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize ,work with ,and react to ( Harmer ,2006,p,308)

There is some confusion about what a TEFL lesson plan is and is not. A worksheet is not a lesson plan. A handout is not a lesson plan. A classroom game or activity is not a lesson plan. In fact, there is no need for a lesson plan to ever be seen, touched, considered or dreamed of by students, and nor does it even need to exist on paper or disk, though it usually does.

A lesson plan is a teacher's plan for teaching a lesson. It can exist in the teacher's mind, on the back of an envelope, or on one or more beautifully formatted sheets of A4 paper. Its purpose is to outline the "programme" for a single lesson. That's why it's called a lesson plan. It helps the teacher in both planning and executing the lesson. And it helps the students, unbeknownst to them, by ensuring that they receive an actual lesson with a beginning, a middle and an end, that aims to help them learn some specific thing that they didn't know at the beginning of the lesson (or practice and make progress in that specific thing).

To summarize, and in very basic terms: a lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc).

( from: English club .The world's premier FREE educational website for learners + teachers of English)

-Lesson planning is a significant element of teaching-learning system. A lesson plan is a step-by-step guide that provides a structure for an essential learning. Before planning a lesson, it is essential to classify the learning outcomes for the class. It is important because it helps the teacher in maintaining a standard teaching pattern and does not let the class deviate from the topic. Pre-planning helps the teacher to be better equipped in answering questions asked by the students during the lecture. An effective lesson plan has three basic components; aims and objectives of the course, teaching and learning activities and, assessments to check student understanding of the topic.(E-learning network)

Lesson planning is a contextualized pedagogical mission which entails an informed decision-making process. The teacher should not make arbitrary and isolated decisions. These should be based on the teacher's knowledge of his students and their learning needs, interests and expectations. These should also reflect the teacher's system of beliefs and convictions concerning language and language learning. Moreover, lesson planning must fit into the overall curriculum plan adopted by the school, in line with the official language policies, a lesson plan may also need to include the competencies and standards that the lesson addresses. (<https://edalin.blogia.com/2007/090704-lesson-planning.php>)

According to ( Woodward,2001), she claimed that ,By 'planning', I mean what most working teachers do when they say they're planning their lessons and courses. Thus I take planning to include the following: considering the students, thinking of the content, materials and activities that could go into a course or lesson, jotting these down, having a quiet ponder, cutting things out of magazines and anything else that you feel will help you to teach well and the students to learn a lot, i.e. to ensure our lessons and courses are good. she does not mean the writing of pages of notes with headings such as 'Aims' and 'Anticipated problems' to be given in to an observer before they watch you teach.

She has taken a broader definition that represents the sort of mental image a working teacher might have. By 'planning' here then, she means everything a teacher does when he/she says he/ she is planning! For example, listening to students, remembering, visualizing, noting things down, flicking through magazines, rehearsing, or drinking tea while staring into space and deciding.(ibid ,2001).

## 1.2.Reasons for Planning

- The lesson plan serves as a map or checklist that guides us in knowing what we want to do next, these sequences of activities remind us of the goals and objectives of our lessons for our students. A lesson is also a record of what we did in class; this record serves as a valuable resource when planning assessment measures such as quizzes, midterms and final exams. A lesson plan is a necessity for the substitute teacher, who is expected to step in and teach what had been planned for the day.

Yet in spite of the importance of planning, a lesson plan is mutable, not written in stone; it is not meant to keep a teacher from changing the duration of an activity or forgoing an activity altogether. A good lesson plan guides but does not dictate what and how we teach. It benefits many teachers, administrators, observers and of course students. (Jensen, 2001, p. 403)

- Some teachers with experience seem to have an ability to think on their feet, and this allows them to believe that lesson planning is unnecessary. However, most teachers do not share this view and prepare their lessons. For teachers, a plan gives the lesson a framework, an overall shape. It is true that they may end up departing from it at some stage of the lesson, but at the very least it will be something to fall back on.

- For teachers, of course, good teachers are flexible and respond creatively to what happens in the classroom, but they also need to have thought ahead, to have a destination which they want their students to reach, and some idea of how they are going to get there. In the classroom, a plan helps to remind teachers what they intended to do - especially if they get distracted or momentarily forget what they had proposed.

- For students, evidence of a plan shows that the teacher has devoted time to thinking about the class. It strongly suggests a level of professionalism and a commitment to the kind of research they might reasonably expect. Lack of a plan may suggest the opposite of these teacher attributes, even if such a perception is unjustified.

- There is one particular situation in which planning is especially important, and that is when a teacher is to be observed as part of an assessment or performance review. Such plans are likely to be more elaborate than usual, not just for the sake of the teacher being observed, but also so that the observer can have a clear idea of what the teacher intends in order to judge how well that intention is carried through. (Harmer., 2007, p. 156)



There are a number of reasons why we would want to plan our courses and lessons, including the following: • Thinking things through before you teach helps to reduce feelings of uncertainty or panic and inspires you instead with a sense of confidence and clarity.

- It can inspire confidence in students who pick up a feeling of purpose, progression and coherence. • It helps you to understand what research you need to do.

- It reminds you to marshal materials beforehand, and makes it easier for you to organize the time and activity flow in classes.

- If at least some of the planning is shared with students, they too will be able to gather their thoughts before class.

- Plans can be used in lessons to get things started, and prompt memory, and can help us to answer student questions.

Working on planning after lessons, as well as before, ensures that the class you are teaching gets a balanced mixture of different kinds of materials, content and interaction types throughout the course.

- Course and lesson planning help you to develop a personal style since they involve sifting through all your information, resources and beliefs, and boiling them all down to a distillation for one particular group, time and place.

### **1.3. Procedures of planning**

#### **1.3.1 The Time and the method of planning.**

To make an appropriate lesson plan teachers need to develop a macro and micro planning. It means that teachers have to begin with a reflection of a philosophy of learning and teaching (macro level) and then, finish with a specific lesson (micro level).

When the texts and the syllabus have been selected, the next step would be the planning for the year or term. It's a great idea that newly teachers consult their colleagues and supervisors about those designs.

(Jensen 2001,p ,404)

To be perfectly honest a certain amount of planning takes place the night before a class is taught .This planning taking place just hours before entering the classroom .A good lesson plan is a result of both macro planning and micro planning(Jensen 2001,p ,404).

Macro Lesson Planning means coming up with the curriculum for the semester/month/year/etc. Not all teachers feel they are responsible for this as many schools have set curriculums and/or textbooks determined by the academic coordinator. However, even in these cases, teachers may be called upon to devise a curriculum for a new class, modify an older curriculum, or map out themes to match the target

lessons within the curriculum. The benefit of macro lesson planning is that teachers can share the overall goals of the course with their students on the first day, and they can reiterate those goals as the semester progresses. Students often lose sight of the big picture and get discouraged with their English level, and having clear goals that they see themselves reaching helps prevent this.

Micro Lesson Planning refers to planning one specific lesson based on one target (e.g., the simple past). It involves choosing a topic or grammar point and building a full lesson to complement it. A typical lesson plan involves a warm-up activity, which introduces the topic or elicits the grammar naturally, followed by an explanation/lesson of the point to be covered. Next, teachers devise a few activities that allow students to practice the target point, preferably through a mix of skills (speaking, listening, reading, writing). Finally, teachers should plan a brief wrap-up activity that brings the lesson to a close. This could be as simple as planning to ask students to share their answers from the final activity as a class.

Some benefits of micro lesson planning include classes that runs smoothly and students who don't get bored. Lesson planning ensures that you'll be prepared for every class and that you'll have a variety of activities on hand for whatever situation may arise . – (ESL Library Blog,2013)

On the macro planning ,a lesson plan is a reflection of philosophy of learning and teaching which reflected in the methodology ,the syllabus ,the texts and the other course materials and finally results in a specific lesson. In brief ,an actual lesson plan is the end point of many other stages of planning that culminate in a daily lesson..

Before a teacher steps into the second language classroom ,he or she should have developed his or her own understanding of second language learning and teaching .This background includes knowledge of theories of second language acquisition and learner characteristics as well as familiarity with both historical and current trends in second language pedagogy .This background knowledge will create a personal philosophy that is realized whenever the teacher is preparing lessons ,teaching classes. or grading assignments or tests .A good teacher cannot help but bring his or her own sense of good learning and teaching into the classroom (Jensen,2001,p,404)).

#### **1.4.Basic Principles of Lesson Planning**

As with any skill, lesson planning becomes easier over time .As teachers gain experience in the classroom ,they learn certain principles about planning .When seasoned teachers are asked to list some basic principles of lesson planning that novice teachers should be aware of ,the ones that are frequently

mentioned are actually basic principles of good teaching :coherence, variety and flexibility. These principles have proven useful for all teachers ,not just the second /foreign language teacher.

**1.4.1.Coherence:** A good lesson has a sense of coherence and flow .This means that the lesson hangs together and is not just a sequence of discrete activities .On a macro level ,links or threads should connect the various lessons over the days and weeks of a course .On a micro level ,students need to understand the rationale for each activity; also ,they learn best when there are transitions from one activity to the next.

**1.4.2.Variety:** A good lesson exhibits variety. This variety needs to be present at both the macro and micro levels .While for most students ,a certain degree of predictability to terms of the teacher, the texts ,classmates , and certain administrative procedures is contorting ,however ,to avoid boredom and fatigue. lesson plans should not follow the same pattern day after day. On a macro level ,there should be variety in terms of topics (content).Language ,and skills over the length of the course .On a micro level ,each daily lesson should have a certain amount of variety in terms of the pace of the class such as time spent on various activities ,depending on the difficulty or ease of the material being covered .

There are days when we want our students participate and be active , but there are others days when we want them a bit calmer in order to be receptive to a new material or practice a listening or reading strategy .Each lesson should also have some variety in terms of classroom organization such as whole – class ,small group ,pair and individual activities (Ibid,p,406).

**1.4.3.Flexible:** A good lesson is flexible ,lesson plans are not meant to be the tools that bind teachers to some preordained plan .Good teachers think on their feet and know when it is time to change an activity regardless of what the lesson plan says .An interesting student question can take the class in an anticipated direction that creates one of those wonderful “teaching moments” not to be missed. A brilliant idea can come as the teacher is writing on the board ,sometimes pursuing these ideas is well worth a risk of failure. Even failure can be a valuable lesson for both the novice and experienced teacher(Ibid,p,407)..

**1.5. The Importance of Lesson Planning** Why is lesson planning important? Every teacher is required to prepare a lesson plan because this is considered as guide for the day’s lessons. Lesson planning is important because it gives the teacher a concrete direction of what she/he wants to take up for the day. Research has shown that student learning is correlated to teacher planning. One major explanation is that when plan is ready, teachers can focus on its implementation. When teachers do not have to think so much about what they need to do next they are able to focus on other parts of the lesson. Lesson planning is important because it helps teachers ensure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long –term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary. An effective lesson plan includes several elements: learning objectives, quality questions, supplies and activities. It is important to have the learning objectives in mind because those should drive

the development and implementation of all activities in the classroom. Quality questions are inquiries that the teacher plans to direct at the students over the course of the lesson. Sometimes these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than simple memorization and comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets. Lesson planning is a complex yet essential part of the teaching process that changes over time as teachers gain more hands-on experience. ([www.bhojvirtualuniversity.com/slm/B.Ed\\_SLM/bedteb3u4.pdf](http://www.bhojvirtualuniversity.com/slm/B.Ed_SLM/bedteb3u4.pdf))

### **1.5.1. Benefits of Lesson Planning**

*“By failing to prepare, you are preparing to fail.”* Thus, an organized teacher will always be able to deliver the lesson within the given time frame (during the limited class timings). With the additional time saved, a teacher can give additional attention and time to students that require additional help. Also, there will be a sense of control and direction while teaching. Even if there is confusion amongst the students, the teacher will be able to guide them effectively as the teacher will be well versed with the subject matter and will be able to cater the questions without any stress.

A teachers’ most important trait is confidence. Lesson planning can help the teacher to be well prepared and be aware of what he/she intends on teaching the students. It can also help the teacher to focus more on the basic knowledge first then take the students towards the next step. The teacher will never stammer or mumble during the lecture because of the timely preparation of the lesson. Furthermore, a teacher is one of the first few inspirations of a child. Setting a good example of pre-planning can always assist a teacher to become a good inspiration and the confidence with which the teacher delivers the lesson will make the student realize the importance of planning ahead of time and adopt this habit for other disciplines of life.

The ethnic diversity in schools is increasing with the passage of time as the people from rural areas have realized the importance of education. Thus, the learning capacity of each student varies from one another. Lesson planning can minimize this understanding gap if the teacher plans the lesson effectively. This can be done by taking the first step that is, start teaching from the core so that nobody is left behind and that every student is on the same page and then the teacher moves ahead with the topic. <https://eln.io/blog/3-reasons-lesson-planning>

Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context. It is time when we envision the learning we want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality.

There are a number of benefits to writing a lesson plan. First, lesson planning produces more unified lessons . It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Teachers can reflect on

the links between one activity and the next, the relationship between the current lesson and any past or future lessons.

Second, the lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught. If a teacher has to teach, for example, a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. Similarly, if a teacher is not sure how to pronounce a new vocabulary word, this can be remedied during the lesson planning process. The opportunity that lesson planning presents to evaluate one's own knowledge is particularly advantageous for teachers of English for specific purposes.

Third, a teacher with a plan, then, is a more confident teacher. The teacher is clear on what needs to be done, how, and when. The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's confidence will inspire more respect from the learners, and helping the learners to feel more relaxed and open to learning. Some teachers feel that lesson planning takes too much time. Yet lesson plans can be used again, in whole or in part, in other lessons months or years in the future. Many teachers keep files of previous lessons they have taught, which they then draw on to facilitate planning for their current classes. In other words, lesson planning now can save time later.

Fourth, lesson plans can be useful for other people as well. Substitute teachers face the challenge of teaching another teacher's class and appreciate receiving a detailed lesson plan to follow. Knowing that the substitute is following the plan also gives the regular classroom teacher confidence that the class time is being used productively in his or her absence. In addition, lesson plans can also document for administrators the instruction that is occurring. If a supervisor wants to know what was done in class two weeks ago, the teacher only has to refer to that day's lesson plan.

Finally, lesson plans can serve as evidence of a teacher's professional performance. Teachers are sometimes asked to include lesson plans, along with other materials, as part of portfolio to support their annual performance evaluation. Teachers applying for new jobs might be asked to submit lesson plans as part of their job application so that employers can get a sense of their organizational skills and teaching style. (Tsol.org/docs)

In addition to this there are other importance of lesson planning as follows:

### **-Avoid teaching from cover to cover**

Teachers teaching from textbook cover to cover sometimes find that they are not able to accomplish their goals, and need to rush through the last few topics.

A lesson plan is important as it gives a sense of direction in relation to standards. Teachers know what is important and what is secondary. It is more important for the students to learn deeply with understanding, than to skim through many topics superficially.

### **- How to teach**

While being clear about what topics to teach is important, knowing how to teach them is the key to success in the classroom. The same topic can be (and should be) taught differently, depending on the students' skills, temperament and attitude. These considerations should influence a teacher's planning of the tasks to be presented, resources needed and pacing of the lessons. The teacher should ask questions like "Should we spend more time on concrete manipulative?", "Use more worksheets for practice?" Or even "would printing worksheets in color versus black and white make a difference?"

### **- A good lesson plan makes a confident teacher**

Many teachers teach the way they were taught as students. However, that might not be the best way. We need to constantly update ourselves with best practices that work, and how to teach more effectively. For example, a teacher who has only learned "how to" and not "why" when growing up will need to evaluate their own gap in knowledge when drawing out the lesson plans for the semester. This gives the teacher confidence when delivering the lesson in the classroom. A confident teacher inspires respect from students, which in turn reduces discipline problems.

### **- Lesson planning now saves time in future**

Lesson plans serve as a useful basis for future planning. They can be used again, in part or in whole, for future classes. Lesson planning for subsequent years can be drawn from and modified from current planning. The extra effort put in by first year teachers to plan and organize the entire year's lesson plans and resources will go a long way for subsequent years teaching the same level.

### **- Handing over and professional performance**

A clear lesson plan can be used by substitute teachers, ensuring that time is used productively, when the main teacher is not around. It can also serve as a central document for handing over to new teachers who are teaching the level for the first time. In addition, lesson plans, along with other materials, can also be used to support annual performance evaluation. Teachers applying for new job can also submit

samples of their lesson plans to show their content understanding and organizational skills. ([Teachablemath.](#))

## **1.6. The Purpose of Lesson Planning**

In order to begin with lesson planning, it is important to know the aims and objectives of the course being taught to students. A teacher should be prepared not only to teach the students but also to make sure that they take some fruitful thought regarding the lesson at the end of the class. The aims and objectives should answer questions regarding all the angles of the course. The questions could be like the following:

- What is the subject of the course?
- What should the students understand regarding the subject?
- What should they take away from the subject at the end of the class?

Most of all, the sequence of these questions is very important. Also, it will be easier to plan the lesson once these questions are answered.

### **1.6.1. Teaching and learning activities**

Once the aims and objectives are in place, it is important to make sure that the planned lesson is understandable by the students. The teacher should prepare different explanation methods for the students to understand the topic easily. The methods could include giving real-life examples or creating a hypothetical situation related to the topic. Moreover, showing videos related to the topic may also assist in better understanding. Including activities related to the lesson is helpful for students to remember the topic being taught.

The key is time management. A teacher has to time all the activities during the class hours in order to finish the lesson according to the plan. Everything including explanation, examples, and activities have to be timed in a manner that the lesson is not extended for the next class.

### **1.6.2. Assessments to check student understanding of the topic**

In order to check the understanding after the planning and learning activities, it is important that the teacher drafts questions in different ways to check the knowledge and understanding of the topic. It's the teacher's decision to check the understanding orally or in writing. For this question answer session, time is required. The questions have to be preplanned. The teacher should be aware of what she planned for the students to learn so that questions can be drafted accordingly. Also, activities can be planned to

check the knowledge and understanding of the matter. (<http://resources.eln.io/3-reasons-lesson-planning/>)

### **1.6.3. Conceptual**

It refers to a set of skills, attitudes, concepts the teacher wants his students to master, focusing mainly on the conceptual reason of planning. When intending conceptually to plan the teacher should ask a series of questions that determines the effectiveness of his plan:

- \* What knowledge, skills do teachers want students to learn?
- \* What decisions about goals and students need to be considered?
- \* What sequences of activities do best, serve meeting learning goals?
- \* What types of assessments reflect the learning's achieved?

The best way to answer those questions is through collaborative planning. It would be a remarkable opportunity for the teacher to pool thoughts, collect ideas, and share experiences with other teachers, in order to refine and develop the existing lesson plan. Because.—Lesson plans that are designed, implemented, and evaluated by a group of teachers embody multiple perspectives that provide more meaningful, challenging, and connected instructional experience for students.

### **1.6.4. Organizational**

It is concerned with all elements that are related to the physical environment and which may effect by one way or another lesson plan and the learner's progress.

- \* What time and physical factors affect planning?
- \* What budget is in place?
- \* Are materials available?
- \* What populations are served?
- \* What are the needs of the students?

So, it is through collaborative planning the teachers may improve his knowledge about the materials or resources to be used. It is not uncommon for teachers of the same subject or grade level to be unaware of what is available within the school for use in the classroom. Novice teachers may benefit from experienced one at this level. Because experienced teachers are usually aware of the appropriate materials that best meet the learners 'needs (<http://dspace.univ-biskra.dz:8080/jspui/.../Othmane%20Meriem.pdf>)

### **1.6.5. Emotional**

The teacher state of feeling affects to a great extent his lesson plans, his confidence and self-sureness and motivation are not noticeable only in his lessons, but also by his learners.

- \* What confidence level exists by the teacher?



- \* What content knowledge needs to be learned or refreshed?
- \* What level of anxiety exists when teachers is unprepared?

Novice teachers may feel safer and secure when planning with other professional teachers. That is what Maslow refers to —belonging in his hierarchy of needs, which precedes —self actualization. Stronger teachers will have a positive effect on less confident planners, who in turn will grow in their contributions to the group. Through collaborative planning, experienced teachers have venue to contribute to the next generation of teachers as newcomers are socialized into the value of lesson design, delivery, and review.

### **1.6.6. Reflective**

Lesson planning is not a one day process it is rather a whole life process, the teacher should never feel satisfied with his lesson plans, he should keep on modifying and adjusting them till they reach perfectness that what is referred as teachers as reflective practitioner.

- \* What can be learned from experience?
- \* What does or does not work?
- \* What can be done to strengthen one's teaching?
- \* Are there gaps in the curriculum that need to be addressed? Although teachers can reflect on instruction at any point in time, reflecting upon one's teaching immediately after the experience, while the experience is fresh, has distinct benefits. Teacher's work is human work, that is to say it never reach perfectness but it may get close to it, so the teacher should keep an eye toward the effectiveness, efficacy, and efficiency of his lesson plan. (<http://dspace.univ-biskra.dz:8080/jspui/.../Othmane%20Meriem.pdf>)

### **Conclusion**

A lesson plan is define as a source or tool that guides teachers through their working learning process. It is imperative for a teacher to plan his/her lessons since this has the content, method, activity, practice and material the teacher will use in the development of the class. A lesson plan is guided by objectives that the students will assimilate, lesson plan is a detailed guide for teaching a lesson.. Creating a lesson plan involves setting goals, developing activities, and determining the materials that will be used. In addition to this it helps teachers in managing their classroom effectively.

# **Chapter Two**

# **Classroom Management**

## **Introduction**

Classroom practice is improved by studying what others do successfully and understanding the principles on which their practice is based. Management emphasizes that learning and teaching are complementary activities. Just as successful managers in commerce and industry avoid disputes which disrupt production, so in the classroom successful teachers do not constantly have to demonstrate 'who is the boss'. There are times when teachers must exert their authority clearly and unmistakably, and we do not pretend that it can be otherwise. But we also believe that good classroom management depends more upon teachers and children working equitably together because they are confident together, than upon peremptory instruction and resigned obedience.

Research on classroom management has typically focused on the identification of individual practices that have some level of evidence to support their adoption within classrooms.

Textbooks are written and policies and guidelines are disseminated to school personnel based on these assumptions. Without research that examines classroom management as an efficient package of effective practices, a significant gap in our current knowledge base still exists. Understanding the components that make up the most effective and efficient classroom management system as well as identifying the effects teachers and administrators can expect from implementing effective classroom management strategies represent some of these gaps. A meta-analysis of classroom management which identifies more and less effective approaches to universal, whole-class, classroom management as a set of practices is needed to provide the field with clear research-based standards. (Oliver R, Wehby J, Daniel J. Teacher classroom management practices: Effects on disruptive or aggressive student behavior p.4).

### **2.1. Definition of management**

Management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning. This requires an ability to analyze the different elements and phases of a lesson, to select and deliver appropriate material and to reduce sources of friction.

(Colin J. Smith and Robert Laslett, 1993 ,p,viii)

A primary problem with determining research-based approaches to classroom management is establishing a definition. Classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning. Instructional procedures could also be considered classroom management by this definition; however, effective instruction alone is insufficient for establishing universal classroom management. Procedures that structure the classroom environment, encourage appropriate behavior, and reduce the occurrence of inappropriate

behavior are necessary for strong classroom management .Instructional procedures, although equally important to the classroom environment, can be considered a separate set of procedures.

(Oliver R, et al.,2011)

## **2.1 .1.Definition of classroom management**

Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe five types of actions. In order to attain a high quality of classroom management, teachers must (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students' access to learning. Additionally, Evertson and Weinstein (2006) state that teachers should (3) encourage students' engagement in academic tasks, which can be done by using group management methods procedures. Teachers must (4) promote the development of students' social skills and self-regulation. Finally, Evertson and Weinstein (2006) state that teachers should be able to (5) use appropriate interventions to assist students with behavior problems. The last two actions proposed by Evertson and Weinstein (2006) indicate that effective classroom management improves student behaviour. Hence, classroom management is an ongoing interaction between teachers and their students. Brophy (2006) presents a similar definition: "*Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)*" (p. 17). Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students.(Hanke Korpershoek,et al ,2014 )

Classroom management refers to how things are generally carried out in the classroom, it deals with how things are done; and has to do with procedures, routines, and structure. Classroom management is the teacher's responsibility.

The teacher first has to set up how the classroom function in order to expect the students to behave. Simply put, effective teachers manage their classrooms with procedures and routines. Classroom management includes the organization of students, space time, and materials so that the teacher can then allow the students to learn the intended content .It remains a challenge for veteran teachers as well, as each year brings a fresh group of students for whom to establish management practices.(Jim Walters, M.A. and Shelly Frei 2007)

There are other definitions of classroom management

-Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior.

It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules (Tan, Parsons, Hinson, & Sardo-Brown, 2003)

-Classroom management is teachers' strategies that create and maintain an orderly learning environment and discipline means teachers' responses to student's misbehavior. Classroom management is closely linked to issues of motivation, discipline and respect.

“Classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience.”( Bobbi Jo Kenyon)

## **2.2. The purpose of Classroom Management**

A well-organized classroom is a classroom in which students know how to effectively make use of the classroom and its resources. Some of the teaching objectives focus on expected academic behaviors, appropriate use of materials and learning centres, and cooperation with peers. So, teacher should play a role to create a community of learners where students play an active part in forming their environment, understand their role students, and learn how to work effectively as an individual and with peers. All actions taken by the teacher should be focused on minimizing disruptions and fostering an environment where students can learn.

The goals of classroom management are elaborated as below:

-(a) To create and maintain a positive, productive learning environment. This goal is not meant for absolute control or to create an inert, docile, and totally compliant classroom and student body. Rather, an effective classroom management is to maintain students' interest, motivation and involvement. Thus, the focus is on activities that create positive, productive and facilitative learning environment.

-(b) To support and foster a safe classroom community. Another goal of classroom management is to support and foster a safe classroom community. It means that students are allowed to make the connections needed for learning to take place. Each student needs to feel comfortable enough to discuss their previous understanding without fear of being ridiculed for their misconceptions. In order to make the students

comfortable enough to take these intellectual risks, it is necessary to set up the rules and routines . The rules and routines will give them a structure in which to interact with the teacher and each other. • The rules and routines need to be necessary, fair and specific if the students are to be expected to follow them. • Each rule or routine should come with a verbal or written description of why the rule is needed. If the rule is too vague on its own, examples should be given.

Classroom management strategy will not work if a teacher does not know his/her students. If the teacher takes the time to get to know the students, he or she can not only plan management issues better, but can also minimize disruptions in a more personal way. This has the added benefit of letting the students know that you care about them as people as well as students. There are some aims of effective classroom management plan.

- To assist students to keep task focus. Research demonstrates a significant relationship between the amount of content covered and student learning .
- To reduce distraction from learning. This is an extension of the goal to keep student task focused.
- To organize and facilitate the flow of learning activities. Assess to learning is assisted by the development of rules and routines that increase involvement. Therefore, management goal must complement learning goal.
- To help the students to manage themselves. That is, to assist students to take responsibility for their own actions as they impact their work within the class

In order to be successful in teaching, teachers need to have a planning for effective classroom management. There are six suggested planning for teachers to effectively manage a classroom. The planning include reflecting student development needs, creating a physical environment, creating a learning environment, creating, teaching and maintaining rules and procedures, managing the classroom activities, getting students to cooperate and classroom management style. Students' development level or Student characteristics.( Bobbi Jo Kenyon)

We can add some goals of classroom management

Laadjal (2013) during a lecture class about the goals of effective classroom management, she proposed three main reasons for working hard to manage classrooms:

- **More time for learning:** Laadjal (2013) stated that time is an important goal of classroom management. It is used to expand the sheer number of minutes available on learning. This sometimes calls allocated time. However, simply making more time for learning will not automatically lead to achievement.

- **Access to learning:** Also Laadjal (2013, p.1) argued that reach the second goal of classroom management –giving all learners access to learning- the teacher must make sure that everyone knows how to participate in class activity. The key is awareness. In order to participate successfully in a given activity, learners must understand the participation structure- the rules defining who can talk, what they can talk about, to whom, and how long they can talk.
- **Encouraging self-management, self-control and responsibility:** Finally, Laadjal (2013,p.2) find out that by explaining the procedures that describe how activities are to be accomplished in classroom, through they are seldom written. These procedures involve descriptions of how materials and assignments be distributed and collected, under what conditions learners can leave the room, how the grades will be determined, etc. (Amena Zouzou ,2014/2015,p,20.21)

## **2.3. Importance of Classroom Management**

One of the most important and difficult roles that a trainer plays in a classroom is that of a classroom manager. A well managed classroom offers a conducive environment for effective teaching and learning to take place. Therefore, classroom management is not simply restricted to the management and discipline of students, but includes ensuring that stressful and non-educational situations are avoided and students learn topics and subjects effectively. It is critical to understand and appreciate the effort exerted by trainer to create a well-managed classroom.

### **2.3.1. Why is Classroom management Important?**

- **To optimize student learning and achievement**

Managing the classroom includes the various intricacies of student learning that take account of expectations, interactions, motivation, and behavior. An analysis of the classroom management research shows four general components of classroom management that affect student achievement for all students. These four components are (1) rules and procedures; (2) disciplinary interventions, (3) teacher-student relationships and (4) mental set. "Mental set" refers to the mindset with which you approach your classroom management.

Improving your classroom management means you are constantly working to create a learning environment in which all students feel safe and appropriately challenged. It means the learning opportunities you provide to students are organized and delivered in ways that allow all students to succeed. Effective classroom management is a crucial component of ensuring that all students achieve in your classroom.(slideshare.2014)

- **To successfully engage students.**

Classroom management is important for ensuring that students learn the material rather than committing it to short-term memory for tests. Engaging students in lectures by moving around the room, asking questions, and employing both verbal and nonverbal teaching methods ensure that students are paying attention and taking more from the learning experience than simple facts. Engaging students boosts their confidence and makes the lesson more effective.

- **To manage classroom time effectively**

The efficient use of time is an important variable in helping students achieve learning goals and making the classroom a pleasant place for trainers and students. Instructional strategies must be planned to fit into fixed time frames.

Variables that affect your use of time include no instructional routine procedures, transitions between activities or classes, and other interruptions. Managing classroom time involves handling administrative tasks quickly and developing strategies for making transitions and interruptions as short and orderly as possible—even using them as teachable moments. These routines and procedures form the backbone of an efficiently run classroom and help students feel secure in your classroom.

- **To maintain a positive classroom atmosphere**

Developing and maintaining a positive learning environment is a foundation for effective teaching. Managing the learning environment is an ongoing active process in which the teacher must be a careful observer, communicator, facilitator, and manager.

Trainers try to offer their students a rich and inviting classroom environment because they know that the richness of students experiences are enhanced or diminished by their surroundings. The classroom atmosphere also affects the way students behave, as well as how much attention they pay to instruction.

To maintain a positive classroom environment, it is important to establish rules, procedures and standards; implement classroom routines; prevent problems from occurring, establish a clear standard of conduct; and instill a sense of respect and community among students. To further create a relaxed atmosphere in the classroom, the trainer must be friendly, understanding, respectful, patient, fair, set clear and reasonable expectations and be willing to provide help.  
(slideshare.2014)



Effective classroom managers maximize the classroom's physical space to facilitate easy teacher movement and proximity, as well as student movement and transitions. A high-quality training program necessitates a classroom rich in accessible, well-organized materials and inviting spaces where students can work alone, in groups, and with you. .(slideshare.2014)

## **2.4. Rules of classroom management**

Management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning. This requires an ability to analyze the different elements and phases of a lesson, to select and deliver appropriate material and to reduce sources of friction.

Perhaps at this highest level of perfection there may indeed be some extra ingredient of individual charisma but studies of teacher behavior (Rutter *et al.*, 1979; Wragg,1984) have noted specific skills which are demonstrated by effective teachers.

These skills can be learned and applied by newcomers to the profession because they are new skills.

As McManus (1989) sensibly points out 'teaching is more than the sum of its parts' but it is possible from research, observation and autobiographical anecdote to discern 'four rules' of classroom management applied by successful teachers which like the 'four rules' in arithmetic, once assimilated, can be applied in many different situations

### **2.4.1. Rule One: Engagement**

This rule emphasizes the point that a lesson which makes a brisk start will avoid the difficulties which can arise if pupils are not promptly engaged in useful activity. If teachers are pre-occupied with setting up displays, distributing materials or searching for equipment then there are ample opportunities for idling, chatter and other unproductive activities.. The process of 'getting them in' can be seen to involve three phases: greeting, seating and starting.

#### **2.4.1.1 Greeting**

Simply by being there before the class arrives the teacher establishes the role of host receiving the class and he is quietly able to underline his authority by deciding when pupils are invited to enter the room .There is also the vital practical advantage of being able to check that the room is tidy, that materials are available, displays arranged, and necessary instructions or examples are written on the board. This will all help to provide the mental composure essential to relaxed assurance. In larger schools, this tactic may not be easy, though professional commitment appears to be a more significant factor than distance between teaching areas in ensuring a prompt start to lessons (Rutter *et al.*, 1979).

### **2.4.1.2 Seating**

Although arrangements will vary according to the type of lesson, age of pupils and nature of activity, it is important that initially teachers decide where children should sit. Like entrance to the room, this is another aspect of the natural establishment of responsibility.

Teachers may choose to encourage children to sit with friends to promote co-operation or they may deliberately and arbitrarily disperse such centers of potential distraction: but they establish that placement and movement in the classroom are matters which they control. A seating plan showing who sits where quickly enables teachers to learn and use individual's names, so although later regrouping will be desirable, it is very useful for at least the first few lessons if a fixed pattern is set and maintained.

### **2.4.1.3 Starting**

Starting a lesson smoothly and promptly depends not only on managing the physical entrance and disposition of the student body but also the mental tuning-in of the student mind. One teacher interviewed as part of the Teacher Education Project study of first encounters between teachers and new groups of pupils, expertly and neatly sums up how to start a lesson: Right at the start of the lesson there is something for them to do: games, work cards, anything, because they rarely arrive at the same Four rules classroom management 5 time. I try to create an atmosphere in which they start science as soon as they come through the door.(Wragg, 1984).Whatever the subject or topic each lesson should start with some activity which occupies every child quietly, whilst teachers deal with registration, latecomers, lost or malfunctioning equipment. The type of activity will depend on the age and ability of the child and the nature of the lesson, but it must be something within each child's capacity to accomplish without additional help.

### **2.4.2. Rule Two: The good finish**

Though most disciplinary problems arise from a poor start to a lesson, the next most vulnerable time providing many opportunities for trouble making is the end of a teaching session. For this reason 'get them out' is cited as the second rule of classroom management.

Carefully planning the end of each lesson is a crucial part of the way in which experienced teachers successfully handle transition from one activity to another. As Gray and Richer (1988) put it, 'structure at the end of a lesson is all too easily lost in a sigh of relief that it is nearly over'. So teachers need to consider the two phases of concluding a lesson and dismissing a class.

### **2.4.2.1 Concluding**

An orderly procedure for stopping work should include consolidation and reinforcement of learning and this is difficult to achieve if children are still busy writing or engaged in collecting books and gathering materials together. It is helpful to give an early warning that it will be time to stop in 'two minutes precisely' or whatever is a 6 Effective classroom management suitable time to avoid stopping pupils in mid-sentence. It is vital that all work must cease in good time for material to be collected, books put away and still give opportunity for some revision and recapitulation. This could take the form of a brief question and answer session which will enable the teacher to check on how successfully objectives have been attained or identify points which require further attention.

Gray and Richer (1988) point out how valuable it is to use this time to give positive feedback to pupils, praising good work and reassuring those who have had difficulties that next time things will be different. It is an opportunity to refresh, restate and reinforce the theme of the lesson. It can also be a good idea to reserve some time for a game, quiz or story so that the conclusion of the lesson becomes a reward for earlier effort, particularly for those who may find the main subject content a bit of a struggle.

### **2.4.2.2 Dismissing**

Decisions about the precise method for dismissing a class will vary according to the age of the pupils. As Gray and Richer (1988) suggest, 'Arms folded, sitting up straight!' or similar ritualized instructions may be appropriate for controlling young children, but they are more likely to provoke confrontation with older pupils. Yet some sequence or pattern which facilitates the movement of bodies from inside to outside the classroom with minimum contact with furniture, equipment or each other does need to be established. It is important to remember that classes are never just leaving one place; they are going to another. Children should be helped to cue in to their next activity.

### **2.4.3. Rule Three: The lesson trace (Get on with it)**

In this context 'it' refers to the main part of the lesson, the nature of its content and the manner of its presentation. Pupils' feelings of self-esteem and sense of competence in a particular subject area will depend to a considerable extent on the teacher's ability to 'get on with it'.

#### **2.4.3.1 Content**

Difficulties in learning and consequent problems with behavior often happen because the content of a lesson is not matched to the ability of the pupils to whom it is delivered. Because persistent failure can easily result in disgruntled disaffection, careful scrutiny of the curriculum by subject departments and by individual teachers is needed to ensure that it is appropriate. Raban and Postlethwaite (1988) offer some

useful advice on how this can be done by finding out what pupils already know, starting a little further back to build on what is understood, planning small steps towards each teaching goal and being prepared to adjust these plans if progress is not being made. Activities planned for the beginning and conclusion of the session will go some way to achieving these aims, but it is also important to provide variety in the main body of the lesson particularly in double periods. The ambition to see that every child has something finished and something marked in every lesson will help maintain the pace of teaching. Such immediate feedback and reinforcement is especially important for pupils with learning difficulties, whose previous failures leave them needing frequent reassurance that they are on the right track. These children will also benefit from teachers taking particular care to deliver instructions clearly and precisely since ‘if children know what we want them to do, they will usually do it’ (Lovitt, 1977).

Finding the correct balance is not always easy, too much of the same thing becomes tedious, too many changes become confusing, but most lessons should involve some listening, some looking, some thinking, some talking, some reading and some writing.

#### **2.4.3.2 Manner**

Positive relationships develop from the manner in which people communicate with each other. For teachers, this means thinking about how they address and question children and how they convey expectations about behaviour. The atmosphere in a classroom is like any ‘weather system’ subject to change and the effective teacher is skilled at spotting and dispersing a minor disturbance before it builds up into a major depression. As in meteorology, successful forecasting requires alertness to early warning signals and these are most readily picked up by teachers who display what Kounin (1970) and Brophy and Evertson (1976) have described respectively as ‘withitness’ and ‘smoothness’.

‘Withitness’ is the somewhat dated term which describes the timeless virtue of being able to provide work at a suitable level and administer system in which pupils know what to do, where to get help if needed and what to do next when they have finished an assignment. For example, where there are difficulties in reading or comprehension, help can be provided through topic guidelines, summaries and key word charts giving explanations and spellings.

‘Smoothness’ refers to the ease with which pupils move from one activity to another. Transitions can be handled more easily and problems avoided by ensuring that supplementary activities are readily available to usefully occupy anyone who has completed their original assignment. This enables the teacher to ensure that all the class will be ready to change together from one activity or location to another. The smooth flow of classroom life is also helped by teachers avoiding too many disciplinary interruptions.

The manner in which a teacher addresses a class reflects an attitude and conveys a message not only through what is said but also through how it is said. Before speaking to the class it is essential that attention is gained by getting pupils to stop work and listen carefully.

It follows that any information to be delivered in this way should be vital enough to merit the inevitable interruption to the lesson. (Colin J. Smith and Robert Laslett ,1993)

.’ The importance of teachers using their eyes to communicate is emphasized by what might be described as a ‘lighthouse technique ‘for addressing the class recommended by Marland (1975).

#### **2.4. 4. Rule Four: Sharing**

Teachers develop good personal relationships with their pupils by fostering mutual trust and respect. To do this effectively teachers need to be aware of each child as an individual and be sensitive to the mood of the class as a whole. This means knowing who’s who and keeping track of what’s going on.

##### **2.4.4.1. Position**

Awareness of individual differences begins with the mundane but essential task of learning names and putting them accurately to faces.

Keeping the same seating plan, at least for the first few meetings with a group enables the teacher to use names correctly albeit at first by discreet reference to the plan. An active strategy should then be employed to revisualise the plan.

Other useful tactics in fixing names and faces are adding a brief written comment using the pupil’s name each time work is marked and taking every opportunity to chat informally to children outside class in playground, corridor and dining room so that some additional background information is added to the teacher’s mental picture..

##### **2.4.4.2. Environment**

Few classes or groups of pupils within a class are likely to be so purposefully malevolent as to set out on a planned campaign of disruption..Moving around the room, quietly marking work in progress, offering advice and guidance keeps attention on the task in hand. It is a natural contact between teacher and pupil which provides immediate feedback and means that if attention has wandered the teacher’s response can be to offer help with an assumed difficulty rather than reprimand about misbehavior. (ibid,1993).

## **Conclusion**

As a conclusion we can say that classroom management is the term we will use to highlight all of those positive behaviours and decisions teachers make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules.

Managing a class full of students is one of the biggest challenges faced by teachers. If teachers do not have an effective plan in place, there will not be much opportunity for students to engage in meaningful learning experiences.

# **Chapter Three**

## **Field Work**

## Introduction

This study is an attempt to investigate the role of lesson plan and its effect to improve a well managed classroom, this chapter deals with information about the sample, the description, and the analysis of the questionnaires. Also, the analysis concerns the data obtained from two different questionnaires which are named teachers' questionnaire and learners' questionnaire, this chapter will discuss and interpret the results that we have obtained from the two questionnaires.

### 3.1. Teacher's Questionnaire Analysis

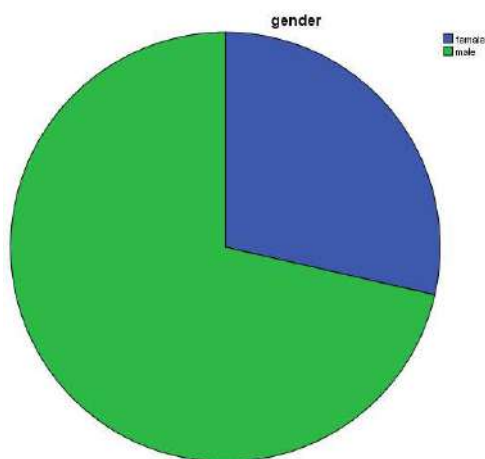
The data gathered from teacher's questionnaire will be provided with statistics by the means of SPSS system (Statistical Package for the Social Sciences).

#### Section one : general information

**Question item 01:** What is your gender?

	N <sup>0</sup>	.%
Female	2	28.6%
Male	5	71.4%
Total	7	100.0%

**Table 01:**Teacher's gender



**Graph 01:**Teacher's gender

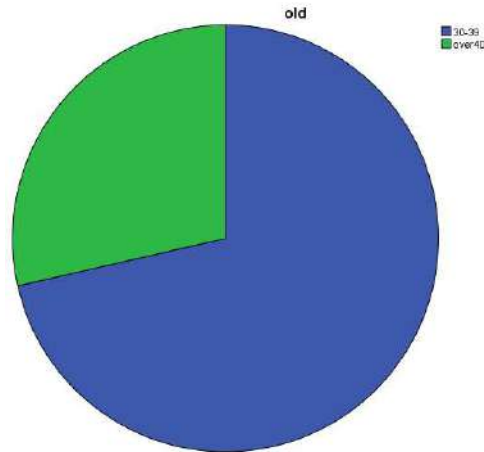
As illustrated above, almost all the teachers who answered the questionnaire are male teachers (71.4%), only two teachers are female (28.6%).

**Question item 02:** How old are you?



	N <sup>0</sup>	.%
30-39	5	71.4%
over40	2	28.6%
Total	7	100.0%

**Table 02:**Teacher's age



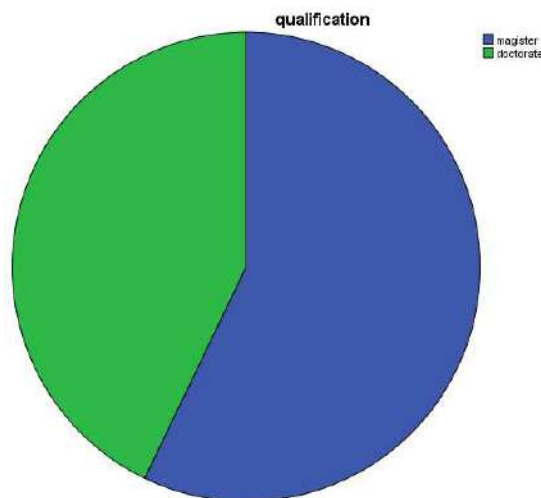
**Graph 02:**Teacher's age

It can be noted from the table above that the majority of teachers (71.4%) are Aged between 30-39 and are less experienced compared to the two other teachers (28.6%) who are over 40

**Question item 03:** What is your degree?

	N <sup>0</sup>	%
Magister	4	57.1%
Doctorate	3	42.9%
Total	7	100.0%

**Table 03:**Teacher's degree



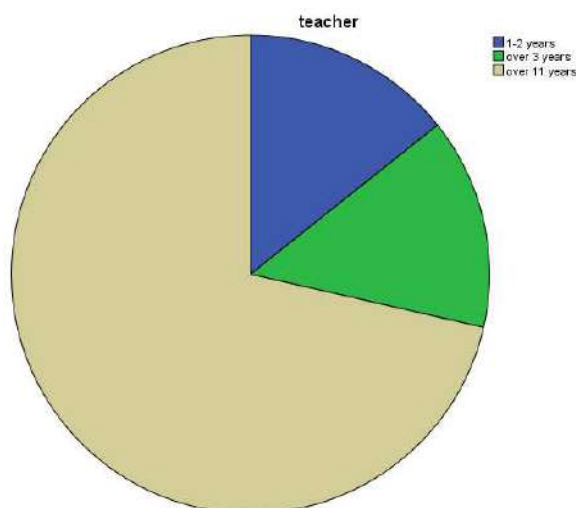
**Graph 03:**Teacher's degree

As it is illustrated (57.1%) said that they have Magister, and (42.9%) said that they have Doctorate degree,

**Question item 04:** How long have you been teaching?

	N <sup>0</sup>	%
1-2 years	1	14.3%
Over 3 years	1	14.3%
Over 11 years	5	71.4%
Total	7	100.0%

**Table 04:** Teacher's experience



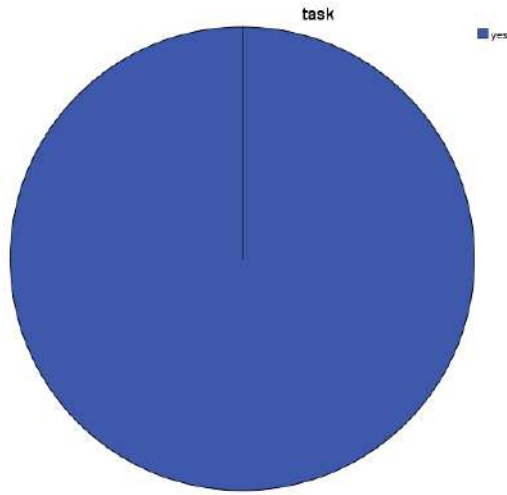
**Graph 04:** Teacher's experience

This table shows that (71.4%) said they spent teaching over 11 years, . We can notice certain balance (13.4%) from 1-2 years and (13.4%) for the teachers who have been teaching for more 3 years .This means that the majority of teachers are experienced.

**Question item 05:** Do you think that planning lesson is a task?

	N <sup>0</sup>	%
Yes	7	100.0

**Table 05:** Teacher's opinion if planning is a task



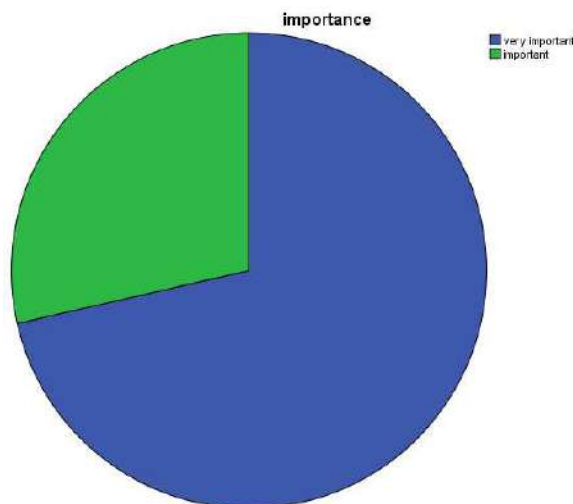
**Graph 05:** Teacher’s opinion about the planning as a task

From this result, we clearly notice that all teachers said that planning lessons is a task .This means that teachers always planned their lessons and they get a good results when they are teaching, and planning is important for them.

**Question item 06:** Do you think that planning lesson is important in teaching English ?

	N°	%
Very important	5	71.4%
Important	2	28.6%
Less Important	0	0%
Not important	0	0%
Total	7	100.0%

**Table 06:**The importance of planning lessons



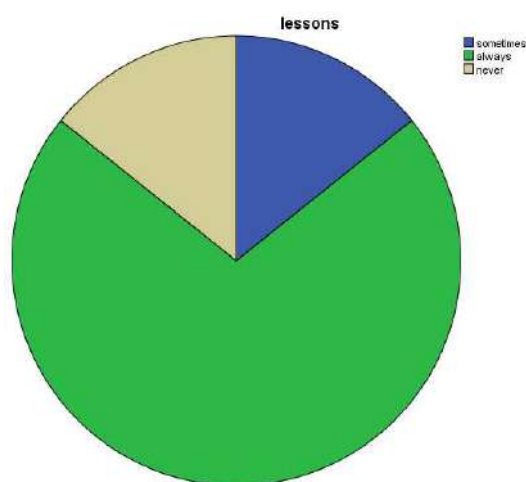
**Graph 06:**The importance of planning lessons

We notice that the great majority of teachers (71.4%) said that planning lessons is very important. While(28.6%) said that planning lessons is important . This means that the teachers are aware of the necessity of planning since no one of them see it not important or at least of a lesser importance.

**Question item 07:** How often do you plan your lessons?

	N°	%
Sometimes	1	14.3%
Always	5	71.4%
Never	1	14.3%
Total	7	100.0%

**Table 07:** Teachers planning their lessons



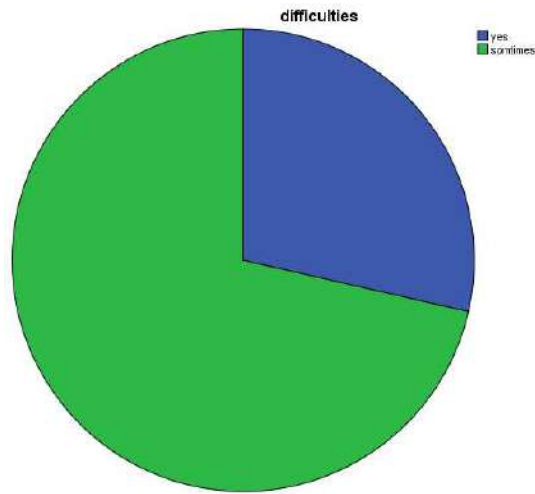
**Graph 07:** Teachers planning their lessons

The results summarizes that (71.4%) always plan their lessons. While ( 14.3%) often plan their lessons and the same percentage (14.3%) said that they never plan their lessons. So the majority of teacher plan their lesson.

**Question item 08:** Do you face difficulties in planning lesson?

	N°	%
Yes	2	28.6%
Sometimes	5	71.4%
No	0	0%
Total	7	100.0%

**Table 08:** Facing difficulties in planning lesson?



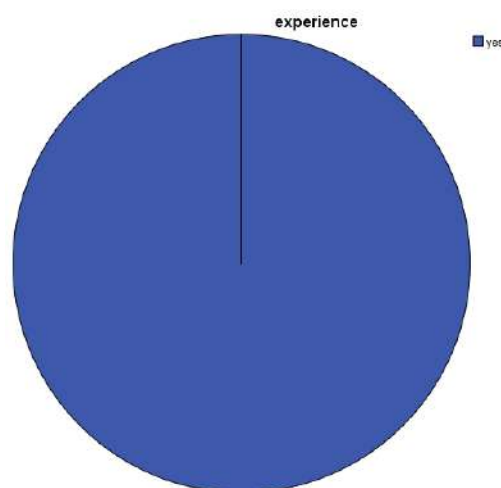
**Graph 08:** Facing difficulties in planning lesson?

From the table above we can notice that the majority of teachers (71.4%) said that they sometimes face difficulties ,while only ( 28.6%) said "yes" they actually face difficulties of different aspects, this means that teachers plan their lesson before they do their lessons.

**Question item 09:** Do you think that experienced teachers need to plan their lessons?

	N°	%
Yes	7	100.0%
No	0	0%

**Table 09:** If teachers need to plan their lessons



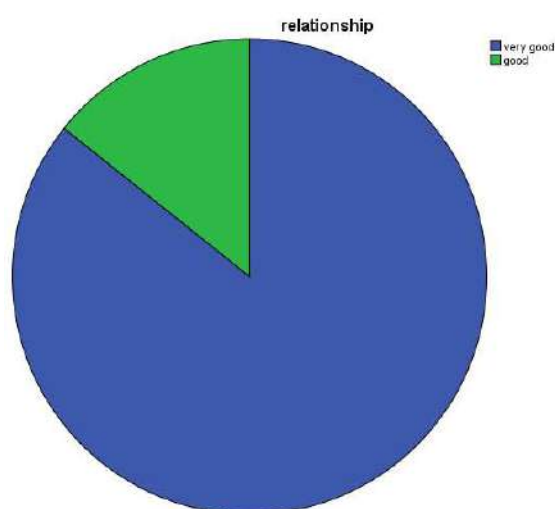
**Graph 09:** If teachers need to plan their lessons

From the table above , it is noticed that all teachers said that experienced teachers need to plan their lesson because it is an effective tool in teaching

**Question item 10:** How is your relationship with your students ?

	N°	%
Very good	6	85.7%
good	1	14.3%
Bad	0	0%
Total	7	100.0%

**Table 10:** Relationship with students



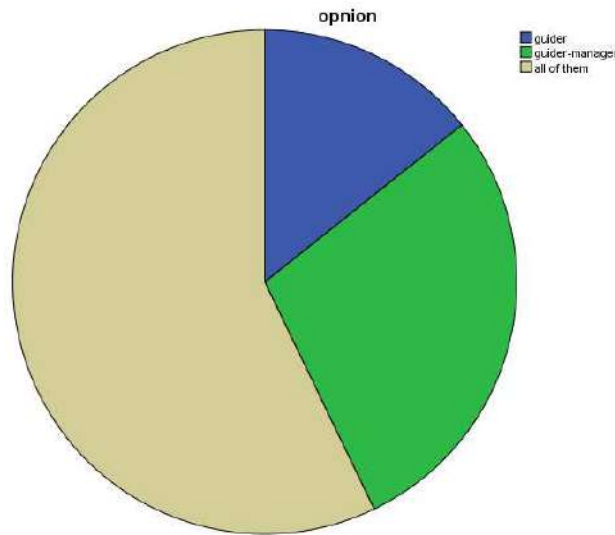
**Graph 10:** Relationship with students

As illustrated above, the majority of the teachers (85.7%) said that they have a very good relation with their students, only (14.3%) of teachers said good. This motivates teachers to well prepare and better react.

**Question item 11:** In your opinion what is the role of EFL teacher?

	N°	%
Guider	1	14.3%
Guider-Manager	2	28.6%
All of them	4	57.1%
Total	7	100.0%

**Table 11:** The role of EFL teacher



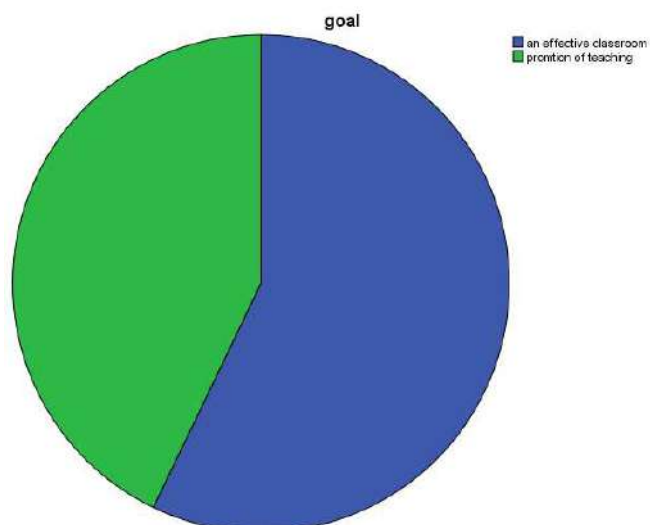
**Graph 11:** The role of EFL teacher

As shown in the table above (57.1%) of teachers said that their role is as Guider a controller- guider and a guider- manager .While (28.6%)said that their role is a guider- manager,(14.3%) of them said that their role is just as a guide .The percentage means that teacher plays a big role in teaching.

**.Question item 12:** In your opinion what is the goal of classroom management?

	N°	%
An effective classroom	4	57.1%
Promotion of teaching	3	42.9%
Total	7	100.0%

**Table12:**The goal of classroom management



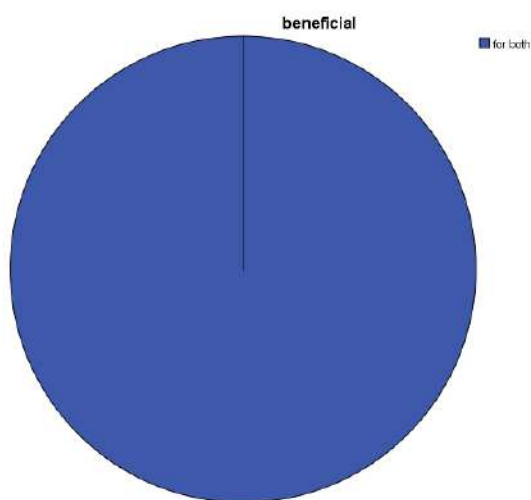
**Graph12:**The goal of classroom management

As noticed from the table above, the results show that ( 57.1%) see that the goal is to achieve an effective classroom .However ( 42.9%) said that the goal is to guarantee a promotion of teaching, this encourages both teachers and students to give more importance to their classroom.

**Question item 13:** For whom lesson planning is beneficial ?

	N°	%
For teachers	0	0%
For students	0	0%
For both	7	100.0%

**Table13:**The Beneficence of Lesson Planning



**Graph13:**The Beneficence of Lesson Planning

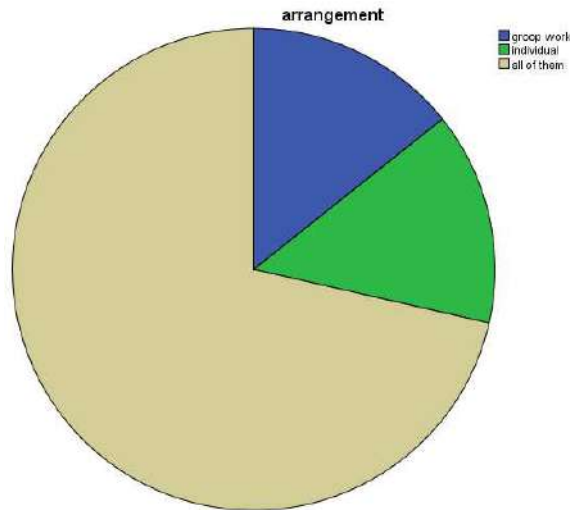
It is noticed that lesson planning is beneficial for both teachers and students. Because teachers make efforts and use many methods or ways in teaching so students do not face difficulties in learning.

**Question item 14:** How do you arrange your classroom?

	N°	%
Group work	1	14.3% %
Individual	1	14.3%
All of them	5	71.4%
Total	7	100.0%

**Table 14:**Classroom Arrangement





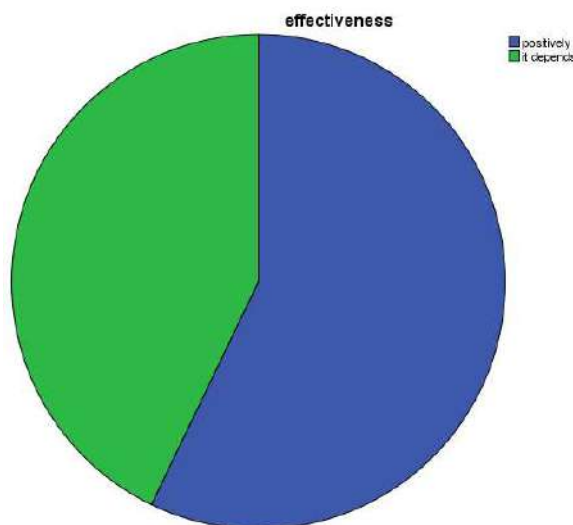
**Graph14** :Classroom Arrangement

It can be concluded from the results above that, (14.3%) of the teachers use group work while (14.3%) use individual work . However,(71.4%) use both of them this help all students to participate in the classroom and improve their skills .

**Question item 15:** How can the teacher's lesson planning impact the effectiveness of classroom management ?

	N°	%
Positively	4	57.1%
It depends	3	42.9%
Total	7	100.0%

**Table 15:**The impact of lesson planning in classroom



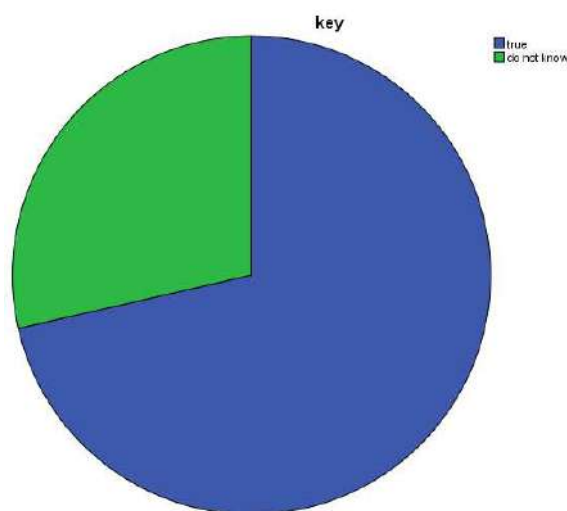
**Graph 15:**The impact of lesson planning in classroom

The table above indicates that lesson plan may affect classroom management positively (57.1%). But (42.9%) see its effectiveness depending on the lesson plan itself. Students will engage when the lesson is well prepared.

. **Question item 16:** The key for successful classroom management is planning. What do you think?

	N°	%
True	5	71.4
Do not know	2	28.6
Total	7	100.0

**Table 16:**The key for successful classroom management



**Graph 16:**The key for successful classroom management

As illustrated above, (71.4%) teachers said that planning lessons is the key for successful classroom management. While (28.6%) said do not know, this means that the majority of teachers plan their lessons because planning is beneficial for the both.

### 3.2. Student's Questionnaire Analysis

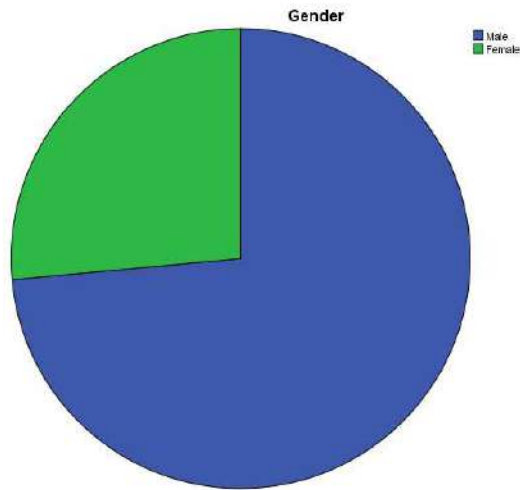
#### Section one: general information

This section contains general information about the students which are gender and level .

**Question item 01:** What is your gender?

	N°	%
Male	25	73.5%
Female	9	26.5%
Total	34	100.0%

**Table 17: Student' gender**



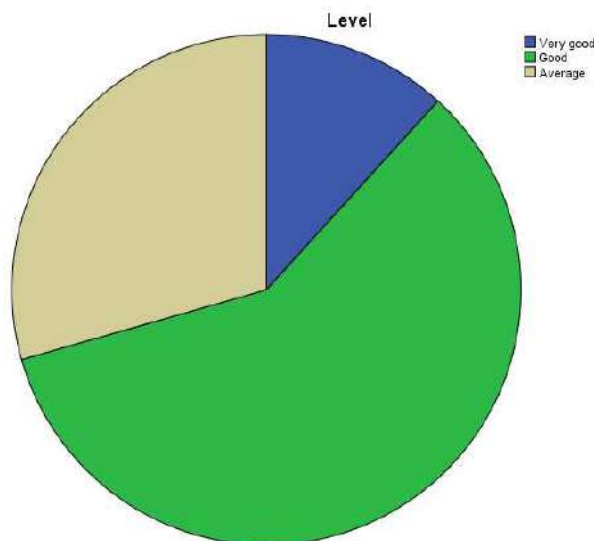
**Graph 17: Student' gender**

From the table (01), it is obvious that most of the population (73.5%) consists of male students while a small number of participants (26.5 %) are female students. This shows that males represent the majority of English language learners within our sample. That is, girls show less motivation and interest towards studying English.

**Question item 02: What is your level in English?**

	N°	%
Very good	4	11.8%
Good	20	58.8%
Average	10	29.4%
Total	34	100.0%

**Table 18: student's level in English**



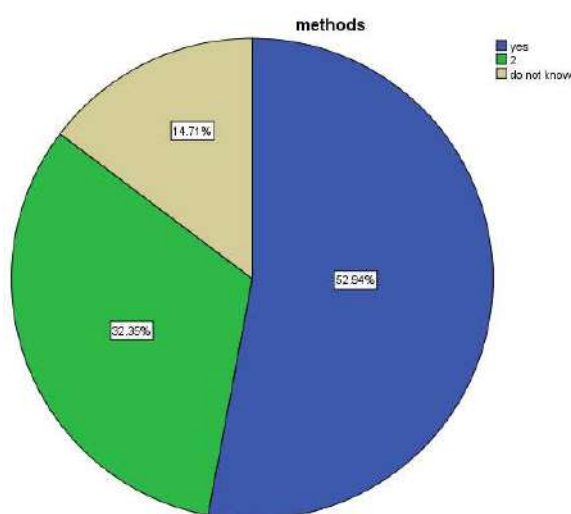
**Graph 18: Student's level in English**

As noticed above, the majority of students (58.8%) are good at English. Then, (29.4%)are average. While about( 11.8%) of students are answering that they are very good ;this means that though the level of students is different but they like English language .

**Question item 03: Does your teacher uses different teaching methods to make you learn better?**

	N°	%
Yes	18	52.9%
No	11	32.4%
Do not know	5	14.7%
Total	34	100.0%

**Table 19:**Using different teaching methods



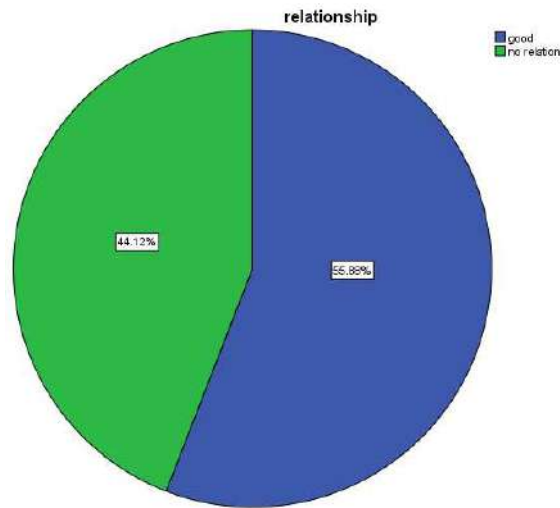
**Graph 19:**Using different teaching methods

This table shows that, the majority of students (52.9%)said yes. Then, (32.4%)said no.While about( 14.7%) of students do not know ;this means that using different methods help them to learn better.

**Question item 04: How is the relationship between you and your teacher?**

	N°	%
Good	19	55.9%
No relation	15	44.1%
Total	34	100.0%

**Table 20:**Relationship between students and teachers .



**Graph 20:** Relationship between students and teachers

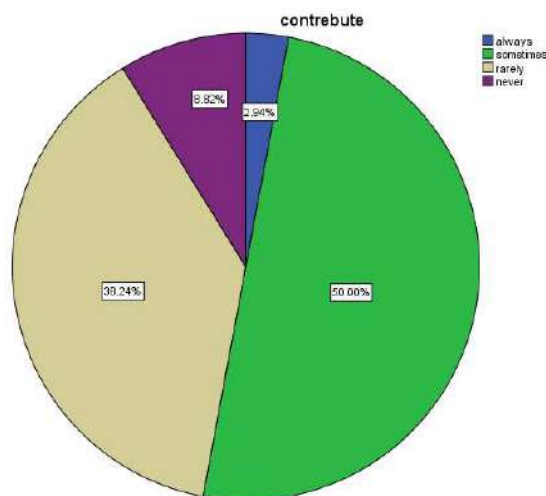
It is illustrated that (55.9%) of students have a good relation with their teachers. Then, (44.1%) have not .

This means that students give importance for the methods given from their teachers and follow the steps of teaching in classroom.

**Question item 05: Do you contribute with your teacher to manage the classroom ?**

	N°	%
Always	1	2.9%
Sometimes	17	50.0%
Rarely	13	38.2%
Never	3	8.8%
Total	34	100.0

**Table 21:** Contributing to manage the classroom



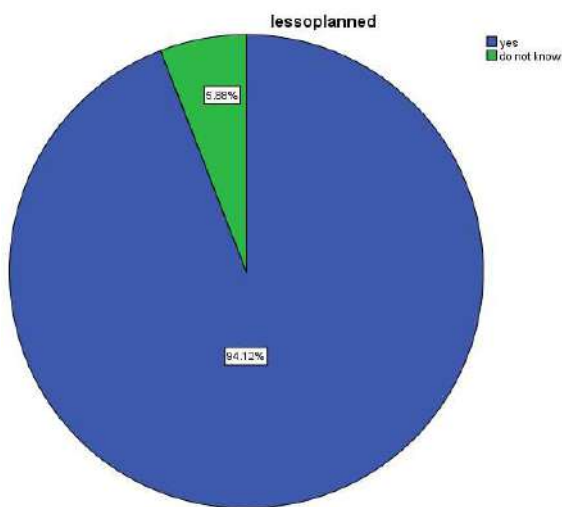
**Graph 21:** Contributing to manage the classroom

The result above showed that;(50%) students contribute to manage the classroom Sometimes , while (38.2%) students contribute for Rarely, (8.8%) students contribute for Never and the rest of them of them (2.9%) for always. We see that students want to manage the classroom.

**Question item 06: Do you think that English lessons need to be planned?**

	N°	%
Yes	32	94.1%
Do not know	2	5.9%
Total	34	100.0%

**Table 22:** planning of English lessons



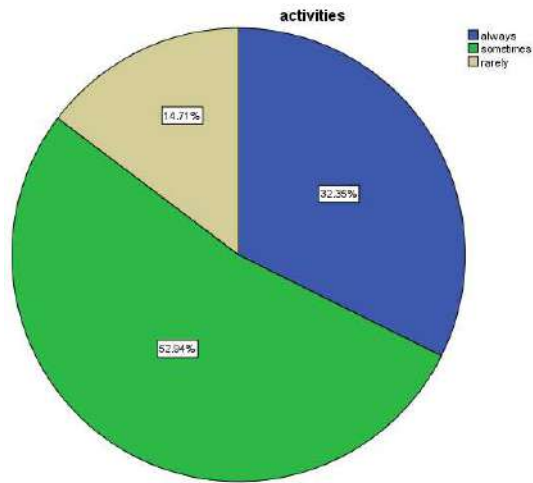
**Graph (22 ):** planning of English lessons

This table shows that;(94.1%) students said that English lessons need to be planned and (5.9%)do not know. This means that planning lessons is necessary, and helps students to improves their skills.

**Question item 07: How often does your teacher use activities in four skills?**

	N°	%
Always	11	32.4%
Sometimes	18	52.9%
Rarely	5	14.7%
Total	34	100.0%

**Table 23:** Using activities in four skills



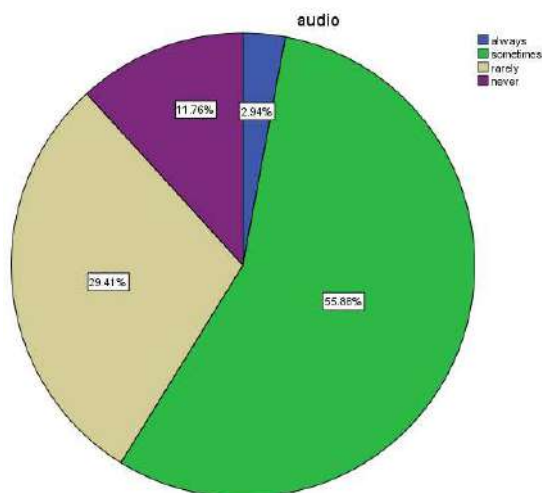
**Graph 23 :** Using activities in four skills

(52.9%) students affirmed that their teacher ‘sometimes’ use activities ,while (32.4%) stand for always. And (14.7%) opted for rarely .Using activities in four skills gives the students opportunities to learn the English language well as a foreign language.

**Question item 08: How often does your teacher use audio visual aids?**

	N°	%
Always	1	2.9%
Sometimes	19	55.9%
Rarely	10	29.4%
Never	4	11.8%
Total	34	100.0

**Table 24 :** Using audio visual aids



**Graph 24:** Using audio- visual aids

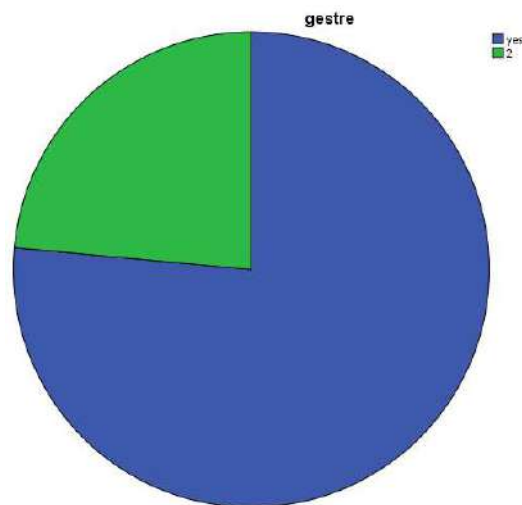
The use of audiovisuals helps students in learning. Despite, the vast majority of students (55.9%) affirmed they ‘sometimes’ use in their classrooms ,some of them (29.4%) say that they ‘rarely’ use

these aids, while (11.8%) stand for never', and a few of them (2.9%) stand for always.this means that use of audiovisual is better than the use of classical way.

**Question item 09:** Does your teacher use gestures and facial expressions to make you understand?

	N°	%
Yes	26	76.5%
No	8	23.5%
Total	34	100.0%

**Table 25:** Using gestures



**Graph 25:** Using gestures

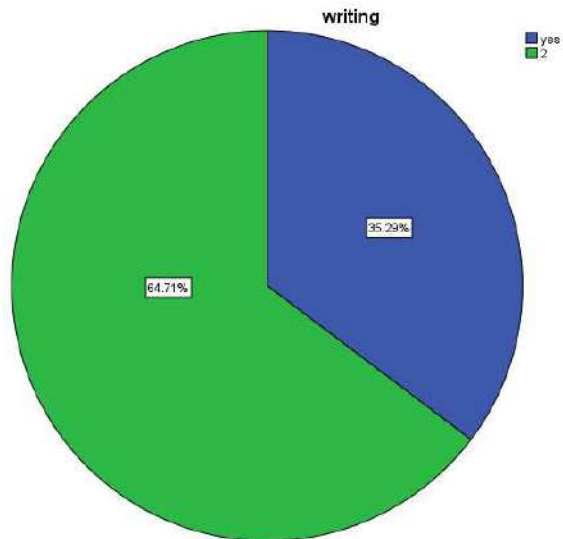
The result showed that the most of teachers (76.5%) use gestures. While (23.5%) said no. this is in order to make students understand more. Teachers use gesture in order to reduce the problems of misunderstanding and difficulties that face students in learning .

**Question item 10:** Does your teacher write on the board?

	N°	%
Yes	12	35.3%
No	22	64.7%
Total	34	100.0%

**Table 26:** Writing on the board





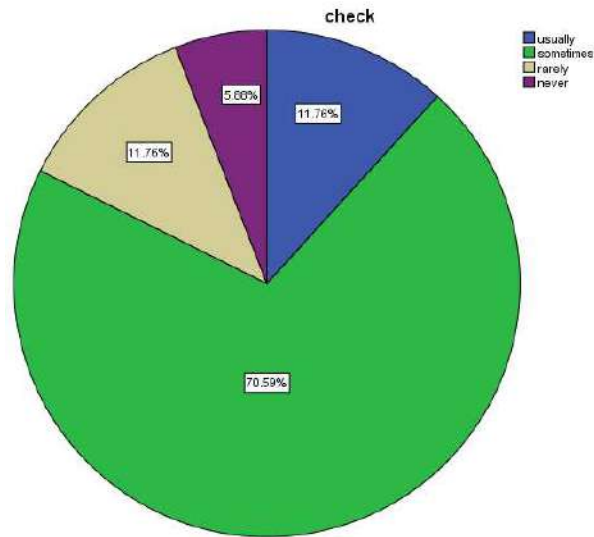
**Graph 26:** Writing on the board

As shown in table above (64.7%) of students claim that their teachers do not write on the board ,and( 35.3%) of them said yes. If the teachers write on the board students get more engaged. even teachers have materials for writing in the board, but they do not prefer to use them because they use other different ways for their students in order to learn more.

**Question item 11:** How often does your teacher check your understanding of the lesson ?

	N°	%
Usually	4	11.8%
Sometimes	24	70.6%
Rarely	4	11.8%
Never	2	5.9%
Total	34	100.0%

**Table 27:**Checking understanding of the lesson



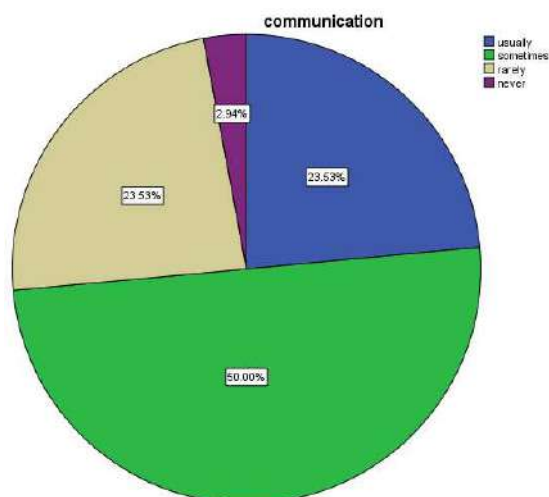
**Graph 27:**Checking understanding of the lesson

As it is illustrated ;(70.6%) indicates that teachers " Sometimes check the understanding of their students \_ ' while (11.8%) students stand for \_Rarely \_, and \_usually a few of them (5.9%) opted for \_Never .According to the level of students and their feedback and the importance that they give for their teachers and lessons. Teachers do not check .

**Question item 12:** How often does your teacher communicate with you?

	N°	%
Usually	8	23.5%
Sometimes	17	50.0%
Rarely	8	23.5%
Never	1	2.9%
Total	34	100.0%

**Table28:** Communication with the teacher



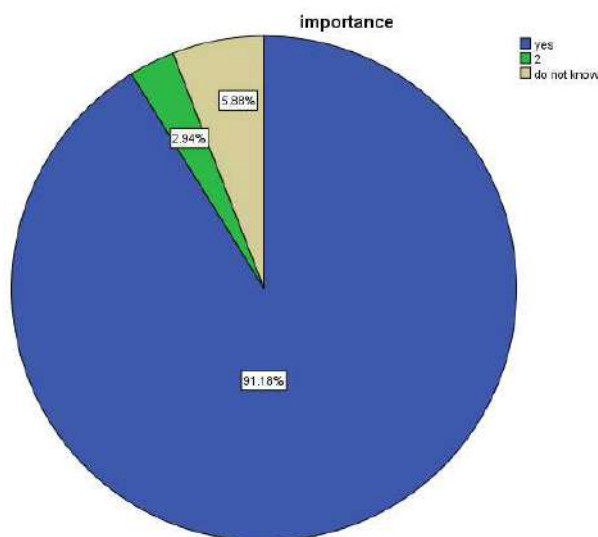
**Graph28:** Communication with the teacher

As it is mentioned in the table above ;(50%) indicates that teachers "Sometimes" communicate with their students \_ while (23.5%) students stand for \_Rarely \_, and \_usually a few of them (2.9%) opted for \_Never. teachers do not like to communicate with their students ,it depends of the number of students in group.

**Question item 13:**Do you think that lesson plan is very Important for your to understand easily ?

	N°	%
Yes	31	91.2%
No	1	2.9%
Do not know	2	5.9%
Total	34	100.0%

**Table 29:** The importance of lesson planning



**Graph 29:** The importance of lesson planning

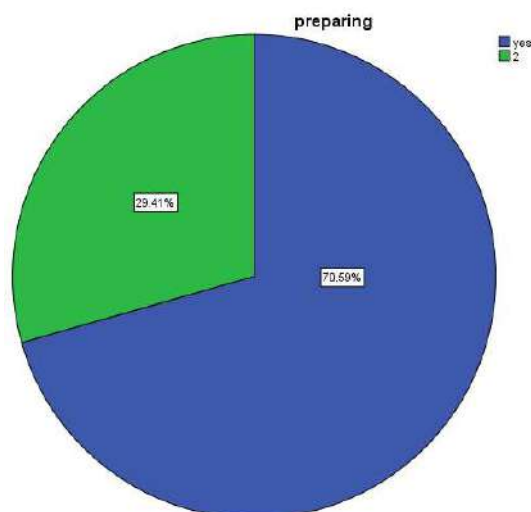
The majority of students (91.2%) chose "yes" that lesson plan is very important for them. While few of them (5.9%) said that they "do not know" , and only (2.9%) said "it is not important". This means that students like planning in order to understand. Students that said lesson planning is not important ,perhaps they do not like to be motivated and increase their comprehension, and improve a good background to develop their language .

**Question item 14:** Does your teacher prepare the lesson in an organized way?

	N°	%
Yes	24	70.6%

No	10	29.4%
Total	34	100.0%

**Table 30:** The preparation of lessons



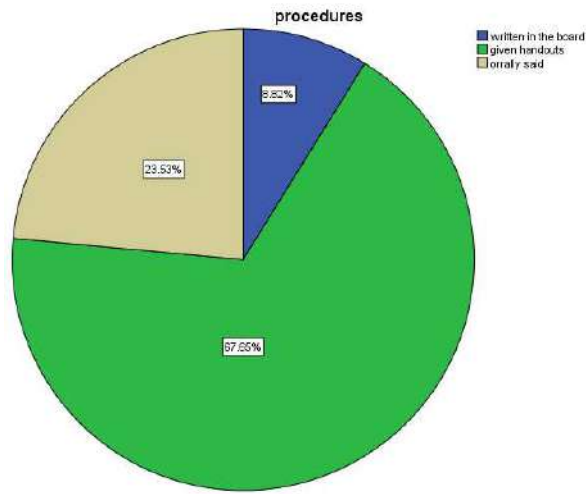
**Graph 30:** The preparation of lessons

As noticed above, the results show (70. 6%) answered the question with "yes". This means that lesson plan helps the students learn easily. However, a few students(29.4%) said no. students know that their teacher prepare his/her lesson according to the methodology and the ease of understanding.

**Question item 15:** Which of these elements are mostly adopted in the classroom?

	N°	%
Writing on the board	3	8.8%
Given handouts	23	67.6%
Orrally said	8	23.5%
Total	34	100.0%

**Table 31:** Elements adopted in the classroom



**Graph 31:** elements adopted in the classroom

The majority of students (67.62%) said that their teachers give handouts, so students have less comprehension. While some of them (23.53%) said that is orally said, and (8.8%) said it is written on the board. This means that students get some difficulties in understanding.

### **3.3. Discussion of the Findings**

Throughout the analysis of the teachers and students' questionnaires, the following findings were deduced:

- \*-The majority of teachers plan their lessons and said that is a task ,so it helps them in teaching .
- \*-lesson planning is beneficial for both teachers and students.
- \*- There is a big relationship between lesson planning and classroom management.
- \*-Teachers plan their lesson before going to the classroom because it is very important.
- \*-Teacher need to plan their lessons because it is an effective tools in teaching.
- \*-The good relationship with students motivate teachers to well prepare and better react.
- \*-The goal of classroom management encourage both teachers and students to give more importance to the classroom
- \*-Students will engage when lessons are well prepared.
- \*-Students contribute in managing their classroom.
- \*-The importance of lesson planning make students understand easily and improve a well managed classroom because it is a helpful and useful skill for them.
- \*-Using different methods help sstudents to learn better

### **Conclusion**

The main concern of this chapter is to test our hypothesis (lesson planning improve classroom management). Lesson plan is the most effective skill for both teachers because it help them in teaching and it is as a gouged for students to learn. In order to collect data we used a formal questionnaire as the most suitable means for our research situation. The results obtained revealed that the most effective the teacher lesson plan is the well managed his classroom would be.

### **Recommendations**

- \*- Preparation of lesson planning by the teachers facilitate teaching learning process .
- \*- lesson planning can develop a well managed classroom so it allows teachers to organize their classrooms.
- \*-Teacher must follow the suitable methodology I order to make students understand.
- \*-Students must help their teachers in managing their classroom
- \*-Experienced teacher and non experienced need to plan their lesson.
- \*-Teachers should use different methods of teaching in order to improve the level of students and develop the four skills.
- \*- Teachers should use audio –visual aids in order to motivate students to more practise in the classroom.
- \*- Teachers should make a balance in using elements in the classroom.

## **General Conclusion**

The present research tried to investigate whether teachers plan and prepare their lessons has any improvement on managing classroom, In the First chapter, We spot the light on the lesson planning. Throughout this chapter ,we mentioned the definition ,the Importance ,and the purpose of lesson planning in addition to some other elements as procedures and benefits of lesson planning. The Second chapter dealt with the notion of classroom management, it focused on definition ,the Importance ,and the purpose of classroom management in addition to its four rule. In the Last chapter, we used questionnaire for both teachers and students to collect data, .As a result we find that lesson planning play a big role in improving classroom management.

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# Appendices

# **Appendix(A)**

## **Teacher's questionnaire**

## Teacher's questionnaire

### Dear teachers;

This questionnaire is a part of my dissertation that deals with the effect of lesson planning in improving classroom management .Hence, the aim is what is the role of lesson planning in managing classroom. I would appreciate your collaboration if you could fill in this questionnaire .I thank you in advance for your cooperation.

### Section one; General Information

#### 1. What is your gender?

Female

Male

#### 2-How old are you?

under 25

25-29

30-39

Over 40

#### 3-What is your degree?

License

Magister

Doctorate

#### 4-How long have you been as a teacher?

First year

1-2 years

Over 3 years

Over 11 years

### Section two: about lesson planning and classroom management

#### 5-Do you think that lesson planning is a necessary?

Yes

No

If no, why?.....

**6-How often do you plan your lessons?**

Rarely

Often

Sometimes

Always

Never

**7-Do you think that lesson planning is important in teaching?**

Very important

Important

Less important

Not important

**8. Do you face difficulties in planning lessons?**

Yes

No

Sometimes

If yes,what are these difficulties.....

**9-Do you think that experienced teachers need to plan their lessons?**

Yes

No

If yes, why?.....

**10-How is your relationship with your students ?**

Very good

Good

Bad relation

**11-In your opinion what is the role of EFL teacher?**

Guider

Controller+Guider

Guider+ Manager

All of them

**12-In your opinion what is the goal of classroom management?**

An orderly classroom

An effective classroom

Promotion of teaching

**13-For whom lesson planning is beneficial ?**

For the teacher

For the learner

For both

**14-How do you arrange your classroom?**

Group work

Pair work

Individual

All of them

**15- How can the teacher's lesson planning impact the effectiveness of classroom management ?**

Positively

Negatively

It depends

**16- The key for successful classroom management is planning. What do you think?**

True

False

Do not know

**Thank you for your help**

# **Appendix (B)**

## **Student's questionnaire**

## Student's questionnaire

### Dear students;

This questionnaire is a part of my dissertation that deals with the effect of lesson planning in improving classroom management .Hence; the aim is what is the role of lesson planning in managing classroom. I would appreciate your collaboration if you could fill in this questionnaire .I thank you in advance for your cooperation.

### Section one; General Information

#### 1. What is your gender?

Female

Male

#### 2-What is your level in English?

Very good

Good

Average

Poor

### Section two; about classroom management and planning lessons;

#### 3-Does your teacher use different teaching methods to make you learn better?

Yes

No

Do not know

#### 4-How is the relationship between you and your teacher?

Good

No relation

Bad

#### 5-Do you contribute with your teacher to manage the classroom ?

Always

Sometimes



Rarely

Never

**6.Do you think that English lessons need to be planed?**

Yes

No

Do not know

**7-How often does your teacher use activities in( listening,speaking.writingand reading) ?**

Always

Sometimes

Rarely

Never

**8-How often does your teacher use audio visual aids ?**

Always

Sometimes

Rarely

Never

**9-Does your teacher use gestures and facial expressions to make you understand?**

Yes

No

**10-Does your teacher write on the board?**

Yes

No

**11-How often does your teacher check your understanding of the lesson ?**

Usually

Sometimes

Rarely

Never

**12-How often does your teacher communicate with you?**

Usually

Sometimes

Rarely

Never

**13- Do you think that lesson plan is very Important for your to understand easily ?**

Yes

No

Do not know

**14- Does your teacher prepare the lesson in an organized way?**

Yes

No

**15-What are the elements adopted in the classroom?**

Written in the board

Given handouts

Orally said

**Thank you for your help**