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The Effectiveness of Lesson Planning in Improving Classroom Management: The Case of English Teachers in Ain Temouchent Secondary Schools

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree in Linguistics

Submitted by: **Supervised by:**

Miss Fadwa Ikram Abdelmalek   Dr. Hynd Mahdad-Kaid Slimane

Miss Fatima Si Tayeb

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Dedication 01

To my beloved parents

This work is lovingly dedicated to you for your endless love, caring and encouragements.

Thank you for everything; you are the sunshine of my life.

Special dedication to both families: Si Tayeb & Abdelmalek.

To my sweetheart sister Djenat, her husband Mechri for their supports during

my studies and their angels especially my little princess Baraa.

Special thanks go to my dearest brothers Ahmed and Billal and Djamel for their help

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With heartfelt thanks, I dedicate this work to all my friends especially:
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Finally, I dedicate this research work to my partner and my sister Abdelmalek Fadwa
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I dedicate this very humble work my lovely parents who have supported and encouraged me along all of my studies. I'm so proud, privileged and honored to dedicate the fruit of my studies and efforts to my wonderful parents.With their knowledge, wisdom and guidance, they filled my heart with loyalty and dignity.

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List of Abbreviations

CBA: Competency Based Approach

EFL: English as a Foreign Language

ELLs: English Language Learners

FL: Foreign Language

ICTs: Information and Communication Technologies

L2: Second Language

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Chapter Three: Data Analysis and Interpretation

Abstract

The present study presents the effectiveness of lesson planning in improving classroom management. It focuses on finding out the relationship between these two variables, shedding the light on the vital role of planning since it is considered as one of the key factors in any educational process which contributes in maintaining discipline and identifying the teacher's role as an effective class manager who has the strongest effect on learners' behaviour and achievements. Lesson plan is considered as the main option for EFL teachers to manage their classes, time and resources efficiently. However, there is a limited awareness among some teachers about the importance of preparing a lesson which may have some negative effects on the learners' behaviours. The present study aims to investigate whether teacher preparation of their lessons has any effects on the learner's discipline and whether they are aware of the importance of lesson planning on maintaining classroom management, and if they use some special effective techniques of preparation to get their learners more engaged and less disruptive. To make our study more valuable, questionnaires have been used as a research tool; they were submitted to 20 teachers of secondary schools at Ain Temouchent to measure their attitudes towards lesson planning and to evaluate to what extent it helps them in creating an appropriate classroom management. The findings have shown that effective EFL classroom management depends on the way teachers plan their lessons, in other it have been shown that lesson planning contributes in maintaining discipline and enhancing EFL classroom management

General Introduction

Research reveals a good lesson planning is essential to the process of language teaching and learning; a teacher who is well prepared is certainly on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort, the reason for which EFL teachers play a vital role in managing classroom; they have to be effective to motivate the learners and get their attention and create smooth atmosphere. Thus, lesson plan is considered to be important in controlling and improving EFL classroom management.

It is asserted that Algerian learners sometimes get bored while learning the English language since it is not their mother language and useless in the Algerian dialect speech the reason for which they have not the opportunity to practice it outside the class. As a result the teachers find many difficulties in managing their classes; this is why Algerian EFL teachers have to solve this problem through the planning process taking into consideration their learners needs and interests so that they treat the learners' reluctance during their teaching process.

1-Statement of the problem

Lesson plan is considered as the main option for EFL teachers to manage their classes, time and resources efficiently. However, there is a limited awareness among some teachers about the importance of preparing a lesson which may have some negative effects on the learners' behaviours.

2- Aim of the study

The present study aims to investigate whether teacher preparation of their lessons has any effects on the learner's discipline and whether they are aware of the importance of lesson planning on maintaining classroom management, and if they use some special effective techniques of preparation to get their learners more engaged and less disruptive.

3- Objectives of the Study

The main Objectives of the study are:

1. To investigates the relationships between the two variables.

2. To arises the teacher's awareness of the importance of lesson planning.

3. To identify teachers- learner's role in classroom management and lesson preparation as well.

4- **Research Questions**

To settle down a plan of action to achieve the goals of this research the following research questions were formulated:

1- How can the lesson planning facilitate the teaching learning process in the EFL classrooms?

2- What are the basic rules for developmental classroom management?

3- How can lesson planning contribute in improving EFL classroom management?

5- **Research Hypothesis**

To fulfill the aim of the research the following hypotheses are elaborated:

a- The more the lesson plan is effective, the more learning teaching process in EFL classrooms is easily reached.

b- Classroom management strategies including rules and procedures are the keys that can facilitate the teaching learning process and contribute in class order.

c- Effective EFL classroom management depends on how teachers plan their lessons.

6- **Structure of the Dissertation**

The present research is divided into three main chapters. The first and the second chapters are devoted to the theoretical part and background knowledge about the topic. The former focuses on defining the lesson plan, it recognizes the effectiveness of lesson plan in teaching English. The latter is divided into two sections. The first section introduces the definition of classroom management and its strategies including rules and procedures. The second one focuses on the importance of classroom management in teaching learning process and in creating positive atmosphere for learning in the EFL class. The third chapter is a field of investigation and is mainly concerned with description and analysis of the teachers' questionnaire.

CHAPTER ONE

Lesson Planning

1.1 Introduction

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1.1 Introduction

Our research deals with presenting the theoretical part of our work that focuses on defining the lesson plan as a concept which is considered as a key concept of successful teaching/leaning process. This aims at guiding teachers to recognize new ways of teaching and achieving a well-performed lesson.

This chapter also aims at recognizing the effectiveness of lesson plan in teaching English. It analyzes the main components and considerations that should be applied in planning a lesson for becoming a mastered English teacher. Furthermore, some light will be shed on some perspectives that are applied in the Algerian EFL class and that have been introduced in the Algerian educational system. Thus, our chapter tends to lead to a successful teaching way realized by the implication of lesson plan principles since they are important in increasing the quality of education.

1.2 The Definition of a Lesson Planning

During any teaching process, the teacher needs some materials and guides that help him/her to transmit the lesson objectives to the learners in a simple way then enable them to understand easily. One of these components is lesson plan. To better understand the meaning of this term, some important definitions will be introduced.

According to Collins English Dictionary[1], lesson plan is a plan used by teachers in a school, detailing the structure and format of lesson. Lesson plan is a detailed map that translates the teacher's thoughts into practice, subsequently; it is a process of description of the course instruction which covers a particular topic containing a set of activities with detailed steps that would be followed to be accomplished and the time allowing for each one. Bossing[2] has defined this aspect by saying that "A lesson plan is an organized statement of general and specific educational goals together with specific means by which these goals are to be attained by the learners under the guidance of the teacher", according to him, the lesson plan is a framework designed by the teacher to be

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[1] https://www.collinsdictionary.com/us/dictionary/english/lesson-plan.
[2] Cited in Singh, Y.K. (2008:212).Teaching Practice: Lesson Planning.

followed during his working philosophy including the different elements and resources that lead to achieving the desired objectives formulated by teachers to reach the learners' comprehension so that they will be able to meet their goals efficiently at the end of the lesson.

From a practical perspective and according to Placek (1984:39) [3]planning is the "time when teachers sit down with paper and pen in hand, draw upon both past experience and current knowledge in the field, and carefully formulate curriculum, unit, and lesson plan" Planning a lesson should address the curriculum requirements, including previous self learning and knowledge that have a relation with the lesson topic. That may refer to the teacher behaviour and his competencies if learners will move forward to obtain the stated objectives or get bored during learning process. Another definition is formulated by Lester[4]who says that

> *"A lesson plan is actually a plan of action it therefore, includes the working philosophy of the teacher, her knowledge of philosophy, her information about and understanding of her pupils, her comprehension of objectives of education, her knowledge of the material to be taught, and her ability to utilize effective methods"*

So it is highly argued that effective teaching is mainly related to having anticipation about what will happen during the class period; it is synthesizing the teacher's comprehension about language teaching pedagogy and the knowledge of his learners. This can be recognized during the planning process by answering the three basic questions: what to teach to, how to teach and with what to teach. Similarly, Arabit, Inlayo & Boiser (1993:69) has tackled this idea saying that "Good planning helps the teacher to delimit the field in which he is teaching. He decides what to deal with and how to deal with it ahead of time". Shapiro (2004:04) points out that "each lesson plan contains learning objectives, key concepts background information, materials needed and activities". To answer the question what to teach, the teacher has to present the topic being tackled and to draw his direction from where he starts and where he will finish. Whereas the term how covers the methods that ought to be used to accomplish the lesson

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[3]Cited in Butler, L.F. (2002: 16). Teaching Life Time Sports.

[4] Cited in Suiddiqui M.H (2008:142). Teaching of Home Science.

objectives drawing proposals to deal with the different learning needs. In this respect, Mc.Mahon (2011:04) argued that planning a lesson is" an organized outline for signal instructional periods, it tells the instructor which teaching method is to be used for the lesson, what is to be taught, and in what sequence to present information". Furthermore, it has been theorized that

> *"Lesson plan tells what has already been done, what is next to be done, in which direction the pupils should be guided and helped and the immediate study unit to be taken up. It starts with the goal of providing the learning materials and ends with a well conceived means of arriving at those goals"*

Siddiqui (2008:142)

So, to deliver a successful course; the teacher should determine goals and objectives that would be reached to figure out the materials required and the resources supplied that fit with what learners are supposed to learn taking into consideration their level, their learning style and their degree of motivation as well as to measure their achievements.

1.2.1 Lesson Planning according to the Teacher's Experience

It has been viewed that planning lessons is greatly varied from a teacher to another according to their experience, novice teachers generally tend to involve a detailed written formal plan. In the same concept, Waugh & Joliffe (2017:288) assume that "Trainee teachers and less experienced teachers will need to plan in far greater details for individual lesson". Firstly thinking about what those teachers want to achieve and the strategies to be used, they will try to develop a step by step structured plan, in which they will state all the details, describing each activity and the time allotted to it. Moreover, they will think about the questions that have a relation with the suggested activities, taking into consideration learners' needs, interests and anticipating problems that may face them during their teaching process. The aim behind this pre-active phase is assisting the teacher to avoid classroom disruptions and guides him to provide a suitable learning environment.

Contrarily, newly qualified teachers may rely on a comprehensive written form but less detailed than the beginner teachers do. Through time, teachers gain confidence and experience, they would be able to plan more quickly than before and without need for more details. In the same vein, Senior (2006:142) turns his attention toward qualified teachers affirming that: "What is surprising, however, is the number of committed language teachers who explain that they go to class with their lesson plans in their heads often in the form of general ideas about what they might do, rather than specific ideas about what they will do". Thus, very experienced teachers summarize their plans into a brief list of notes or just design a mental plan in their heads creating ideas related to the content to be taught under the belief that there is no need to write out unnecessary elements about the lesson. All in all, either beginners or qualified, and whatever the level of experience is higher, teachers have to think about what they will tackle through their lessons to promote the learners 'outcomes.

1.3 Lesson Planning in Teaching English

Lesson planning is the first skill that the foreign language teacher must master in order to reach excellence in teaching English. This process is performed by the teacher alone. Teacher's planning process requires high capacity, and knowledge of the most important needs, to ensure his/her presence while teaching. It also determines the learners' capabilities and possibilities in acquiring English. An English teacher should be able to put the goals of the educational process, analyze the content of the material to be taught, and bring an elaborate plan for his/her lesson. In other words, Lesson plan is simply a step by step guide to what an EFL teacher plans to do in the classroom on a given day.

1.3.1 The Components of Lesson Planning

Lesson plan includes some specific components that are founded in many language classes. It consists of many activities including: warm-up, presentation, introduction, practice, evaluation and application. WIPPEA (warm-up, introduction, presentation practice, evaluation, application) a model which stands for the first letters of the six elements are adapted from Hunter work (1982) and suggested some components that are listed below:

a- Warm-up

It is a way to start new lesson by asking the learners questions about the previous lesson. The teacher can also tell jokes to his/her learners so that they get motivated and excited to start the new lesson. The warm-up is a kind of a brief activity before the lesson begins and it is related to the previous lesson and also associated with the new one. Pollack (2015: 1) stated that warm-up assesses prior knowledge by reviewing previous materials relevant to the current lesson. It introduces an activity that reviews previously learned content, and also include an activity that focuses on the topic to be taught i.e., warm up is an activity that includes a review of the previous lesson linked to the new lesson. According to Gigante (2012:6), warm up is creating an activity that reviews previously learned content to begin a new lesson and create an activity to focus on the topic to be taught. In other words, the teacher should propose activities that link the previous with the new lesson. In addition, warm up evaluates what has been taught and learned in the previous lessons; it is a way to represent the new lesson to the learners.

b- Introduction

This is the stage where the teacher introduces the topic of the lesson, and what should the students learn from this session. The teacher may use a collaborative method in which he/she debates the lesson content with his/her pupils. In other words, he/she may ask them questions about a specific point, their answers are considered an overview about the lesson. This strategy helps the teacher introduce the lesson easily. In the same vein, Gigante (2012:6) has discussed and explained the meaning of the introduction. He

claimed that introduction is the creation of an activity that focuses the pupils' attention on the new lesson. That is to say, to introduce the new lesson, the teacher should present some activities in order to attract the learners' attention to what he/she is going to present as new information or new materials. In short, introduction provides the learners with a general idea about the new lesson.

c- Presentation

At this level the teacher is required to present the new language items, the lesson content and concepts. In order to clarify these new concepts, the teacher may prepare an activity so that he/she can provide information by using visual aids to evaluate the learners' understanding of the lesson presented by the teacher. In the same vein, Gigante (2012:6) defined this element as creating an activity to introduce new vocabulary, i.e., the teacher may give his/her learners an activity that presents the new lesson. In addition, he confirmed his idea by explaining the presentation as introducing the new information with a variety of strategies using visuals, description, explanation and written text. The presentation deals with the distinct techniques such as pictures, videos, short stories, songs, dialogue and data shows in order to involve the pupils in the new lesson. Furthermore, the presentation is part of the lesson where the teacher can present each time the new data about the language using resources that help him/her to stimulate the learners in order to get them interested in learning the language.

d- Practice

Teachers should guide their learners in practising what they have newly learned about the language skills. Thus, practice is the phase where the pupils get involved; after learning something new, they should be able to practise the items and knowledge presented in a controlled way. The teacher should give his/her learners the opportunity to work in groups, pairs and individual work. In the same respect, Pollack (2015), says that "It models the skills and provides opportunities for guided practice. It introduces a variety of activities that allow learners to work in groups, in pairs and independently to practise the skills, concepts, and information presented." It means that practice helps the learners improve their skills. It is also a group of activities that guide the learners to

practise the new concepts and information and encourage the teamwork between them. In addition, it is advisable to use a large range of practice activities to keep pupils motivated and excited.

e- Production

This is the phase where the learners have the opportunity to express themselves by talking about their thoughts, lives and experiences, using their own skills that they have acquired from the language learned in the class. It also helps the learners to interact freely with the teacher even if they made mistakes. At this step, the teacher should correct them in a respectful way and encourage them to use more this foreign language. Moreover, at the end of the lesson, the pupil should be able to express their understanding of the language by using the new items and the new knowledge.

f- Evaluation

At the end of each class, the teacher evaluates his/her learners by giving them quizzes, tests or activities to solve or by asking them questions about the lesson in order to assess their understanding. This assessment helps the teacher recognize the learners' levels and capacities, their strengths and weaknesses so that he can enhance their competence. According to Gigante (2012:7), "Evaluation is creating an activity to assess each student's attainments of the objective." In other words, it is a process where the teacher provides his/her pupils with a variety of activities so that he can assess if they get the aim of the lesson. It is also a way to check the pupils' reflection on the lesson; if they have understood what has been taught. For instance, the teacher can see if they are able to construct a coherent paragraph, correct sentences and to be able to use verbs, in the right tenses and so on. Thus, evaluation is a useful way to see the learners' progress and to know the areas where the learners need more instruction and guidance, and to see whether the learners have reached the objective of understanding the lesson.

g- Application

Throughout this method, the learners apply what they have learned. For instance, they share their lives' situations using the new items. This activity helps the learners to acquire better the new information and knowledge that they have just learned. According to Pollack (2015:1), "Application is providing activities that help learners apply their learning to new situations or contexts beyond the lesson and connect it to their own lives." I.e. application is applying the newly learned theories and connect them to their experiences using the new language.

To summarize, good lesson planning starts with a revision of the previous lesson that serves as warm-up. Then, the introduction which is an overview of the new lesson, presentation in which the teacher introduces new information and it goes hand by hand with the introduction. The next step is practice; applying the new items, and evaluation which means assessing the learners' understanding, ending up with application.

The following graphic is an illustration of the WIPPEA model in lesson planning:
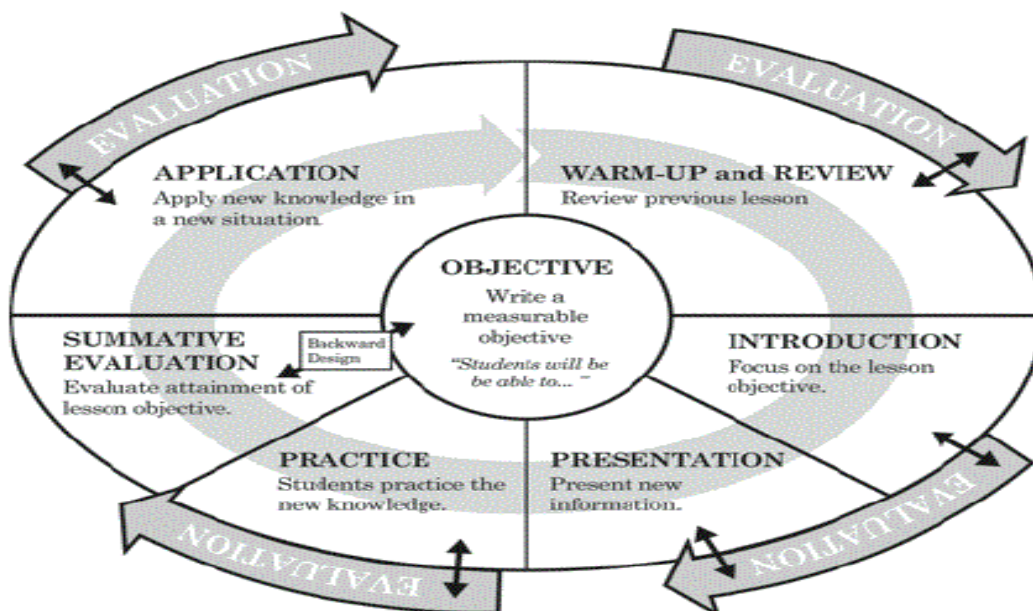
Figure 1.1: Planning Wheel (cited in: Barroso, K. & Pon, S: 2004)

1.3.2 Lesson Planning Format

Lesson plan format may differ from one teacher to other; each teacher has his/her own purposes and styles. Lesson plan format depends on the teacher and his/her course. Teachers generally agree that all lesson plans may have the same elements. It includes the following components:

- **Objectives:** moving from the general to the more specific, the teacher should be aware of what he/she wants to achieve at the end of each lesson. It also specifies what pupils should be able to do or perform during the lesson.

- **Assessment data:** the teacher is supposed to assess his/her learners' knowledge and performance in each lesson. In other words, the teacher evaluates the progress of the learners; if they are improved and sees what level of learning they achieved.

- **Scope and Content:** it is important for the teacher to decide from the beginning, what the lesson is about. He/she should choose the topic that he/she would teach before entering the class, and should set concepts that he/she wants to be tackled while preparing the lesson.

- **Homework:** the teacher should assign homework for his learners depending on the lesson objectives and choose tasks and activities that are challenging in which they need a hard work and do more researches in order to solve them but they can be reached by the learners. These tasks should also be related to the new lesson.

- **Time and space:** time is very important during teaching process. The teacher has to respect the time while he/she plans his/her lesson, so time is very crucial in teaching. In planning, space should be considered because it is a vital element.

Lesson plan has many formats, some teachers prefer one lesson plan while others prefer different one. The following format is one of the many formats that teachers choose in their planning:

• **Day/ Date**:	• When the lesson is presented
• **Lesson Name:**	• The topic of the lesson
• **Class/Level:**	• Topic, skill level, class name
• **Materials**:	• List everything you need to teach this lesson. (Handouts, materials such as data shows….)
• **Textbook/Course book name:**	• Stating the book where the teacher take the lesson.
• **Unit, title, page number:**	• Mentioning the page of the book that she/he works on.
• **Goal/Aim:**	• Set the objectives that he/she wants to achieve at the end of the lesson. For example, the learners are able to answer questions, form meaningful sentences….
• **Grammar Structures Employed:**	• The structures that are employed.
• **Questions and answers relevant to your lesson:**	• Ask the learners questions about the previous
	• Ask the learners questions that have relation with the previous lesson and new one. (warm-up)

Table1.1: Lesson Plan Format (http://teflbootcamp.com/tefl-skills-2/tefl-lesson-planning/**)**

1.3.3 Listening and Speaking Planning Activities

As far as speaking and listening are concerned, they are regarded as the major skills to be developed because they are necessary for displaying the language proficiency. Learners are going to be put in situations where communication in English is needed, that are why the emphasis is mainly on speaking and listening.

There are numerous ways of designing and planning listening and speaking activities. Here are some brief suggestions:

a-Pre-Listening: Discussing the topic in small groups.

Listening Task 01: listing the main ideas from the thoughts of the topic.

Listening task 02: Filling the gaps about the topic.

Listening task 03: learners check their own answers from the second task.

b-Post-Listening: learners' reaction to the content.

c-Pre-Speaking: 1-learners should have enough time to plan what to say and   how to say it.

2-Exploring vocabulary learners can use dictionary to collect words associated with a topic.

d-While speaking: 1-learners' interact with each other in pairs or small group

2- Engage in formal and informal speaking situation

3- problem-solving: learners solve problem collaboratively.

e-Post-Speaking: 1- reflection about learners' performance.

2-learners can transcribe their own speech so that they notice incorrect use of language

3-learners can provide each other with feedback.

1.3.4 Reading and Writing Planning Activities

Writing is a productive skill, and reading is a receptive skill, both complement each other. In this respect, Stotsky (1983:636) advances that "Better writers tend to be better readers, that better writers tend to read more than poorer writers, and that better readers tend to produce more systematically mature writing than poorer readers".

For Stotsky, good writers tend to be good readers, and those who are good writers tend to read more than poor writers. Reading lesson is organized into three stages: Pre-reading, while-reading and post- reading. At each stage, the reading teacher

and learners are supposed to pass by some exercises, tasks and activities to achieve some objectives.

a-Pre-reading : encouraging learners to make predictions when they read, using pre-reading activities to activate learners' background knowledge by having them preview the material they are about to read by reading the title, headings, reading the introduction, conclusion and transition words, skipping inessential words, guessing from context. Pre-reading strategy relying on the fact that having a prior knowledge about the content of a text assists in raising the learners' speed of reading and comprehension (Browning, **2003)**

b-While reading: 1**-**learners identify topic sentences and the main idea of paragraphs.

2-learners distinguish between general and specific ideas.

3-learners skim a text for specific information.

4-learners infer the meaning of new words using the context.

c-Post-reading: 1-after ending up with readings, learners discuss what was expressed in the text

2-learners summarize the text orally or through writing.

3-Use information in other activities: information gap activity, problem solving activity, debate, simulation game, role play.

4-learners compare their post reading gains with their prior and while-reading suppositions.

Writing is one of the four macro skills which needs special attention, especially in foreign language classes because it is considered as the most difficult skill to be acquired or taught. Richards and Renandya (2002: 303) point out that "There is no doubt that writing is the most difficult skill for L2 to master". In addition, writing is the skill foremostly used to examine pupils' performances; unlike speaking, writing doesn't acquired cognitively but it needs to be taught especially for EFL learners. It going through 3 stages:

a-Pre-writing:1-brain stormy: learners write randomly expressions about the topic without regarding the grammar rules.

2-learners design an outline about what they want to write.

b-While writing: 1**-** learners start writing the thesis statement.

2-learners write the main ideas about the topic

3-writing the main sentences that support the topic.

4-write the concluding sentences.

c-Post writing: 1- Revising: learners check and read again their composition.

2-learners check their grammar mistakes and punctuation.

1.3.5 Some Practical Considerations in Planning Lessons

A good lesson plan involves some consideration about what is going to be taught (the objective) and how it will be taught (materials, equipment, and activities). The following elements also need to be taught:

a- **Lesson Sequencing**: According to Bilash (2009), it is the process of creating smooth transitions between the parts of the lesson. In other words, how the activities are moving on so that the learners can construct progressively on what they already know. In addition, the transitions between activities should be smooth in order to avoid any disruptions during the lesson.

b- **Pacing:** According to Goldsmith (2009:33): " Pacing is the rhythm and timing of classroom activities or units, which includes the way time is allocated to each classroom component and the process of how one decides that it is the right moment to change to another activity or sub- activity". Pacing refers to the right length in which the activities should be varied or diversified so that the learners remain engaged and stimulated and inspired. All these elements deal with the teacher's appropriate planifiquation of time.

c- **Measuring learners' capacities, skills and knowledge:** it measures the learners' skills, i.e., if they have enough competences and knowledge to do the planned activities. The instructions have to be clear. In other words, the teacher should be able to measure the learners' level and capacities.

d- Learner's background diversity: Sims & Sims (1995:119) claimed that understanding the individual differences can design learning opportunities in which it matches the learners' strengths and weaknesses with the learning objectives. It means that each learner is a unique individual, different in cognitive development, social maturity, ability, motivation, aspiration, learning styles, needs, interests and potentials. Each learner has a different skill and different level of understanding. So the teacher should take into consideration these differences when presenting his/her lesson. Besides, the activities allow the learners to vary their proficiency levels. To sum up, the teacher should take into consideration the learners' differences.

e- Teacher talk versus learner talk: There should be a balance between the learner and the teacher talk, i.e., teachers and learners are involved in conversations. During the lesson, the teacher should allow learners interact, produce, and initiate language by providing enough time for them in order to express their thoughts and ideas. In a good classroom, teachers and learners engage in meaningful dialogue, questioning, and conversation.

f- Lesson timing: According to Hramiak & Hudson (2014:123), "Timing is an essential part of lesson planning. You need to be realistic about the amount of time you will spend on different sections of the lesson." The amount of time must be sufficient for each part of the lesson. If the planned lesson finishes early, there should be a backup activity ready. If the lesson wasn't completed as planned, the next class must be adjusted to finish the material. Most of these aspects of lesson planning are learned by experience, so it is important for the instructor to evaluate how the lesson went at the end of each class period. For example, the teacher asks some questions about the way the lesson went, such as:

• What went well? Why? If the lesson went well or wrong, if it went wrong you should know the reasons behind such mistake.

• What did not go as planned? Why? During the lesson, the teacher may face problems even if he is well prepared. So, the teacher should know where he/she fails and why he does.

• If I had it to do over again, what would I change? If the teacher had to repeat that lesson, he might change some things in order to suit the needs of his/her pupils.

•What have I learned about my students that I can account for in future lesson planning? The teacher should know his/her learners and their abilities and understanding during each lesson and take them into consideration when preparing for the next lesson. Thus, a lesson plan identifies the objective of the lesson and marks out the activities for each stage. It is an aid for both novice and experienced teachers

1.4 The Importance of Lesson Planning in Teaching English

Lesson planning is the key component for an effective teaching-learning process. It plays an important step in becoming a mastered English teacher. In this sense, Trevol (2005:11) stresses the importance of lesson planning language teachers, he says that "Preparation is the most important thing a teacher does", which means that planning is a creative process that guides the teacher to manage his class properly and provides him with a detailed description of the course instructions. Richards (1998:103)[5] has suggested that: "Lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a 'map` for the teacher to follow, and to provide a record of what has been taught". In other words, it helps the teacher to avoid a lot of embarrassing emergencies and making him more confident by anticipating problems that may happen during the course. For example, if the teacher is going to teach a grammatical rule that he is not sure about; pre-preparatory lessons would attract the teacher's attention to this point before entering class. In addition, if he has a hesitation about the pronunciation of a new word, he/she can take the problem into consideration during planning process. Furthermore, planning allows the teacher think about subjects that he would teach to his pupils and how they should be learned; it helps him/her to think beforehand about the appropriate aids that would be necessary to meet their learners' requirements and needs, it is beneficial to novice teachers to contact the graded level teachers because they are aware about the best adequate materials that affect

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[5] Cited in Richards & Renandya. (2002:31). Methodology in Language Teaching.

positively teaching career. Kellough (1996:94)[6] believes that the most important benefit of lesson plans is that: "they provide beginners with security, because with a carefully prepared plan a beginning teacher can walk into a classroom with the confidence gained from having a developed a sensible framework for that day's instruction". So, his self-confidence will be enhanced through the pre-design of the lesson framework, as a result creates a mutual respect, a feeling of satisfaction and a sense of trust and cooperation between the teacher and the learners.

Planning a particular lesson requires a high capacity and a deep efficiency, it consequently assists him/her to have a pre-knowledge about the most important needs and abilities of the learners, so that the teaching process moves easily and effectively, while Some teachers may seem to be not satisfied about what they planned and still keeping new modifications, following the best way that help their learners to get out consistently and successfully the aim of the course. Thus planning lessons allow teachers to gather information and provide them with an overall framework on the one hand. On the other hand, it will avoid wasting time in class, help them maintain discipline problems and control the learners' behavior. Consequently, the class will be well organized and the learners will reach confidence in learning. Moreover, Arabit, Inlayo & Boiser (1993:69) claim that: "Planning prevents waste; it helps the teacher to be systematic and orderly. It encourages good organization of subject matter and activities. It prevents haphazard teaching and eliminates disorder and other ills of thoughtless teaching". Through planning, teachers can provide a dynamic atmosphere in the classroom by which take into consideration any unpredictable case such as memory lapse, remind them of what to do in an organized way and without any distraction about what should to do next.

In the same vein, Reachards & Renandya (2002: 31) ensures that planning lessons can benefit English both teachers and learners in many ways:

❖ **For teachers:**

-A plan can help the teacher think about content, materials, sequencing, timing, and activities.

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[6] Cited in Wilson, L.H. (2004:64). Traveling Beyond Basis.

-A plan provides security (in the form of a map) in the sometimes unpredictable atmosphere of a classroom.

-A plan is a log of what has been taught.

❖ **For learners**:-help them to take into account the different backgrounds, interests, learning styles and abilities in one class.

To sum up, a lesson plan provides the teacher with a shape of the lesson, it prevents the deviation from the topic and establishes framework for instructors about what will be taught. Furthermore Singh (2008:29) has mentioned that "the perceptive mass of the learner is developed or encouraged by linking the new knowledge with the previous knowledge of the students". Thus, good planning shows up learners how knowledgeable and attentive their teachers are, where considering the learners' individual differences and levels. In short, it helps learners to make coordination between the previous and the new current lesson.

1.5 Basic Principles of a Good Lesson Planning

There are a number of essential characteristics of good lesson plans such as aims, variety, flexibility, depending on the teacher's thinking, skills and practices, employed in the classroom.

- **a- Aims:** the teacher must consider the learners' background and knowledge and what they need to know. In addition, taking into account the previous class; the topic tackled with the learners, the way the session moved; whether it went well, and whether the learners were motivated.

- **b- Variety**: it is an important way of getting and keeping the learners engaged and interested. In other words, the diversity of activities facilitates the teaching learning process and makes it enjoyable and interesting. Furthermore, providing the learners with different tasks easy, average, or difficult ones help them in enhancing their learning level.

- **c- Flexibility**: Things don't always go as teachers plan for in most lessons. Experienced teachers have the ability to cope with things when they go wrong.

In other words, they are capable of controlling their classes by choosing alternatives such as tasks and exercises. Besides, teachers need to be aware of what is happening in the classroom and should be flexible when they deal with their learners. They should also respect the learners' inquiries because they may raise an interesting point that could provide unexpected opportunities for language work and practice. All in all, the role of the teacher is to be creative.

1.6 The Perspectives in Teaching EFL in Algeria

Since it is considered as the language of globalization, English is stated as the second foreign language in Algerian educational system, starting to be taught compulsorily at the middle school level. Benadla (2012:145) has supported this idea stating that "Algeria is giving importance to foreign languages, particularly English, which is promoted through a special acquisition planning that begins from first year middle school, attempting to form competent users of English". There are important initiatives that have been taken into consideration as a challenge to enhance the integrated e-learning process and the learners' centered approach as an attempt to improve the English language teaching and learning. Within promoting the level of education recently the Algerian educational system witnessed a series of changes in teaching EFL by including new dimensions that have a relation with the globalization requirements like introducing ICTs use in the EFL class.

1.6.1 ICTs use in Algerian EFL Class

The new system adopted by the educational reform has put emphasis on the use of the ICTs pedagogies and applying innovative materials to enhance the learners' level in Algerian EFL class and fostering their autonomy. Since the learner is the center of teaching learning process, Djafri & Aissat (2010) assert that "Our expectations about effective technology integration in Algerian universities are optimistic despite the early stages of the experiment". ICTs use in the EFL Algerian class promote the facilitation of introduce information, it enhances his role in the class toward the development of higher

education 'profile, consequently it boosts time and reduces problems of communication between teachers and students in the class.

Using technology in an EFL class contributes in uptaking their language acquirement especially phonetics with a creative mind, allow pupils to express themselves in the target language and give them opportunities to go beyond class environment; in this sense Bouzar , Chellali & Boutkhil (2012:79) argue that "EFL students want their teachers to use technology in their classrooms. Most of the students using technology become more motivated". Thus including ICTs in the learning process may improve the learners' autonomous data collection into high level skills, enables them to create an atmosphere of collaborative learning and direct their studies to a greater extent beyond promoting the intellectual development.

In addition using these novice technological materials in Algerian EFL classes is not useful for many teachers who generally tend to use the traditional methods rather than involve pupils to be actively motivated. It has been viewed that "teachers need to accept that the traditional roles of the teachers are being re-adapted to fit a changing society in a technological era" Meziane & Sari- Mitchel (2014:78). Teachers suffer from the lack of how to use ICTs since they didn't receive any training on how to integrate it; they seem to be anxious toward the complexity of using technological aids. From another point of view, Hamdy (2007:07) affirms that "In Algeria the programme of ICT training for teachers has been limited to basic information". Thus, it is recommended to open new horizons to teachers toward innovated atmosphere and new thinking through organizing seminars, study-days that encourage promoting the use of technology in schools and motivate teachers to be familiar with the ICTs through training and workshops use since it has a positive impact on EFL learners' feedback and creativity.

1.7 Conclusion

A good lesson planning allows teachers to organize their classroom in an effective way. By having a lesson plan, a teacher is able to manage his time, effort and resources efficiently. Furthermore, lesson plans can help teachers to achieve the goals and objectives appropriately as well as help them have self-confidence and get rid of problems. Lack of planning can lead to poor or reduced learning, frustration from both teachers and learners. In other words, an effective lesson planning is a solution to avoid discipline problems in the class and maximize learning opportunities.

CHAPTER TWO

Classroom Management

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2.1 Introduction

The aim of this chapter is to exhibit the definition of classroom management as the process of organizing classroom and controlling learners' discipline. It tackles the classroom management strategies including rules and procedures that are used in order to maintain classroom discipline and suitable learning environment.

In the next section, the focus will be on the importance of classroom management in learning/teaching process and on the creation of positive atmosphere for learning. The most obvious goal of this chapter is to shed light on problems in EFL classrooms that teachers and learners face during the lessons. It discusses the parameters that are required to reduce English learning anxiety on the one hand. On the other hand, it focuses on the teacher' role in managing his/her class.

Finally, the relationship between classroom management and learners' achievement and its impact their performance will be illustrated.

2.2 The Definition of Classroom Management

Classroom management deals with the practices and procedures that teachers follow in their teaching process and that allow learners to learn. It has been defined as the "actions taken to create and maintain a learning environment conducive to successful instruction" Brophy (1996:5)[1]. It means that classroom management is the process of maintaining the learning medium that leads to a successful instruction. " It is also thought that it consists of four integrating areas: establishing and reinforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management" Marzano (2003:88)[2]. In other words, classroom management includes some procedures and rules that help the teacher to maintain his/her class and reinforce the

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[1] Cited in Macias,D.F., & Sànchez, J. A. (2015:83). Classrroom management": a persistent challenge for pre-service foreign language teachers.

[2] Idem

relationship between the teacher and his/her learners.

Crookes (2003:144)[3] similarly sees a well-managed classroom as a relatively orderly room in which "whatever superficial manifestations of disorder that may occur either do not prevent instruction and learning, or actually support them". In other words, classroom management is demonstrating a proper classroom discipline so that teaching and learning can take place. According to Ming-Tak and Wai-Shing (2008:4) classroom management refers to teacher s' actions which lead to the creation of a learning environment where positive interpersonal interaction is promoted and effective learning is facilitated. It aims to enhance the cognitive, personal, and social growth of learners, developing in particular their self-motivation, self-understanding, self-control, and self management. That is, managing the classroom is the teachers' responsibility in promoting learners' skills and behaviours.

The term classroom management has been defined in many different ways and different views. Good and Brophy (1997)[4] claimed that classroom management is a dimension of effective teaching and the process through which an effective class environment is created, i.e., it is the proportion of both effective teaching and a well-managed class. In addition, it focuses on maintaining discipline and improves the learners' learning skills. Sanford (1983)[5] has explained classroom management in a broader sense. He says that "It refers to all activities that teachers carry on in the class. It aims to promote student involvement and cooperation." It means that classroom management can be defined as activities that teachers establish in order to enhance learners' achievement and collaboration.

Effective classroom management is based on the teacher's ability to successfully create a well-managed, structured classroom environment so that learning can occur. Teaching a number of learners with different needs and behaviors can be challenging. However, when a positive learning culture is created, the learners will learn better. Furthermore, the teacher should set some rules in the beginning of the

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[3] Idem

[4] Cited in Ming-Tak., H. & Wai-shing, L. (2008)"Classroom management": creating a positive learning environment,

[5] Idem

year and explain them to his/her learners. They should know the penalties if they break the rules. Teachers should set punishments for misbehavior in order to avoid disruptions. They should have well-planned lessons so that you can control the class during the lesson and encourage respect between the learners and their teachers and develop positive relationships. In other words, good classroom management is implementing and maintaining class discipline in an effective way. According to specialists in the field of education, effective classroom management depends on the teachers' ability to involve the learners in the different activities and practices and the good use of time.

3.2   The Importance of Classroom Management

Classroom management has a vital role in maintaining classroom discipline and establishing a suitable learning environment. It engages learners in lessons and enables them to apply their knowledge when it comes to test taking. It also keeps them ready to learn and helps them in increasing self-confidence; teachers should give their attention to each learner and prepare their lessons to meet the learners' needs in order to improve their self-confidence. Moreover, classroom management is important to the whole educational process because it offers learners an ideal learning environment and makes them and teachers feel safer and happier. Classroom management involves more than just discipline and rules, it is about creating smooth atmosphere for better learning so that the learners feel comfortable and excited in learning.

A well-organized classroom depends on the teachers' ability to manage the class and to allow more time for learning. Furthermore, a well-managed classroom helps the teachers to spend more time teaching and helps the learners as well to get more easily involved. In addition, in a well-managed classroom, discipline issues are more quickly addressed. In other words, discipline issues are likely to be avoided before they get out of hand because learners are aware the policies from the beginning. When learners know the rules and consequences of breaking the rules, they become responsible of their actions and control their misbehaviours not to be punished.

According to Emmer and Stough (2001)[6] the ability of teachers to organize classrooms and manage the behavior of their learners is critical to achieving positive educational outcomes. So, highly effective instruction reduces, but does not eliminate classroom behaviour problems., classroom management is important in managing learners' behaviours and helps in attaining teaching learning objectives.

Classroom management is important in attaining an optimal learning. A well-managed classroom is suitable in creating a positive learning environment for the learners who learn best when they are comfortable with their teachers especially when learner-teacher relationship is strong. Marzano & Marzano (2003)[7] highlighted the finding of their study which indicates that the teachers who had a good relationship with their learners had 31 percent fewer discipline problems, rule violations and related problems over a years' time compared to those who didn't. That is, learners behave positively when they are engaged with teacher and the relationship between them is like father and their sons. This preference provides soft atmosphere for better learning, and helps in controlling the class effectively. Also, it helps the teacher in dealing with problems and misbehaviors among learners. In other words, if the teacher treats his/her learners in a polite way and deals with them as grownups and show them that he/she cares about them, the learners will be involved with their teacher and behave nicely, they will also stop making troubles and they will respect the rules because they respect their teacher. In this way, the teacher can provide a smooth and suitable atmosphere for learning.

Classroom management aims at maintaining order and discipline in the class while the teaching/learning process occurs. Moreover, it allows the teacher to create a positive learning atmosphere for his/her learners and pave the way for him/her to engage the learners in learning.

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[6] Cited in Oliver, R.M. & Reschuly, D.J.(2007:1), Effective classroom management: Teacher preparation and professional development .

[7] Cited in UKessays.com

2.4 Managing an EFL Class

Generally speaking, classroom management refers to the strategies and settings how to maintain discipline and control in the class. However the issue of managing an EFL classroom is inherently different from managing another class, it mainly related to create a suitable environment rather than focus on the learners' behaviours; it considered as an auxiliary way to establish a relaxed atmosphere in order to involve them into attractive activities since and share them interesting topic to discuss overly taking into account their lack of opportunity to practice the target language outside the classroom. Papadima-Sophocleous, Bradley & Thouësny (2016:345) have mentioned that "students have few opportunities to use English in daily life, and this limits their ability to develop their language skills"; EFL teachers have to play their roles as facilitators of the learners' performance thus engage them actively into the learning process, consider them as communicators and not as passive patterns in which they seat in their chairs and receive knowledge. This inactive teaching may lead to increase the learners' anxiety, reluctance to speak due to their poor participation in the classroom activities. Thus pupils remain silent because of their low level in interaction and communication.

EFL teachers are recommended to work under the learner-centered approach rather than teacher-oriented one to increase the learners' desire to participate and speak up then consequently reduce the learning anxiety theory in one hand. In the other hand, they should recognize difficulties that face both teachers and learners. Phillips (1992) has emphasizes that "anxiety might have a negative psychological impact on learners' performance when using the target language". Subsequently, teachers attempt to manage the problems to allow the learners' anxiety and fear of the foreign language learning. Therefore create the effective teaching methods to enhance their learners' communicative skills then express their taught fluently in the target language without any barriers.

2.4.1 Some EFL Classroom Problems

It is often assumed that teachers play an important role in helping their learners acquire the necessary skills to learn a foreign language. The approaches, strategies and techniques adopted by EFL teachers have been developed to meet the

needs of ever-changing world. However, this is not an easy task. There some problems face EFL teachers in the classroom. When it comes to being successful in learning a foreign language, motivation and positive attitude are important factors (Lightbown, Spada, 2002).

a- Learning Anxiety

EFL learners find some difficulties to speak in the target language for many reasons ranging from a lack of confidence to low motivational levels. Furthermore, Rafada and Madini (2017: 01) assume that "anxiety is one of the most significant factors affecting language learning. High level of language anxiety is correlated with poor performance in language learning" some learners are shy thus unable and afraid to make mistakes that allow them to learn, this problem is viewed by the notion of foreign language anxiety; it generally occurs in learner's fear of the negative evaluation of the teacher, the lack of vocabulary and the need of the necessary baggage to interact with teacher, that lead him to be silent and passive knowledge receiver.

b- Learning Styles

One of the main EFL classroom problems is learning style. Learners have different learning styles and paces of progress. There are learners who are visual, prefer the use of images, graphs, maps, others are auditory best understand new content through listening and speaking, Aleksandrzakc (2011:39) claims "every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and communicative experiences". It's challenging for teachers to take into consideration individual capacities and differences that are highly spread in the EFL class and attempt to fit them into the teaching/learning process.

c- Lack of Practice Outside Class

According to Dawit & Demis (2015:83) investigation about the causes of limited participations in the EFL class, the results show that "the majority of students respond that they don't have the opportunity to speak English outside the classroom". In other words, there is no active role for English outside the classroom. Therefore, they do not feel immediate need to learn English, that there is no environment that makes familiar

with the original language, learners feel comfortable when they expressing their taught in their mother tongue.

d- Lack of Concentration In Class

This is an important factor the lack of concentration .When learners do not have the concentration cannot learn the material. Lack of concentration due to these factors:

1-Family problems

2- Environment

3-Stress or anxiety

All these factors prevent them to learn the language and gain a good score.

e- Problems of Immediate Need

Pupils learn basic grammar at school level for the purpose of passing only in the tests and in the examinations and not to face any real life situations. Furthermore, adequate practice is not given to learners to learn a language.

f- Lack of Necessary Equipments

Lack of basic equipments is a challenge that hinders effective teaching and learning of English language .Most schools in Algeria lack equipment which could help learners. Most schools do not have language laboratory, technological devices.

2.4.2 Reducing EFL Learning' Anxiety

EFL learning anxiety seems to be difficult in view of the fact that they are non native speakers, they face problems of low self-confidence and self esteem finding themselves exposed to acquiring a foreign language with its linguistic, cultural and grammatical aspects; this is why instructors are challenging to create parameters for reducing English language anxiety. In this sense, McCown (1999:311) argues that "Students who achieve consistently had teachers who demonstrated skill in managing, in preparing and organizing classroom activities, as well as establishing and maintaining learning environments". It refers to their constant attempting to fit their anxious learners into a positive EFL classroom atmosphere through introducing different activities that take them into the class environment and create a positive relaxed atmosphere provide a higher level of proficiency.

2.4.2.1 Encouraging Pair and Group Work

To cope with the issue of being reticent and stressful while speaking in the target language in front of the whole class, under the fear of making mistakes, being criticized, laughed at by others and comparing the student's abilities between their peers, this is why they feel shy and avoid voluntary responses. Teachers tend to use the strategy so that reducing obstacles that prevent learners to feel relax while they speaking. Supporting this idea Rafada and Madini (2017:319) have reported that "In order to curb students' peer anxiety, pair and group work activities are preferable, and it is also advised to avoid competitiveness among students". Thus, it is argued that learners are more all set to speak in groups rather than individually, this may help them to improve their learning skills independently and work collaboratively, in which skilled learners help weak ones to reach their ability to interact freely with their peers and give them more opportunities to use the target language.

2.4.2.2 Being Friendly with Students

Teachers must be aware of their anxious learners by giving them a paramount importance; they should discuss with them about their fears not in front of their classmates but preferable after finishing the class. Mouhoubi (2017:22) state that "Involving students in discussions about their difficulties and problems in learning the foreign language can create trust between students and the teacher". This would create a trust between the teacher and the learner, allowing them to establish a suitable language learning atmosphere and friendly environment, thus making a mutual respect between both of them. As a result increasing the learner's self-confidence and minimize anxiety.

The major difficulty that faces the anxious EFL learners is the negative evaluation of the teacher about their speaking mistakes and interrupting them while talking, correcting a mispronounced word for example. Moreover, according to (Price, 1991)[8] "It would also be helpful for EFL teachers to explain to their students that it is

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[8] Cited in Meihua, L. (2006:30) Anxiety in EFL Classrooms: Cause sand Consequences.

unavoidable for a second/foreign language learner to make mistakes and that it is extremely difficult to speak English like a native speaker in a short time".

In other words, teachers have to handle this fear by dealing with their learners in a positive attitudes, giving the chance to reticent ones to participate even they are wrong and letting them finish then comment on their mistakes in respectful way, sometimes use humor so that promoting them to speak English confidently, as a result learners may tend to be spontaneously active patterns in all the classroom activities, enjoy participating in the target language despite their grammatical, spelling mistakes and lack of vocabulary thanks to their teachers who give them adequate opportunities to speak in meaningful ways.

Similarily, Rafada & Madini (2015:318) argue that "They should tolerate their learners' mistakes and create a supportive and positive classroom environment. This understanding and helpful atmosphere will help boost the learners' self-esteem and alleviate anxiety" teachers are generally responsible in showing out their learners that making mistakes doesn't reflect their weakness in speaking English, it's rather a step of being an effective fluent learner. Teachers should rather try to correct them friendly and shouldn't prevent them from participating in communicative activities such as providing them with interest and listening to them carefully while speaking even they are wrong.

2.4.2.3 Motivation and Involvement

Teachers have the essential role in stimulating learners to fit into the classroom atmosphere through motivating them using different methods, calling learners by their first names, has a positive impact on their psychology of learning, it develops their willingness to fit into the class atmosphere. It also creates a mutual self-esteem and confidence between them, Riasati (2014:118) has supported this asserting that "It is recommended that teachers call the learners by their first names, as this will remove barriers between them. Another way is to choose topics that most of the learners share an interest in". The choice of the topics has a great effect on the willingness or the unwillingness of speaking. Choosing a topic which is related to the learners' daily lives,

their culture is more enjoyable than another topic which they are not familiar with, this is why it is better to deal with topics that learners are interested in to involve them. This may encourage them to talk freely without being afraid from making mistakes and to improve their proficiency level.

2.4.2.4 Balancing Between Fluency and Accuracy

According to Azadeh (2010:276) "EFL teachers always need to be careful of the balance between fluency (ability to speak quickly and smoothly without much though) and accuracy (ability to speak in a grammatically correct manner)". Fluency and accuracy are two aspects that lead to a successful English language learning. Teachers are addressed to help their learners to increase their fluency to speak smoothly and be more competent and fluent speakers as well as accuracy with the production of correct sentences

2.4.3 The Critical Role of the Teacher as a Classroom Manager

Teachers play important roles in the classroom. The teacher is an instructor, knowledge provider and facilitator of learning. He accepts that his role is not primarily to provide knowledge but to assist learners in their learning through different methodologies. Teacher recognizes certain qualities that an effective facilitator should possess such as high- self esteem and the ability to trust in the capability of learners to think and learn by themselves". Teachers should help learners develop a positive image of themselves and others. They should create a warm atmosphere to motivate the learners to learn English" Dawit & Demise (2015:88). So, the teacher should provide an atmosphere that is characteristically a warm, affirmative and friendly classroom.

Teachers employ a wide range of teaching learning styles in the classroom from experience. He knows that each learner has his own learning style, his capacities. The teacher provides equal opportunity for each everyone to work comfortably through their preferred style, but likewise encourage them to try other styles. This is possible by employing a variety of teaching methodologies and strategies such as group discussion techniques under the saying "two heads are better than one", arguing this idea, Mouhoubi (2017: 21) asserts "EFL teachers can improve the classroom climate through the use of

pair work, small group work and simulations mainly in speaking and writing class", it's important to establish the means of collaborative work and give chance to learners to discuss their fears and difficulties that obstruct their English learning process, this may enhance the relations between peers and the teacher and create and positive, supporting and low- stress learning atmosphere.

According to Martin, Yin & Mayall (2006)[9] "experienced teachers manage their classrooms more effectively than less experienced teachers. They take more control of learner behaviour in class and attempt to monitor student reactions and prevent undesirable behavior to happen."As a classroom manager, the teacher must control and monitor his learner's behaviour depending on their background of the teacher's personality, some teachers prefer to use external controls such as changing seating while other tend to ignore classroom disruptions.

2.5 The Strategies of Classroom Management

Classroom management represents a challenge to teachers. In order to have an effective classroom management, teachers should implement some strategies that can help in organizing the learning setting. According to Emiliasari & Syarifh (2015: 232, 234), the following strategies should be taken into consideration strategies which are explained as follows

a- Establishing Rules

In order to have a well-managed classroom, rules must be established by the teacher this is why Qinglan (2004) stated: "To manage the class effectively some rules need to be established". Evertson and Harris (1992) reported that one of the elements that should be considered by teachers to manage the classroom effectively is by establishing rules. The teacher uses his/her own rules to manage the classroom. He/she

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[9]Cited in Yazdanmehr , E., & Akbari, R. (2015:11). An expert EFL teacher's class management . Iranian Journal of Language Teaching Research .

should be a good manager in the class. Establishing rules in the class helps the teacher to increase the level of learning as well as the pupils' level.

b- Monitoring Activities

Another strategy in managing the classroom is monitoring activities in which the teacher supervises his/her learners while giving them some tasks to solve. In the same vein, there are several ways in monitoring activities such as providing the pupils with a variety of tasks and encouraging them to express their ideas and thoughts. He/she can also use the space in creating a challenging atmosphere. All in all, monitoring is the best way to evaluate the learners' understanding and this can be done through different ways.

c- Giving Praise

Complimenting the learners encourages them to work hard and they make them excited, integrated and happy and it helps in increasing their motivation and self-confidence. Generally, praise is very helpful in order to gain the pupils' trust and respect, they may get more engaged with their teachers and more enthusiastic about learning.

2.5.1 Classroom Management Procedures

According to Novalis (2014:3), there are some procedures that are stated below and that help in increasing learner achievement. Teachers should:

•Ensure the safety of the learning environment. In other words, teachers should provide a safe environment for the learners by maintaining the discipline in the class and preventing the learners from misbehaving while presenting the lesson.

• Be passionate about teaching. It means that teachers should appreciate their jobs and love what they are doing. If the teacher hates his/her job, he/she will affect negatively on the learners' learning.

• Be prepared to deliver your lessons, teachers have to well-prepare their lessons and ready to transmit them in an effective way. In the same respect, teachers

should be ready to present their lessons in a perfect way, they should appear confident and not confuse because the learners can recognize if the teacher has a weak or strong personality. So they should be ready to answer the learners' enquiries any moment they do.

• Encourage students to ask questions. i.e., teachers should let the learners express their thoughts and ideas by giving them the opportunity and the time to interact freely without any pressure.

• Set learning tasks that suit the capacity of learners. In other words, teachers should take into consideration the level of his/her learners when preparing the tasks. The tasks should be in the reach of every learner.

• Stimulate critical thinking in learners; teachers should encourage his/her learners and motivate them to be critical thinkers inside and outside the class.

• Address learners in a positive way. That is to say, teachers should deal with them in a respectful way so they respect them in turn.

• Encourage initiative in learners. The teachers should persuade them to improve more in their learning process.

• Care for your learners; they learn more effectively when the teacher cares for them, paying attention to each one and to compliment and praise them even if they are wrong.

• Expect positive behaviors from the learners. That is to say, if the teacher expects his/her pupils to behave negatively, they will misbehave, if he/she expects them to behave positively, they will do so. So the teachers should be optimist about their learners.

2.5.2 Classroom Management Rules

Rules are the foundation of effective classroom management. The learners' knowledge about the rules and how to follow them can positively lead to an appropriate behavior. In other words, rules are the appropriate principles to eliminate confusions and disruptions in the class. So, in order to maintain the discipline in class, teachers should establish these following rules:

a.   Being Mentor and Strict

The teacher should be a mentor and adviser for his/her learners and strict in dealing with them. It is argued by Aram (2012: 17) that "The teacher acts as a parent figure to students by meeting with them to talk about social, personal and academic issues, by working with parents to enhance their support for their children's schooling". In other words, teachers should treat their pupils as their sons, advice them and give them the time and the opportunity to express their feelings and enquiries. However, being a mentor doesn't mean being friend with them, because they may misbehave. The teacher should be strict, firm and fair.

b.   Being a Caring Teacher

The teacher should show his/her learners that he/she cares for them by asking them how they are, what sports they like, what their favorite hobbies and so on. In addition, Horace (2010:131) defended the idea that teachers should care about their learners in order to have a well-managed classroom, he said: "Teachers should care about their students; they should want to motivate and mentor their students. It is important for teachers to have faith in their students' potential to succeed and do well; students will feel excited to try their best." It means that teacher should be an adviser and motivator for his/her pupils, they will feel excited and determined to achieve what the teacher expected and beyond his/her expectations.

c. Get Closer to them

Teachers should be closer to their learners if they want to prevent disruptions and bad attitudes. According to D'Amato (2005:58), "Most students will stop their misbehavior when they notice the teacher is getting closer to them than normal." It means that the learners know when the teacher is closer to them. Their behaviors depend on the teacher's dealing; if the teacher treats his/her pupils in a harsh way, the students will misbehave. If he/she treats them in a respectful way and being strict but friendly with them, the learners will stop making troubles because they respect and

love their teacher. Getting closer to the pupils helps the teacher to maintain better his/her class.

d. Encourage Good Behaviour

Learners get more inspired when their teachers encourage and praise them rather than to be criticized. Pupils' self-esteem can be increased through compliment. Roth (2014:37) claimed that "teachers should encourage students in areas of both strengths and weaknesses and find ways to recognize each student as special, and encouraging them by stopping and listening to them". That is to say, teachers should listen to their learners' problems and try to solve them so that they stay interested in the lesson. Each pupil is unique and special. So the teacher should take into consideration their differences and uniqueness. At the end of each lesson, teachers should thank their learners for being well behaved, in this way they can prevent naughtiness in the coming sessions.

e. Get them in

This rule focuses on the learners' involvement. Learners pay attention to their teachers when they are engaged with them. They are responsible of making the students get interested in the lesson. Making them busy in the assignment helps in avoiding annoyance and distraction. Laslett & Smith (2002:3) stated that the process of "getting them in" involve three phases: greeting, seating and starting.

i. Greeting

Before the learners enter the classroom, the teacher should be the first arrival and this is a quite wise activity done by him/her. He underlines his/her authority by deciding when the pupils are invited to enter the room. This may provide a convenient and relaxed learning environment.

ii. Seating

It is crucial that teachers decide where pupils should sit. They may encourage them to sit next to their friends in order to raise collaboration in the class. The seating

plan helps the teachers to memorize their learners' names easily and helps in facilitating the learning teaching process.

iii. Starting

Starting a lesson smoothly and immediately is based on managing the physical and mental organization of the learners. The teacher should soften the atmosphere by using games, crosswords or work cards in order to energize the pupils so that he/she can start the lesson without confusions. Furthermore, each lesson should start with some joyful activities. In addition, the teacher sets these activities in order to create a calm and positive atmosphere.

f. Get them Out

According to Laslett and Smith (2002:5), "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 teaching session." In other words, "getting the learners out" is by carefully planning the end of the lesson which is the most appropriate time for trouble making by learners. Therefore, planning carefully the end of each lesson is a vital part of the way in which teachers have successfully moved from one activity to another.

g. Get on with it

It is represented as the main part of the lesson. Pupils' self-esteem and sense of competence in a particular subject matter will depend to a considerable extent on the teacher's ability to get on with it. (Smith & Laslett, 2002:7).

2.6 The Effects of Classroom Management on Learners' Behaviours and Achievements

Effective classroom management affects the learners' success and it has been determined to be one the most powerful skills that teachers need to master. In the same sense, (Akiba & Scribner, 2007: 156,157)[10] say that: "Teacher qualifications and behaviors affect student achievement and behaviors. However, when it comes to student achievement, the emphasis is on teachers since teacher qualification is a more important factor compared to other school factors in increasing student achievement".

In other words, the teacher competence is required in boosting the learner's implementation. In addition, Marzano & Marzano, Pickering (2003:157,158)[11] claimed that teachers should be aware of pupils' characteristics and needs for a good classroom. That is to say, the teachers should understand the learners' developmental progress because they do not have the same level; each one is unique. Thus, teachers should adjust their teaching based on pupils' capacities and background and learning speed.

A well-organized environment eases the learning and teaching process and can enhance the class participation of learner. In same respect, effective classroom management is the key to reach learning objectives and to attain learners' success and achievement. That is to say, if the classroom is well-controlled and well-managed, the learners will have the chance to learn in a safe and appropriate environment and they will be able to reach success

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[10] Cited in Guner, Y.N. (2017:156-157), Student Achievement: A study on Five Elementary Classrooms. (2017:156-157)
[11] Idem

2.7 Conclusion

All in all, it is asserted that classroom management is necessary and beneficial to the success of the learners. Effective classroom management is accomplished when teachers set appropriate rules and procedures which help minimize disruptions and misbehaviours. Setting rewards systems encourage learners to promote themselves and help them make better choices and be more productive. Thus, classroom management is the key for both successful learning and teaching.

CHAPTER THREE

Data Analysis and Interpretation

3.1 Introduction

3.2 The Definition of a Questionnaire

   3.2.1 The Advantages of a Questionnaire

   3.2.2 The Limitations of aQuestionnaire

3.3 Population and Sampling

   3.3.1 The Layout of the Questionnaire

   3.3.2 The Description of the Questionnaire

   3.3.3 Results' Analysis

3.4 Discussion

3.5 Recommendations

3.6 Conclusion

3.1 Introduction

This chapter deals with the field work which represents our study that aims at exploring the effectiveness of lesson planning in improving EFL classroom management. For this purpose, a formal questionnaire has been designed, since it is the main tool in any descriptive research. The analysis of the results obtained will be provided and discussed in the findings of the study. Finally, some recommendations will be suggested.

3.2 The Definition of a Questionnaire

Generally speaking, a questionnaire is a means of collecting data. Researchers namely Bell (1999), Kervin (1999), De Vanus (1996) agree that a questionnaire is a series of written questions that particular persons would answer for the sake of gathering information. The items of questionnaire should be clearly and plainly stated in order to motivate the respondents to provide more information. The questions can be open-ended or closed-ended. The former questions are those which can be answered by a simple "yes" or "No", while the latter questions are those which require more thoughts and the answer is more than one word.

3.2.1 The Advantages of a Questionnaire

The questionnaire has many advantages. In general, they enable us to gather a large amount of data in a short period of time; other advantages can be summed up in the following points:

1- Almost all people are familiar with questionnaire, and how to complete them.
2- The respondents can fill the questionnaire at their own pace.
3- Questionnaire is easy to analyse. (Beiske: 2002)

Thus, using the questionnaire as a data collection tool provides the researcher with large number of respondents and allows a wider range of the sample than other

tools, it is reliable, produces more validity, since it is highly structured and easily interpreted.

3.2.2 The Limitations of a Questionnaire

Although the questionnaire is an important tool in a descriptive research, it has some limitations. Moore (1983:19) states that among the disadvantages of a questionnaire there is "the lack of qualitative depth to the answers and the resultant superficiality". Brown (1988:35) states that "respondents do not always reveal their real attitudes; they may be dishonest and untruthful when they answer the questionnaires". Other disadvantages are stated in the following points:

1- Some respondents may misinterpret the questions given; they may not give complete answers.
2- The respondents may be untruthful and dishonest towards the questionnaires.

The administrated questionnaire may have low responses rather than face to face submitted questionnaire.

3.3 Population and Sampling

The population in which this present study has taken place is secondary schools teachers' of Ain Temouchent (Maghni Sandid, El Bachir El Ibrahimi, Maliha Hamidou, Idris Laafifi and Ikhwa Zahaf).There are mainly 20 secondary school teachers selected randomly without any particular conditions or characteristics for our sample and concerned with filling up the questionnaire.

3.3.1 The Layout of the Questionnaire

To have insight about the effectiveness of lesson planning in improving EFL classroom management, the questionnaire is the suitable instrument for collecting data in a short period of time. It consists of 13 closed and opened questions. The main reason behind submitting the questionnaire is to find out teachers' opinions about the topic examined.

3.3.2 The Description of the Questionnaire

The questionnaire that has been handed to conduct this research starts with a small introduction which explains the aim of our study. It consists of 15 questions, combined of multiple kinds of questions in order to simplify the task to teachers and have clear responses. Three types of questions are included:

❖ **Closed questions:** Yes/No questions and multi-choice questions. In some cases respondents are attained to explain their choices or justifying them.

❖ **Open questions:** participants have the opportunity to express their opinions and thoughts.

3.3.3 Results' Analysis

The data that has been collected, will be presented in tables and interpreted into graphs

- **Question one:** what is your gender

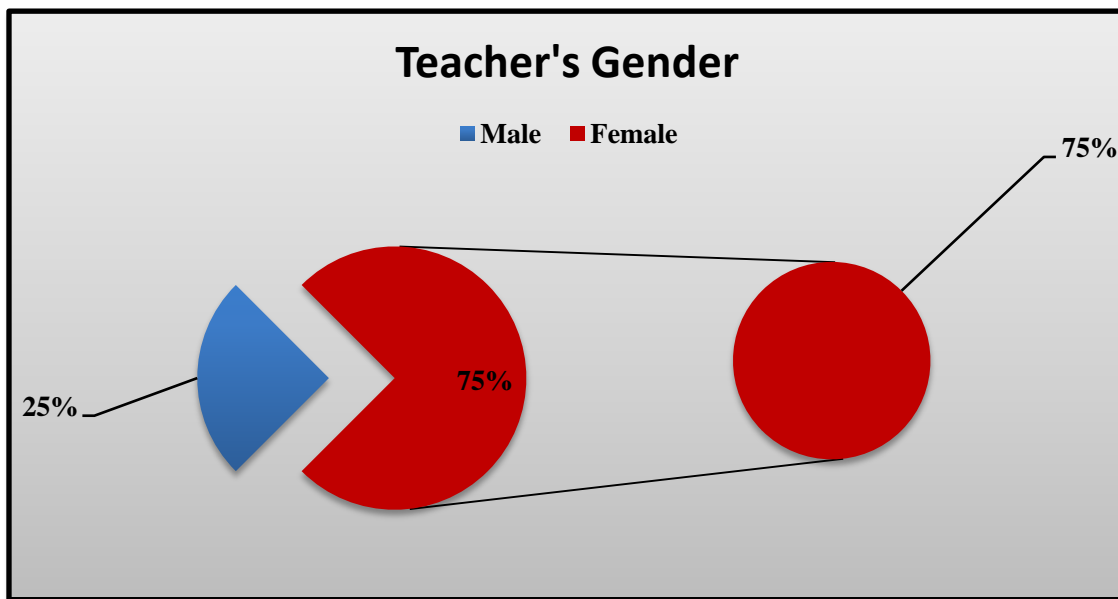| Option	Number	Percentage
Male	05	25%
Female	15	75%

Table 3.1: Teacher's Gender

Figure 3.1: Teacher's Gender

It seems from the graph above that the dominated population who replied the questionnaire is mostly female (75%). This refers to their high tendency to teach foreign languages. While only (25%) are male teachers.

- **Question Two:** What are your qualifications?

Option	Number	Percentage
Master	5	25%
Magister	1	5%
Licence	14	70%

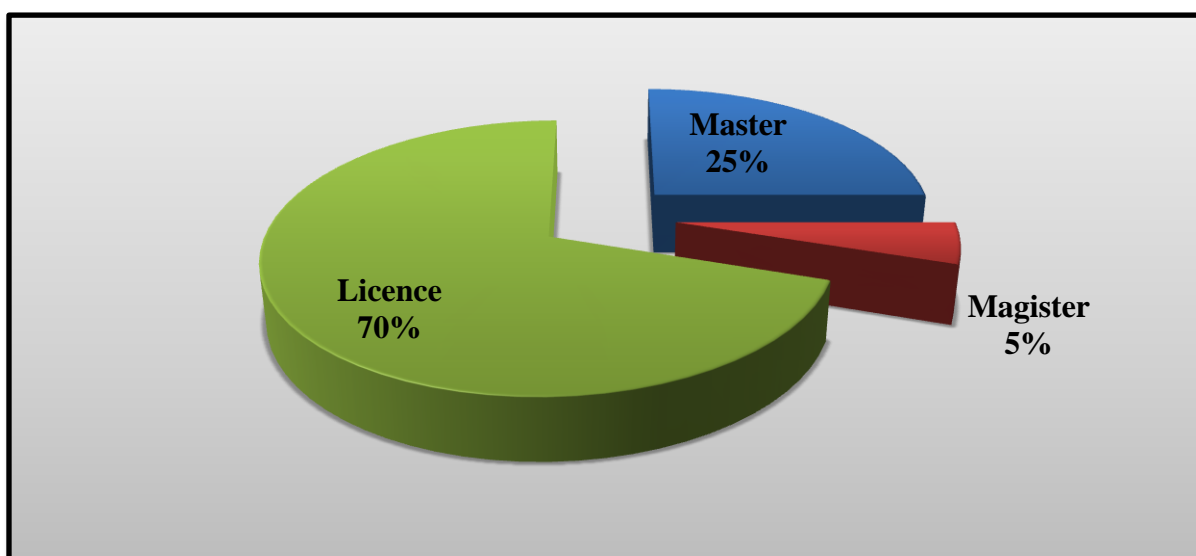**Table 3.2 : Teacher's Qualification**

Figure 3.2: Teacher's Qualification

From the chart above, we notice that the majority of secondary schools teachers have a licence diplomat, while 25% have master degree, 5% have magister. Licence degree was the required diploma to be a secondary school teacher; according to the findings we notice that the teachers are not new ones in the field, they are rather experienced ones.

- **Question Three:** How long have you been teaching English in secondary schools?

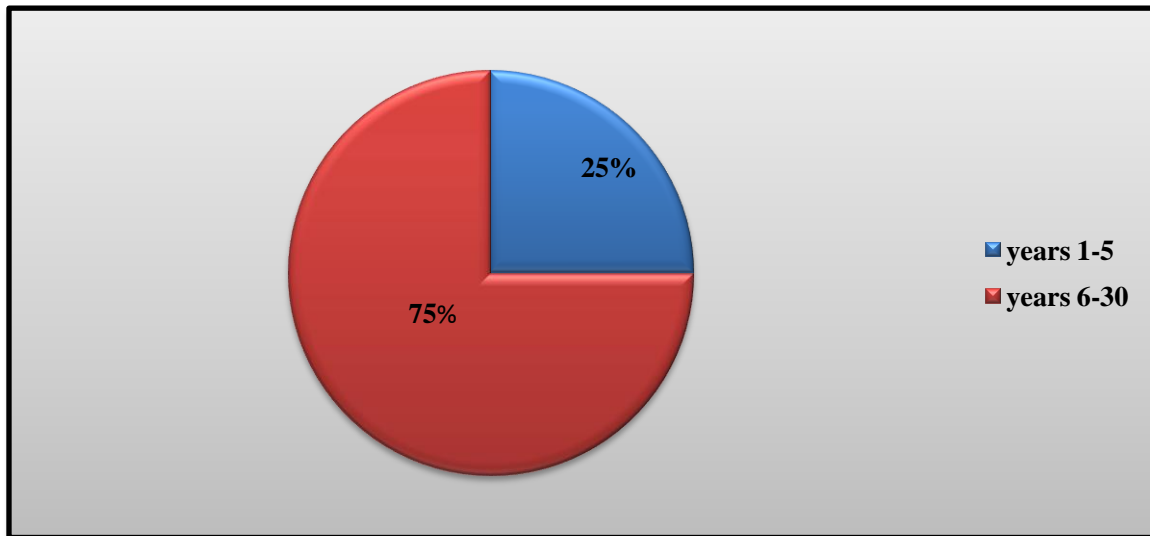| Years	Number	Percentage
1-5	5	25%
6-30	15	75%

Table 3.3: Teacher's Experience

Figure 3.3: Teacher's Experience

The graph above reveals that most of teachers (75%) are experienced ones. This high percentage indicates that all their answers weren't randomly but from their long experience. These results confirm the findings of the second question. This indicates that they answer the questions from their long experience.

- **Question Four:** Do you pass an academic training on how preparing lesson plan? If yes for how long?

Option	Number	Percentage
Yes	11	55%
No	9	45%

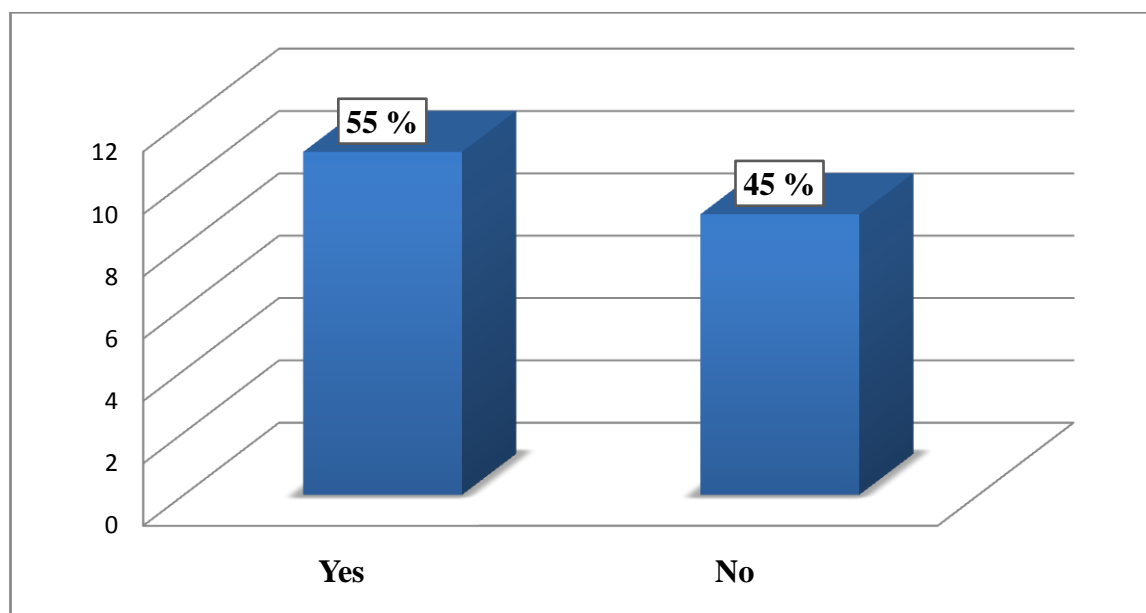**Table 3.4: The Role of Academic Training**

Figure 3.4: The Role of Academic Training

From the results obtained in the table above, we notice that 55% of teachers have passed the academic training, they stated that their training last from 6 months to one year. However, the rest of them didn't pass the training but they had seminars about lesson planning. It is worth mentioning that teachers who were concerned with the academic training are the new ones since years ago, no training was provided to them

- **Question Five**: Do you prepare your lesson?

Option	Number	Percentage
Always	16	80%
Rarely	0	0%
Sometimes	4	20%

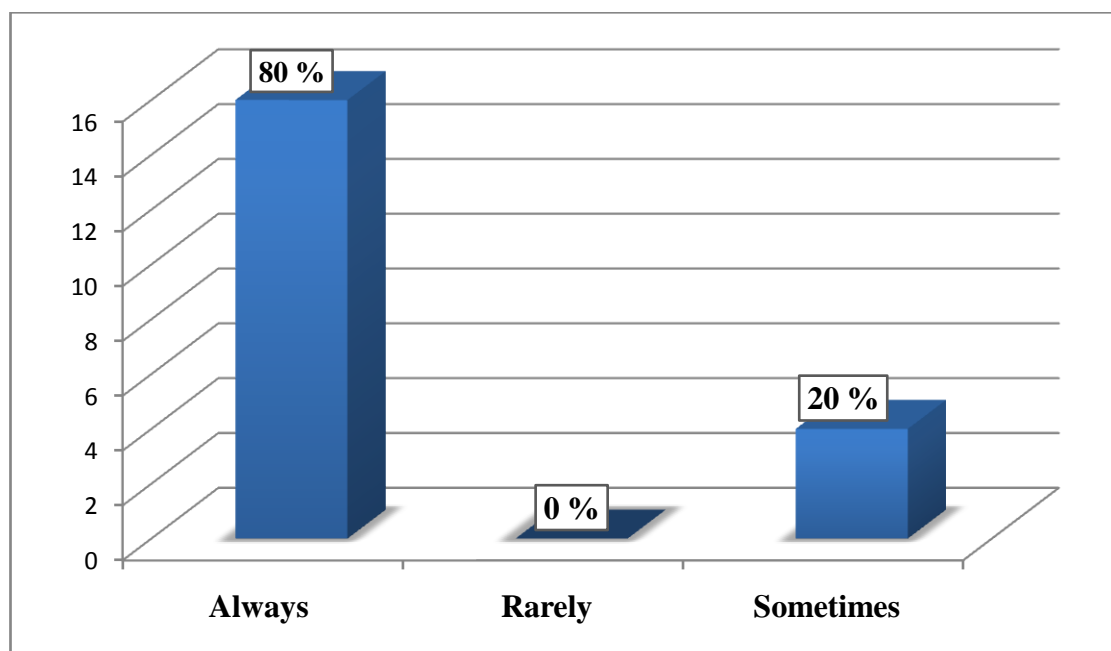**Table 3.5: Teacher's Attitude towards Lessons' Preparation**

Figure 3.5: Teacher's Attitude towards Lessons' Preparation

The great majority of teachers 80% always prepare their lessons because it saves time; it helps them to have very clear idea of what they want to teach. 20% of them sometimes do. This alternative shows that the one who have a long experience in teaching sometimes prepare their lessons because they are already have a long teaching career which making him familiar with planning daily lessons.

- **Question Six:** Does Planning have a vital role in achieving your lesson objectives?

Option	Number	Percentage
Yes	18	90%
No	02	10%

Table 3.6: Teacher's Attitude towards the Importance of Lesson Planning
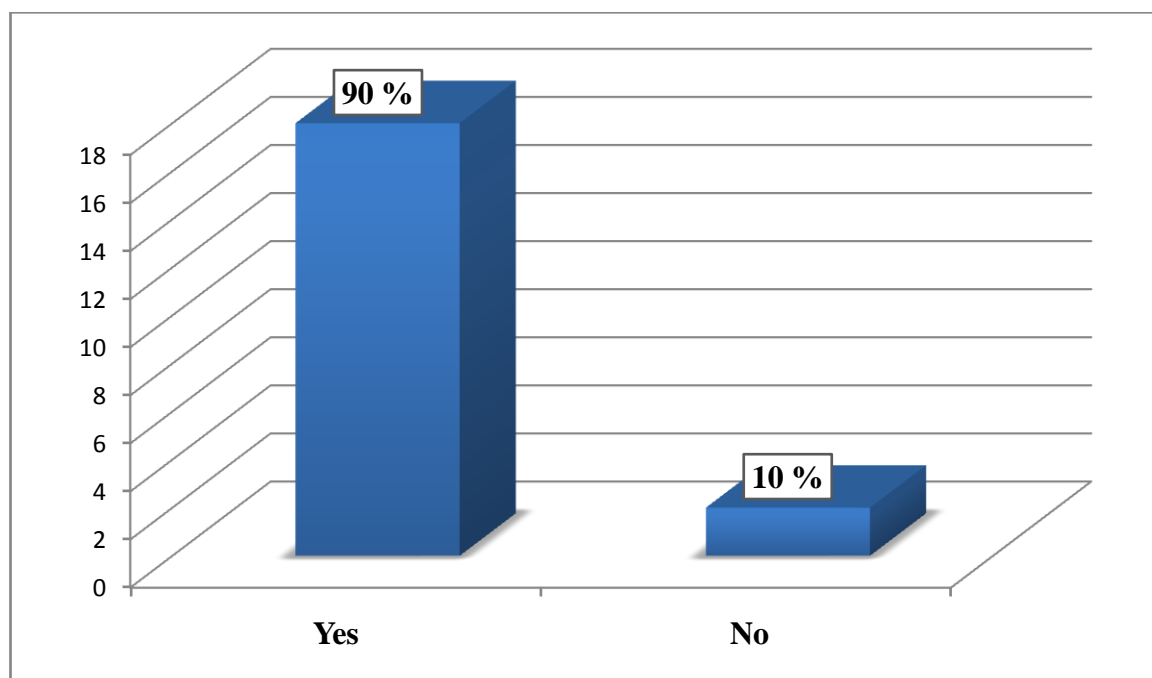
Figure 3.6: Teacher's Attitudes towards the Importance of Lesson Planning

The results show that 90% of teachers agree on the fact that lesson planning is important in achieving lesson objectives, because it is the most important step for teachers to make a successful lesson. It means that planning lessons including activities that suit the learners' level, and organizing time to each step of the lesson, help in avoiding hesitation and lead to an effective teaching. On the other hand, 10% of the teachers have chosen the alternative 'no' because they think that lesson plan depends on the students' reaction and despite the fact that lessons are not prepared, teachers achieve their objectives.

- **Question Seven**: Do you face difficulties when preparing the lesson?

Option	Number	Percentage
Yes	13	65%
No	6	30%
Sometimes	1	5%

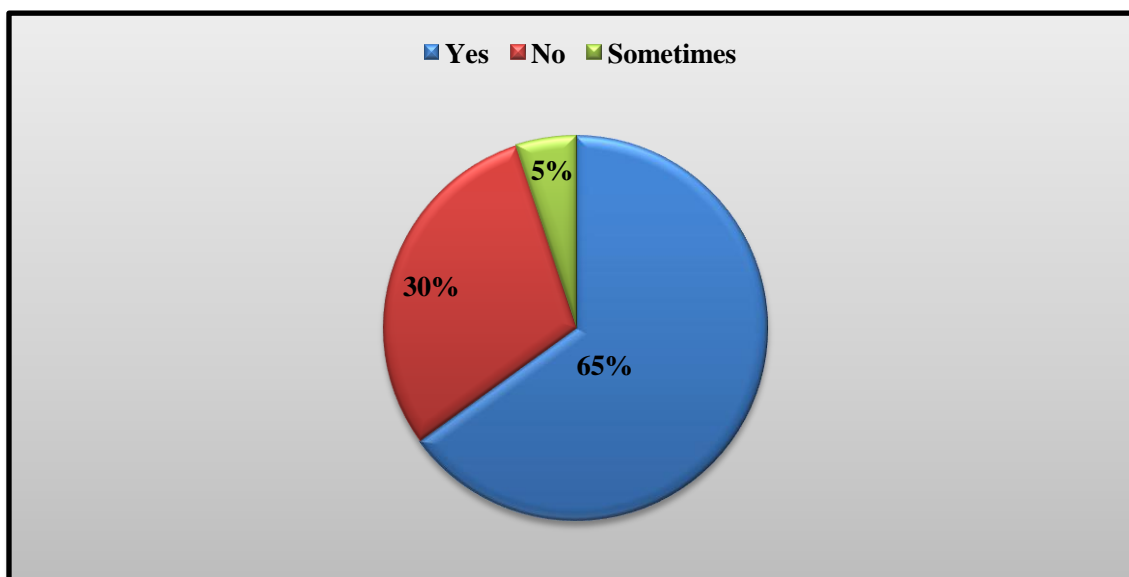**Table 3.7: Difficulties during Preparing Lessons**

Figure 3.7: Difficulties during Preparing Lessons

The above figure shows that 65% of teachers face difficulties when preparing their lessons. The main problems are due to the lack of the needed teaching materials such as data show and the students' level which sometimes may not coincided with what is planned. Besides, some teachers find difficulties in achieving the course objectives because the time allotted is not enough to finish the lesson especially if some types of activities require more time to be understood by the students. Contrarily, 30% of teachers said that they don't find difficulties during their lessons' preparation; this may refer to their awareness about the learners needs d their control of the class.

It has been noticed that one teacher who represents 5% sometimes faces obstacles to adjust the activities according to all the learners' levels especially the slow ones. In general the main problem that teacher face while they plan is their learners' level since English is neither their mother tongue nor the dominant language in their environment. So, teachers are required to know their learners' needs and levels.

- **Question Eight:** Lesson plan is beneficial for**:**

Option	Number	Percentage
Learners	0	0%
Teachers	0	0%
Both	20	100%

Table 3.8: The Impact of the Lesson Plan on Teachers and Learners
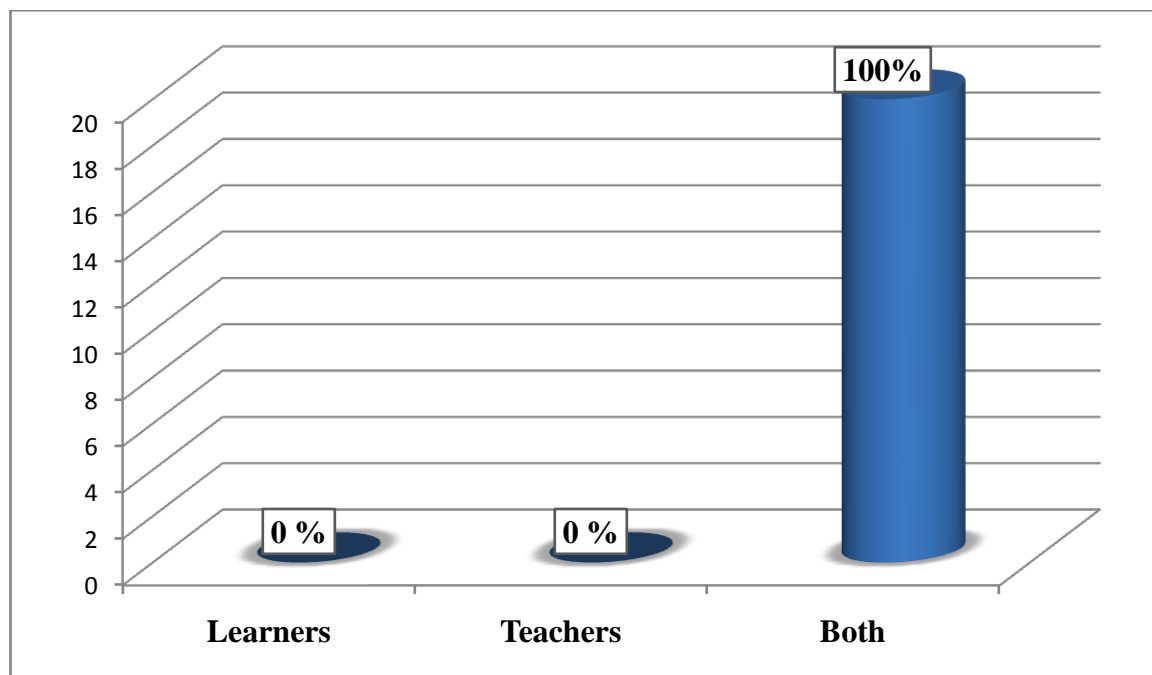
Figure 3.8: The Impact of the Lesson Plan on Teachers and Learners

All the teachers answered that lesson planning is beneficial for them and for their pupils; this clarifies the teachers' awareness about the lesson plan as an effective tool in the teaching/ learning process in one hand. In the other hand well prepared lessons help the teachers to gain more confidence, thus learners will get more involved in the learning process and less naughty.

- **Question Nine:** Do you think that a successful learning process is a result of a good managed classroom?

Option	Number	Percentage
Yes	20	100%
No	0	0%

Table 3.9: Teacher's Attitude towards the Relationship between Successful Learning Process and Classroom Management
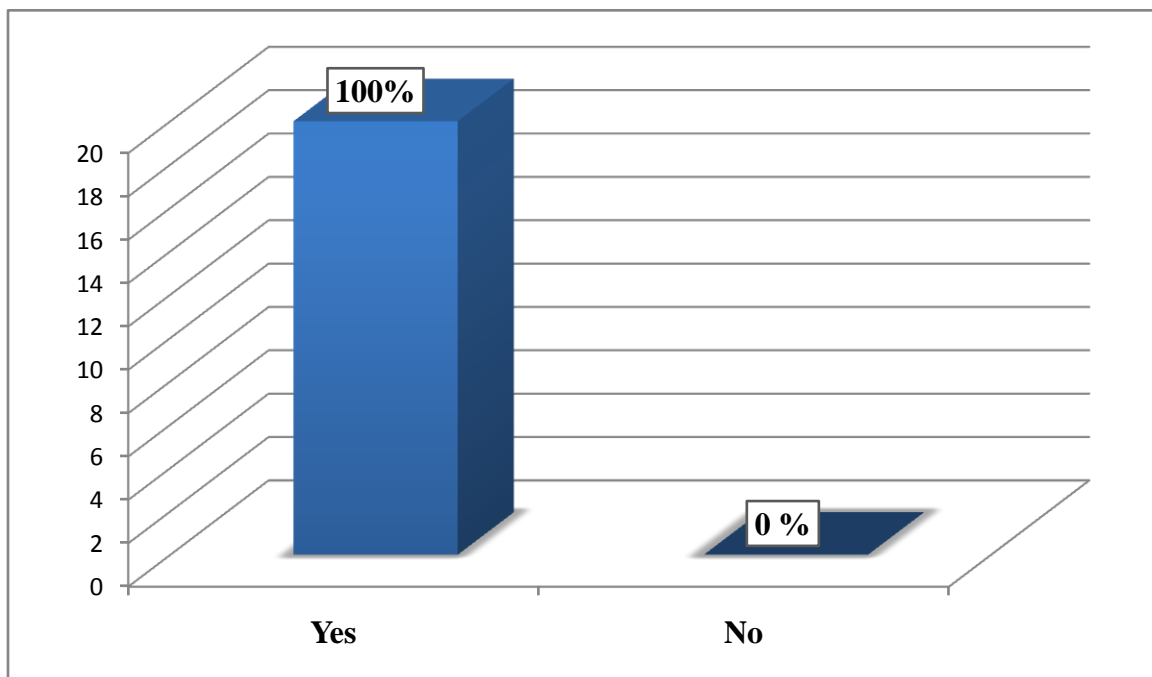

Figure 3.9: Teacher's Attitude towards the Relationship between Successful Learning Process and Classroom Management

All the teachers declare that a successful learning process is a result of a good managed classroom. A well managed classroom keeps the students engaged and motivated in the classroom activities to enhance a positive workflow environment for the pupils.

- **Question Ten:** Can lesson a plan help you in maintaining discipline during class?

Option	Number	Percentage
Agree	18	90%
Disagree	2	10%

Table 3.10: The Role of Lesson Plan in Maintaining Discipline in Class
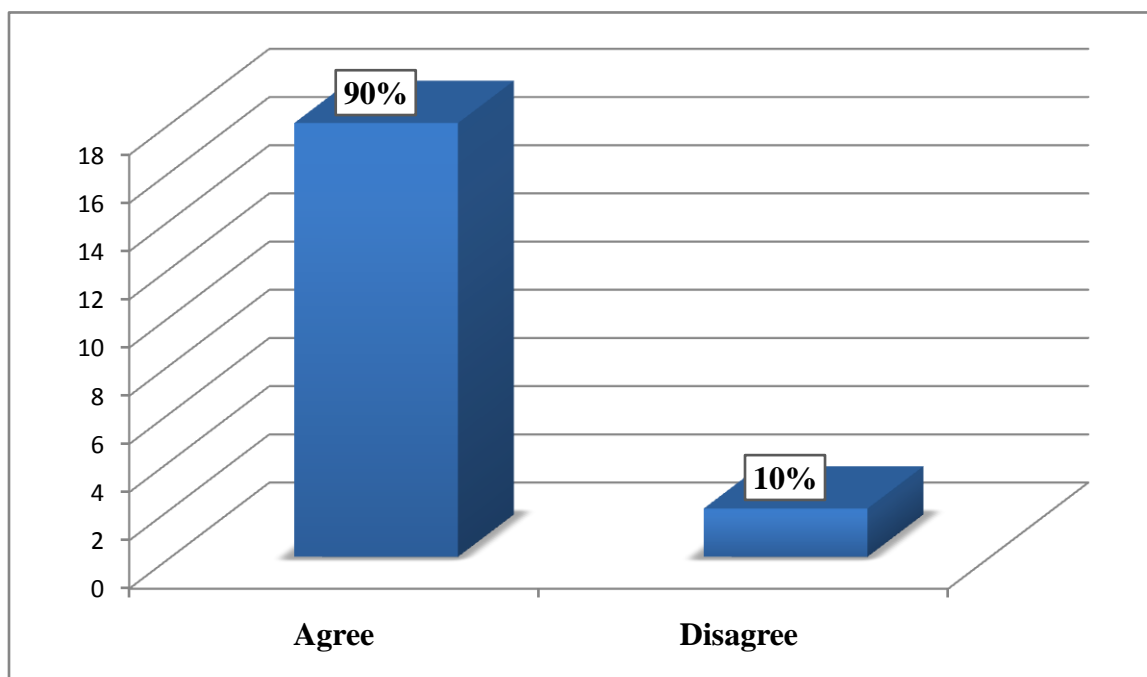

Figure 3.10: The Role of Lesson Plan in Maintaining Discipline in Class.

The results reveal that 90% of the informants agreed on the fact that the lesson plan helps in maintaining discipline during class because it is the best way to gain the learners' respect. This indicates that planning lesson in advance provides the teacher with detailed framework of the course structure and this may help him to focus more on controlling students' behaviour. The rest of them (10%) disagree, they believe that maintaining discipline during class is related to the teacher's personality and that preparation of lessons is just a supporting means to establish a suitable environment for the learning process.

- **Question 11:** How do you treat your pupils when misbehaving?

Option	Number	Percentage
Punish them	4	20%
Isolate them	2	10%
Make them busy	10	50%
Punish and make them busy	4	20%

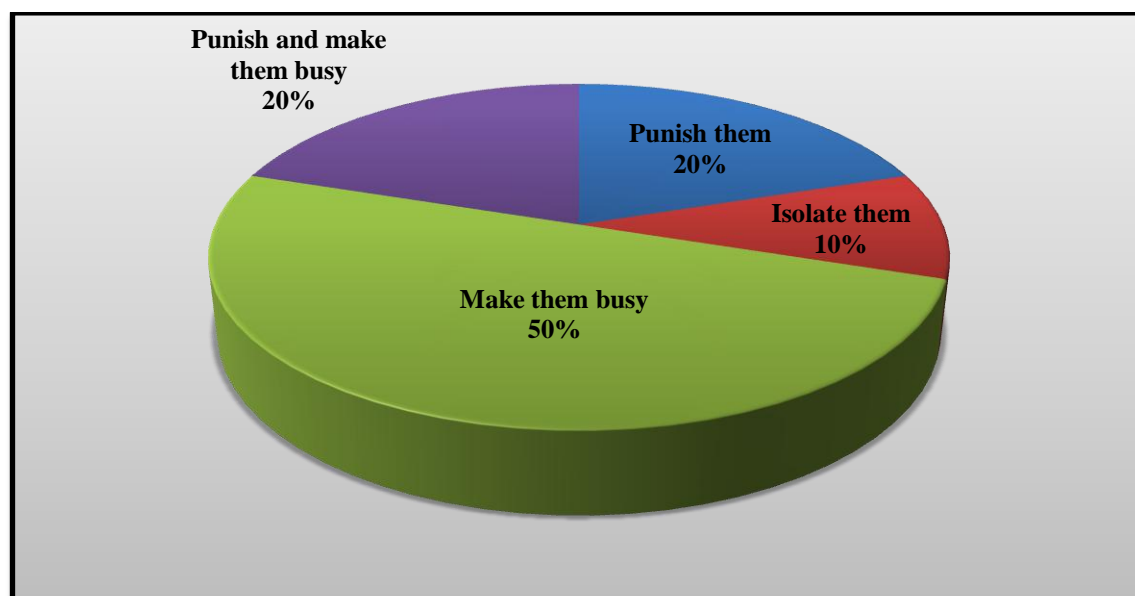**Table 3.11: Teachers' Attitudes towards their Learners' Misbehaviour**

Figure 3.11: Teachers' Attitudes towards their Learners' Misbehaviour

From the chart above, it is noticed that teachers deal with the naughty learners in different ways. 50% of the teachers claimed that the best solution to avoid misbehavior is to make pupils busy as an indirect way of punishment. 20% of the teachers do punish their pupils, and the same percentage report that they tend to use punishment and make them busy. The remaining minority (10%) chose to isolate the learners in order to avoid disruptions for a given period until they recognize their mistakes. It generally viewed that Pupils learn from their teachers how to act and how to react to their misbehaviour more

than how to teach, teachers are considered as models, this is why teachers are required to use positive reinforcement rather than punishment.

- **Question 12:** In case of forgetting to prepare your lesson plan, what is your alternative?

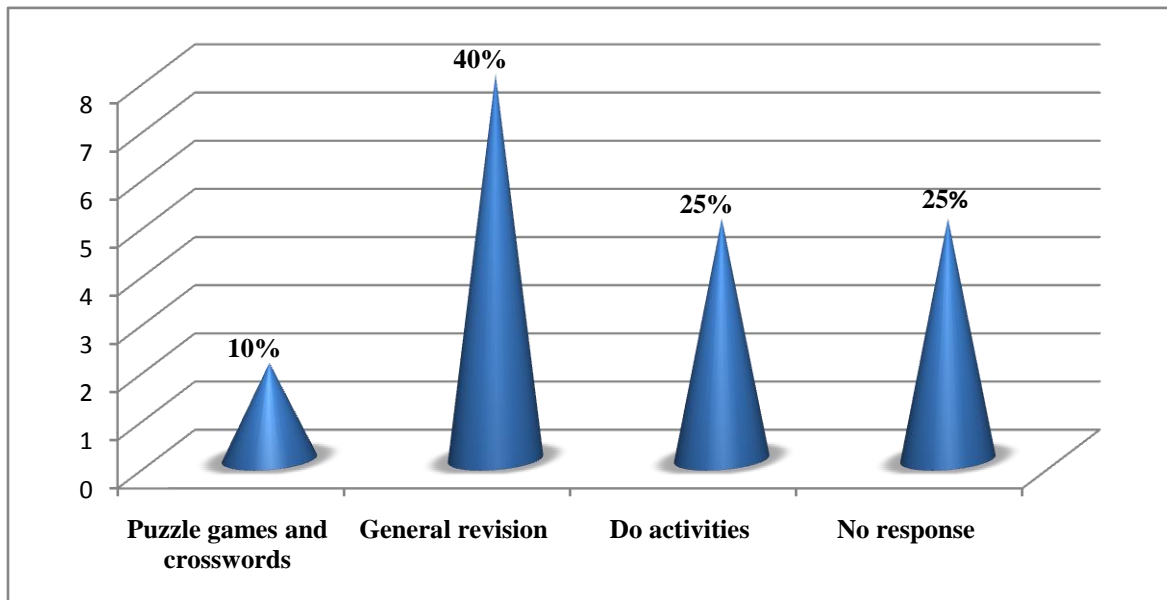| Option	Number	Percentage
Puzzle games and crosswords	**2**	**10%**
General revision	**8**	**40%**
Do activities	**5**	**25%**
No response	**5**	**25%**

Table 3.12: Lesson Plan Alternative

Figure 3.12: Lesson Plan Alternatives

In case of forgetting to prepare their lessons, teachers tend to use the remedial work in order to enable students to get not misled. 40% of them do a review of the previous lesson. Some of them (25%) have contingency plans including activities and

tasks. 10% prefer to entertain their learners by providing them with puzzle games and crosswords. Each teacher has a unique solution and different ways to control their classes when they are not prepared depending on their experiences and their learners' needs and interest.

- **Question 13:** What are the main objectives that you put in your lesson plan?

When preparing a lesson, teachers put some objectives to be achieved at the end of each class. In one hand, some teachers have mostly the same point of view.

Below you will see the different answers of the teachers being asked:

- Pupils should be able to accomplish the tasks related to the lesson easily.
- Choose the activities according to the pupils' level.

On the other hand, some teachers claim that lesson objectives depend on the syllabus; each lesson has its own specific objective and what they want to achieve at the end of their lessons. For example, the objective of a grammar lesson is not the same as a vocabulary one; it depends on the lesson, and what you want to achieve at the end of your lesson. Finally, the answers were different, some teachers generalize the objectives and some were not.

- **Question 14:** What strategies should the EFL teachers implement to improve their classroom management skills?

Option	Number	Percentage
CBA	5	25%
Motivating students	9	45%
Group work	2	10%
No response	4	20%

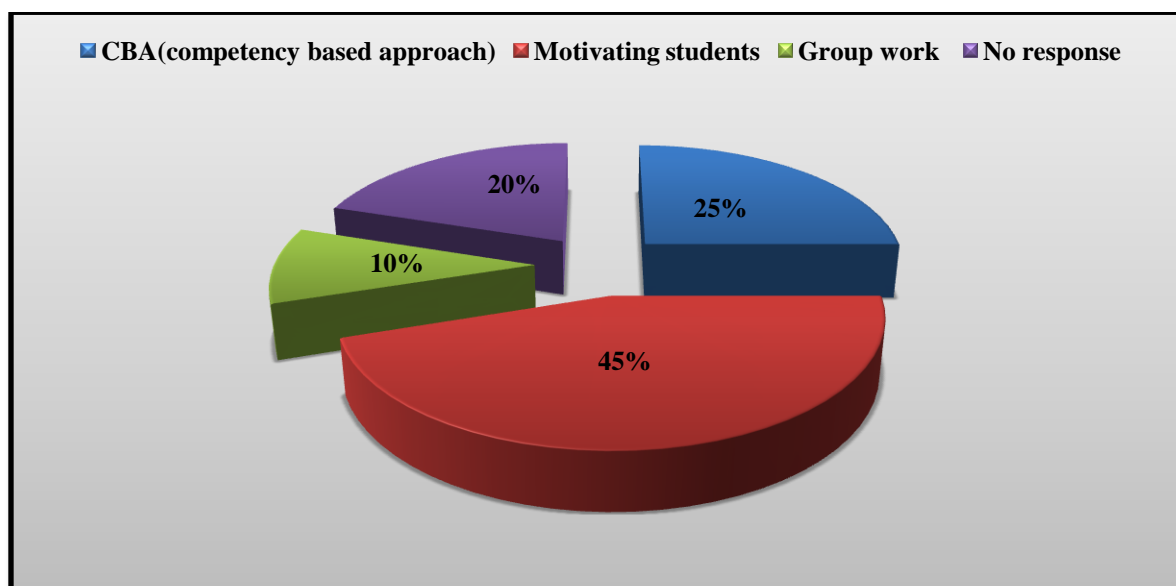**Table 3.13: EFL Classroom Management Strategies**

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Figure 3.13: EFL Classroom management Strategies

This question is about identifying strategies that EFL teachers should implement in order to improve their classroom management. Teachers have different views. The higher percentage was 45% motivating learners while each one has special option of motivating his/her students. For example: Creating an atmosphere of mutual respect, understanding and confidence. Praising the most performant learners without blaming the weak ones. Welcoming the feedback of students and remedy to their weaknesses. Providing and creating a safe learning environment in which pupilss listen, respond and respect each other. Creating a positive tone/ avoid or solve issues before punishment. Motivating them through rewards. Whereas, 25% tend to use CBA strategies such as: Learner's centered approach which focuses on the construction of the learner's knowledge. Presenting inductive lesson not deductive: from examples to rules.

The remaining percentage 10% of teachers prefers group work in order to:

- To improve their four skills: reading, speaking, writing and listening.
- Group discussion, learning styles, visual aids (pictures, videos, auditory).

It is revealed from the teachers' answers that they are conscious about considering the learners as active patterns rather than knowledge receivers under the saying "Tell me and I forget, teach me and I may remember, involve me and I learn".

- **Question 15:** Is managing an EFL classroom inherently different than managing classrooms in other areas?

Option	Number	Percentage
Yes	16	80%
No	04	20%

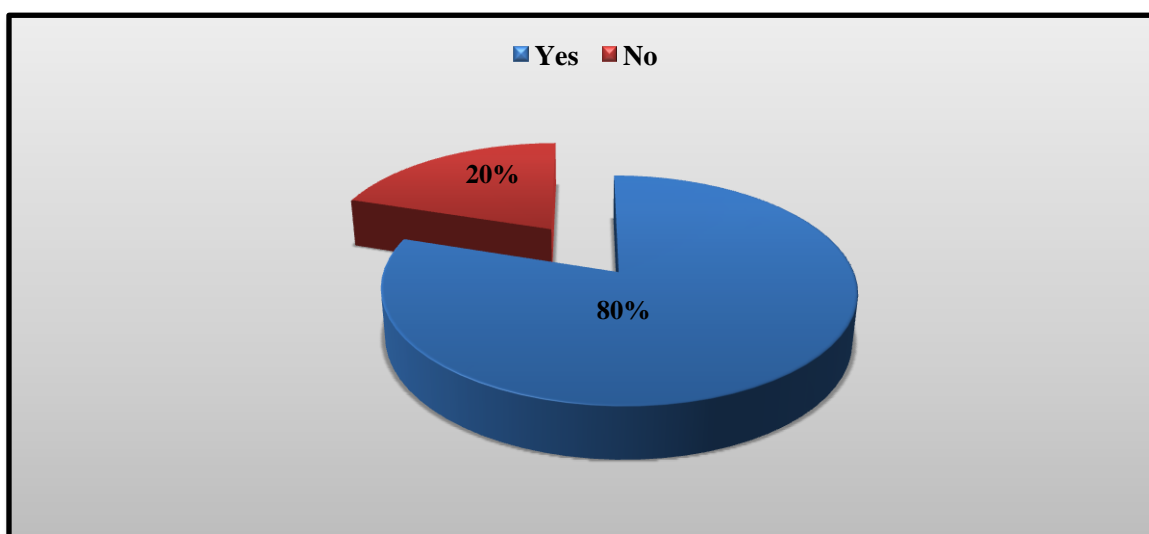**Table 3.14: Managing an EFL Class Versus Other Classes**

Figure 3.14: Table 14: Managing an EFL Class Versus Other Classes

Statistics show that 20% of the informants responded 'no' in which indicates that there is no difference between managing an EFL class and classrooms in other areas. While 80% responded that managing an EFL class is different than managing classrooms in other areas, stating some examples that defend their opinions:

- Teaching English is not like teaching Mathematics. English is not something abstract; it is a language.

- Learners are not too keen on learning; they are not interested in studying English.

- To teach a foreign language, the teacher has to create the atmosphere of learning this one more than other subjects. He/she has to make them love and appreciate the session.

- Pupils included in EFL classrooms might not be motivated to learn a foreign language.

These points show that the main obstacle that faces teachers is the different learners' backgrounds in which English culture is different from their backgrounds. Since it is not their native language.

- **Question 16:** Is there any connection between the use of the target language in class and classroom management?

Option	Number	Percentage
Agree	16	80%
Disagree	04	20%

Table 3.15: The Relationship between the Target Language and Classroom Management

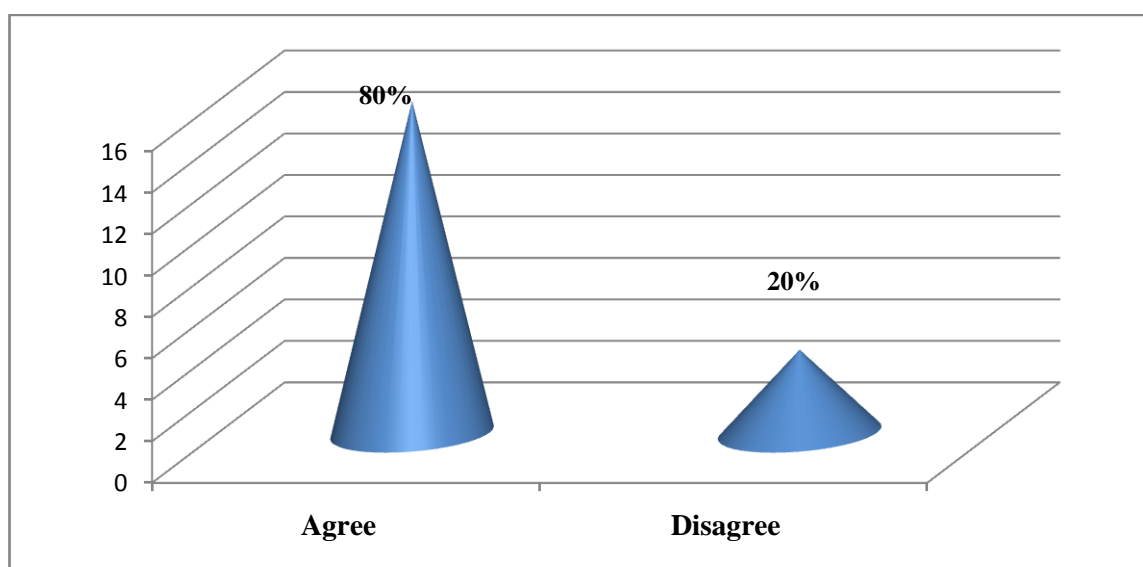**Figure 3.15: The Relationship between the Target Language and Classroom Management**

According to the above results, 80% of teachers agree on the fact that there is a close relationship between target language and classroom management, illustrating their answers by giving some examples:

- There is an effective teacher manages his/her classroom which leads to the correct use of the target language.

- It gives an affective support for communication. A foreign atmosphere in the class can be sustained. It improves students' confidence.
- When the teacher controls his class; he/she can send his/her message to learners using target language.
- A well-managed classroom generates environment where the target language is used in a good and a correct way (the use of synonyms, opposites, definitions, gestures and pictures.) all these can help the teacher to achieve his/her goals

The rest of them (20%) were against this idea because they think that it depends on the level of the teacher and his/her competency. To sum up, a well-managed classroom provides environment in which teaching and learning can be developed so that motivate pupils to learn this target language.

3.4 Discussion

To go over the main points, the findings of the teachers' questionnaire have given us a deep insight concerning classroom management and the effectiveness of lesson planning in teaching English as a foreign language. In general, the results indicate that the majority of EFL teachers tend to use lesson plan in their teaching process. In the light of the results that, we noticed that a well-designed lesson plan have great influence on classroom management. This shows that teachers' planning impact classroom management negatively or positively. It depends on the teachers' abilities to maintain the classroom by applying some strategies including rules and procedures. In other words, lesson plan helps in maintaining discipline during class. Furthermore, the results reveal that the majority of teachers plan their lessons because it facilitates the teaching process; the experienced ones do not always plan their lessons because they don't have time for planning lessons and they focus more on teaching. In addition, teaching English in Algeria is a big challenge for teachers since the Algerian learners don't have the opportunity to practise the language outside the class. So, teachers face many difficulties in planning the lesson, because they may not meet the learners' need.

From the teachers' answers, we acknowledged that lesson plan and classroom management are interrelated; a well-prepared lesson lead to an effective classroom management and a successful learning is result of a good managed class. As a result, classroom management has a vital role in creating a positive atmosphere for learning. If the class is well-managed, the learners will have the chance to learn better and to get motivated about the learning. Classroom management helps in enhancing and promoting an adequate setting for the pupils. Through the findings collected the stated hypotheses have been confirmed that classroom management and lesson planning are interrelated and they affect positively in teaching English as a foreign language in Secondary Schools.

To conclude, we may assert that lesson plan is absolutely beneficial in managing the classroom especially for EFL teachers and this may lead to the correct use of the target language.

3.5 Recommendations

✓   Lesson planning facilitates the learning/teaching process and maintaining good class discipline.

✓   Teachers have to prepare their lessons.

✓   Lesson plan is beneficial for both teachers and learners.

✓   Good lesson plans minimize discipline problems and disruptions.

✓   Applying rules and strategies is essential for establishing a positive learning/ teaching process and effective classroom management.

✓   Teachers should encourage their pupils to become an active participants and knowledge receivers.

✓   Improving classroom management helps in creating a suitable learning atmosphere where learners can feel safe and have self-confidence without facing behaviours problems.

3.6 Conclusion

To conclude this chapter, the analysis of the questionnaire shows that all Algerian EFL teachers are aware of the importance of lesson plan and its role in achieving lesson objectives. Results have shown that teachers are conscious of the essential role of lesson plan in maintaining discipline during class. According to data collected, most of teachers agreed that absolutely there is a close connection between target language and classroom management.

General Conclusion

Lesson planning has a great importance in teaching English, the reason for which teachers should take into account its role in increasing positive atmosphere for the learners and creating a convenient classroom management. Having a well-managed class is the responsibility of the teachers who are in charge of controlling their classes in order to make the learning/teaching process simple.

Throughout this research, the importance of lesson planning in managing EFL classes has been discussed. We have investigated the lesson plan's effect on the learners' behaviours and achievements and we have found that teachers use some strategies which include procedures and rules that help them maintaining their classrooms and making the learners more involved in the learning process without having distractions, all this in order to make both teaching and learning more pleasant and effective.

The results have shown that lesson planning can affect the classroom management in a way or another. Well-managed classes are the result of good lesson planning and preparation. The findings revealed that there is a tight relationship between lesson plan and classroom management in order to establish a good learning setting for the learners. Teachers may face discipline problems when they do not prepare their lessons or even when they prepare them but in ineffective way which may lead to disruptions during the lesson. Thus, EFL teachers must plan their lessons in a way that helps their pupils' needs and learning level.

General Conclusion

Finally, it is agreed that teaching is the foundation which provides the learners with much positive learning behaviours and attitudes and makes them love the language and the learning process in general. On the other hand, EFL teachers should plan their lessons in order to set a suitable atmosphere for teaching and learning, improve the classroom management and increase their pupils' development and fulfillment.

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APPENDIX

Dear teachers:

This questionnaire is designed to support our research on classroom management and the effectiveness of lesson planning in teaching English as foreign language in secondary schools. Your assistance to complete this questionnaire is highly appreciated.

- Please put x in the box and write the answer when necessary

    1) What is your gender?
      a- Male ☐
      b- Female ☐
    2) What are your qualifications?
      a- Master ☐
      b- Magister ☐
      c- Licence ☐

    3) How long have you been teaching English in Secondary schools?
    ………………………………………………………………………………………
    ………….
    4) Did you pass an academic training on how preparing lesson plan?
   - Yes ☐
   - No ☐
      If yes, for how long?
    ……..………………………………………….……………………………
    5) Do you prepare your lessons?
   a- Always ☐
   b- Rarely ☐
   c- Sometimes ☐

    6) Does planning have a vital role in achieving your lesson objectives?
   - Yes ☐
   - No ☐

   Justify your answer
    …………………………………………………………………………………….
    7) Do you face difficulties when preparing the lesson?
   - Yes ☐
   - No ☐

   State some of them
    ………………………………………………….…………………………..
    8) Lesson planning is beneficial for
   a- teachers ☐

b- learners ☐
c- both ☐

9) Do you think that a successful learning process is a result of a good managed classroom?
- Yes ☐
- No ☐

10)Can lesson plan help you in maintaining discipline during class?
a- Agree ☐
b- Disagree ☐

11) How do you treat your pupils when misbehaving?
a- Punish them ☐
b- Isolate them ☐
c- Make them busy ☐

12)In case of forgetting to prepare your lesson plan, what is your alternative?

…………………………………………………………………………………

13) What are the main objectives that you put in your lesson plan?

………………………………………………………………………………...

14) What strategies should the EFL teachers implement to improve their classroom management skills?

…………………………………………………………………………………

15) Is managing an EFL classroom is inherently different than managing classrooms in other areas?
a- Yes ☐
b- No ☐

If yes, how so? State some examples?
……………………………………………………………………………….

16)Is there any connection between the use of target language in class and classroom management?
…………………………………………………………………………………..

Thanks for your cooperation