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

The Case of Middle School Teachers of English at Ahmed Zeid - Biskra

**A Dissertation Submitted in Partial Fulfillment of the Requirement for the
Master Degree in Language Sciences**

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INTRODUCTORY CHAPTER

BACKGROUND OF THE STUDY

*“Teaching may be thought of as a three-step activity. The first step consists of activities about **planning and preparation**; the second of activities in the classroom is about **classroom management**, teaching, learning; and the third of activities that take place after the lesson is about **assessment**,”* (Haynes, 2010:01).

General introduction and overview

Education is crucial to the social, political and economic development of any nation and consequently effective education is very essential. Effective teaching is important because it is based on helping children developments from one level to another in a more sociable interactive environment, and to help students to be independent and autonomous learners (<http://www.ukessays.com>).

Effectiveness does not mean being perfect or giving brilliant performances, it is rather being able to plan efficient lessons to attract the learners’ attention and to get them wholly engaged within the learning process, and consequently no time is available to make noise or disruptive behaviors in the classroom. For that it has been said that ‘Good order is the foundation of all things’.

Lesson planning is the foundation of classroom management, in a way that a good lesson preparation is a cornerstone for a well-managed classroom, for that Butt (2006) claims that the key to good teaching purposeful classroom management and the achievement of nonstop educational development lies chiefly in effective lesson planning. Thus, the most effectively the teacher plans his lessons, the well-managed his classroom will be. In this research, we worked to prove that there is a

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strong relationship between Lesson Planning and Classroom Management as being two crucial aspects of efficient foreign language lessons.

In addition to that, the focal reason for choosing the topic was highly a matter of fact, because any novice teacher would think of two main issues when starting teaching which are: how to plan his lessons?, How to manage his classroom effectively?. The answers of those two main questions are extensively and expensively tackled in this present study. In addition to, providing some efficient worthwhile techniques that would help both novice and experienced teachers to design, prepare and present a memorable and beneficial plan that outfits the foreign language learners' needs.

The concept of 'Lesson Planning' should not strike terror into the souls of many teachers, conjuring up memories of early experiences of training courses of long and sleepless nights of observation and assessment. What seemed perfectly plausible on paper could go horribly wrong when transported into the classroom, resulting in insecurity and self-doubt (Woodward, 2004).

Subsequently, Frustration is a normal feeling that any novice teacher may experience, but sometimes it may indicate bad instruction and poor planning, this later by one way or another may result to poor management. One can imagine how horrifying the classroom would be without discipline, and how awful the lesson is without effective plans. Throughout this paper emphases will be put on how Planning and Management of the classroom are interconnected.

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The First Chapter is loyal for one important aspect of foreign language teaching that is “The Role of Lesson Planning” .All the way through this chapter, we are going to answer a bunch of questions that would arise in the mind of any novice teacher such as; what lesson planning is for?, what doctrines the lesson plan should has?, what techniques and strategies teachers may use in their lesson plan? What are the main ingredients that every lesson should cover?

The Second Chapter is about “Management and disciplines” as crucial elements in any successful teaching operation. Throughout this chapter a number of questions would be concisely answered; is it really vital for the teacher to manage his classroom? What are the main criteria of classroom management? Are there any applicable strategies and techniques of maintaining discipline? Does classroom arrangement affect the classroom management? What are the main reasons of disruption in the classroom? How to eliminate them?

The Third Chapter is practically devoted to the description and analyses of the proposed hypothesis which is tested and proved from the middle school teacher’s and learner’s questionnaire as a case study. The results show that teaching and learning could not take place without planning lessons effectively, which in turn affect positively the maintenance of a well- managed classroom.

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1. Background of the study area

1.1. Lesson Planning

English language teaching has increasingly gained a relevant portion of interest by scholars and investigators (Harmer, 2006; Ur, 1999; Woodward, 2004...) and teachers as well were concerned with the questions of how to teach effectively and, how to plan lessons successfully in order to avoid any distortions with classroom management. Lesson plan as an effective tool of teaching was described by loads of researcher, below are some of them.

Harmer (2001: 308) has defined lesson planning as “The art of combining a number of different elements into a coherent whole, so that the lesson has an identity which students can recognize, work with and react to” .That is to say that any lesson plan should encompass numeral fundamentals ranging from the time allocated, the student’s level, the material used finishing up with the objectives and the homework (See lesson plan guideline, pp: 42-44).

Mahon (2011:04) refers to the lesson plan as, “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». Additionally, Edge and Garton (2009) clarify three questions that help the teacher to plan; what are the aims of the lesson? How the teacher is going to achieve these aims? And how will s/he knows if he had achieved his aims or not?

Moreover, Woodward (2004) suggests that planning is what the teachers do when they claim that they are planning their lessons and courses. That is to say that

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Lesson planning refers to all the procedures and techniques the teacher carried out before, during and even after the lesson. In addition, Ur (1999) mentions five main stages involved in the lesson preparation; the preliminary stage; the interview, results, conclusions, and then personnel application.

Furthermore, Singh (2007) states many advantages of lesson planning which are; making the teacher systematic and ordered, facilitating the task of the teacher to set aims and objectives, giving the teacher confidence and self-reliance and encouraging the continuity in the teaching process.

1.2. Classroom Management

One of the main attributes of effective teaching is maintaining discipline or what is called 'Classroom management' this latter takes a great portion of interest from researchers and didacticiens (Cumming, 2000; Scrivener, 2013; Marzano, 2003) who wholly agree on the idea that 'good teachers have to be good managers' because it is not sufficient for the teacher to be only knowledgeable and skillful in his profession but also they should be good manager.

Cumming (2000) defines classroom management as a synonym to discipline which is listed whenever parents or teachers are asked about classroom management; it is simply to teach students self-control of their emotions and behaviors in the classroom. In other hand, Scrivener (2013:1-2) appears to be more interested in classroom management as related to learning process "Classroom Management is the way that you manage students learning by organizing and

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controlling what happen in your classroom, it refers to ways of keeping order in the classroom and specifically to discipline related problems”.

Additionally, Marzano et al (2003: 01) purports that discipline is more related to teachers and teaching process; “Teachers play various roles in a typical classroom, but surely one of the most important roles is that of classroom manager”. And since maintaining discipline is very crucial in the classroom, the question of how to manage the classroom was and still continuously posed, in the same vein, Wearmouth (2009) has listed four rules of classroom management:

1-Get them in: by involving the learners in the lesson.

2-Get them out: by concluding the lesson appropriately.

3-Get on with it: by using the contents, methods, materials appropriately.

4-Get on with them: by knowing all the students.

To sum up, we can say that in order to enable teaching to take place most effectively teachers should follow certain procedures; creating an effective learning environment and establishing classroom procedures, Also by motivating students and exploring time, engaging the students, In addition to teaching life skills and good learning habits, Finally being creative and using perfect design and management techniques (Classroom Management, An idea book, nd, np).

2. Statement of the problem

Lesson preparation is a very challenging practice, any defects on it may lead to discipline problems .Furthermore; it may cause distortions with classroom

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management .For that reason, this study investigates the conception of planning and management, which are the first and the most important steps the teacher should know before s/he starts teaching.

3. Research Questions and Hypothesis

3.1. Research Questions

The study is based on the following main questions:

1. How to plan lessons effectively?
2. What are the best ways of classroom management?
3. Is there any relationship that exists between ‘Lesson planning’ and ‘Classroom management’?
4. How can the teacher’s lesson plans impact the effectiveness of classroom management?
5. Does the production of well designed lessons reduce the probability of disruptive behaviors?

3.2. Research Hypothesis

Lesson planning is predicted to affect negatively or positively classroom management. Therefore, our hypothesis is that, the most effectively the teachers plan their lessons, the well-managed their classrooms will be.

4. Aims/Objectives and Significance of the Study

4.1. Aims of the study

The target of this research is to assist teachers to plan their lessons with so much confidence because planning lessons give self-reliance to the teacher. It is of

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great value for successful teaching. Furthermore, the study will shed light on the role of lesson planning in maintaining discipline, and to assist teachers with their job as lesson planners and classroom managers to avoid any kind of distortions the teacher may face when planning and managing his classroom.

4.2. Objectives of the Study

The main Objectives of the study are:

1. To investigate the relationships between the two variables.
2. To arise the teacher's awareness of the importance of lesson planning.
3. To provide them with the effective strategies (techniques) that assists them as classroom managers.
4. To identify teachers- learner's role in classroom management and lesson preparation as well.

4.3. Significance of the Study

The Significance of the study is to increase the teachers 'awareness of the importance of course designing in creating a healthy classroom atmosphere far from discipline problems because "The key to successful classroom management is planning"(Reid ,2007: 90).

5. Research methodology

In the present study, we opt for the use of 'the descriptive method' in order to identify the relation between 'Lesson planning' and 'Classroom management', and moreover, to collect the needed data about the subject under investigation.

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5.1. Research instruments

The material used to conduct this descriptive study is the questionnaire because; it is the most appropriate tool for descriptive studies. The questions will be closed (MCQ and YES/NO questions) to get more precise results and because the closed format is easy to code, record, analyze results quantitatively in addition to some open questions. The questionnaire will be submitted to both teachers and learners of ‘Ahmed Zeid’ middle school at the end of the academic year: 2015.

5.2. Study Population and Setting

The participants are EFL teachers and learners of “Ahmad Zeid middle school in Biskra”. Only four teachers were devoted to this study; because they are the available English teachers in this school. Learners concerned with the investigation and filling up the questionnaire are fourth grade pupils who learn in the same middle school and their exact number are forty.

6. Limitation of the study

Along this study, the researcher will be limited to the analyses of the role of lesson planning in maintaining classroom management. Also the study will be restricted to EFL teachers and learners of ‘Ahmed Zeid’ middle school as a case study. We predict to have some obstacles while conducting the study such as time allotment and the small number of English teachers at this school.

7. Structure of the Dissertation

The study is concerned with two main elements of a healthy teaching operation which are; ‘Lesson planning’ and ‘Classroom management’. We are

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going to start with a general introduction to the research (background of the study, statement of the problem, research questions and hypothesis, main aims and objectives, research methods, participants and setting and instruments, limitations of the study).

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CHAPTER ONE

LESSON PLANNING

“Like a ship’s captain without a chart to guide him, a teacher can be easily blown off course, find themselves floundering on the high seas or even face mutiny”.

(J. Mackay, 2006:01)

Introduction

This chapter is concerned with the theoretical basis of lesson planning. That has received a considerable amount of interest from scholars and researchers (Harmer, 2006; Woodward, 2004; Mahon, 2011; Sarosdy, 2006...), because planning to achieve goals and objectives are an essential first step in any process, and education are no exception.

Throughout this Chapter we tackle with lesson plan as a concept that has taken a great portion of attention from scholars in addition to stating the difference between planning and preparation. Another important issue is the importance of lesson planning. Because many teachers believe in improvisation as a natural way of presenting the lesson, despite the fact that, teachers need to have a road map of what they are going to teach, no matter how professional and experienced they are.

Moreover, we dealt with the three main stages every teacher should consider while planning. Besides, stating different ways of planning lessons under the title of “models of lesson planning”. Additionally, we set up a number of principles the teachers have to put into account when planning .Furthermore; we consider the ingredients that should be in every lesson plan .Finishing up with samples of lesson planning that are proposed by researchers.

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1. Definitions of Lesson Planning

Planning is an essential component of successful teaching, but when it comes to define it there is some confusion most of the time because it is a traditional term that is used in industry. But, nowadays it is highly related to effective teaching in a way that a key aspect of effective teaching is having a plan for what will happen in the classroom. It is said that a great deal of the teacher effectiveness has to do with the ability to design Lesson Plans, since 'Preparation is the most important thing a teacher does' (Wright & Trevor, 2005: 2)

It is a much challenged experience for a teacher to enter the classroom without a plan; this latter is a road map or a framework used by a teacher from his/her first meeting with students till their final exams. A lesson plan includes the working philosophy of the teacher; his knowledge, his information about students, his comprehension of the objectives of education, his knowledge of the materials to be taught and, his ability to utilize effective methods (Singh, 2007).

In another word, planning is an extremely useful tool that serves as a combination guide reflecting the teaching philosophy. This latter refers to the question of how to teach and what to teach, any novice teacher could not plan his lessons without having an elaborate answer to these two basic questions (Hardfield & Hardfield, 2011), So one of the most difficult steps in planning a course is deciding which topics must be included or excluded if the whole is to be manageable (Davis, 2006)

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Moreover, Harmer (2006: 308) provides more simplified definition to lesson planning ; it is “the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize , work with and react to” .In the same context , Woodward (2004) propounds the view that planning does not necessarily mean writing pages of notes ,it is rather the action or work the teachers do when they assume that they are planning, .Along similar lines, Mahon (2011 :04) argues that ‘a lesson plan is an organized outline for single instructional period , 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’

Differently, Sarosdy (2006) puts forward the view that plans are proposals for action rather than a little map to be followed blindly. That is to say that, before designing a lesson the teacher need to consider a number of crucial factors such as the learner's level, their cultural backgrounds, their degree of motivation, their learning style and strategies...ect.

The most elaborate definition of lesson planning is the one provided by ‘Longman dictionary of language teaching and applied linguistics’ (2010:302):

Lesson planning is a description or outline of (a) the goals or objectives a teacher has set for a lesson (b) the activities and procedures to be allocated to each activity, and the order to be followed, and (c) the materials and resources which will be used during the lesson.

There have been dissenters to this view, some scholars’ purport that the nature of lesson planning and the kind of information included can vary greatly, experienced teachers despite of that can teach from their mental plans rather than a detailed lesson plan. (Richard & Bohlke, 2011)

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Accordingly, the lessons of established teachers appear to be less detailed than those of beginner teachers. Harmer (2001: 121) in his book 'how to teach English' has fostered debate on this idea: 'some teachers with experience seem to have an ability to think on their feet, which allows them to believe that they do not need to plan their lessons. However, most teachers go on preparing lessons throughout their careers, even if the plans are very informal' Harmer's views rest on the assumption that the lesson plan should be done by teachers be it novice or experienced it does not matter.

In essence, Lesson planning is the teacher production of an evaluation document which demonstrates that they have a structure of a language lesson that *they are going to teach*. However, the notion of a 'planning process' in other words, refers to what a teacher does on a cognitive level while developing a 'lesson plan' in the context of a course that *they are actually* teaching. (Gieve & Miller, 2006)

1.1. Planning and preparation

Kyriacou (2007: 29) draws a clear distinction between planning and preparation as two main aspects of the lesson 'clearly planning and preparation go hand in hand, and many planning decisions are taken while preparation is going on. Nevertheless, there are a number of important skills involved in preparation that are worthy of attention and maybe crucial to the effectiveness of the lesson'. That is to say, despite the fact that the two terms may interconnect in some cases, but there remains a slight difference which can be noticed between the two terms;

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Lesson planning is the process in which the teacher creates ideas for the lesson taking into consideration learner's needs, problems and interests, and on the content to be taught, but those details are not necessarily included in every teacher's plan. Many successful teachers design lessons based only on mental plan or a brief lesson notes (Richards & Ronandya, 2005). Lesson preparation refers to "The preparation of all the materials and resources to be used in the lesson including all the procedures the teacher use inside the classroom; writing and submission of copies, arranging desks and chairs, making notes of the content of the lesson...etc" (Kyriacou, 2007:29)

Haynes (2010:02) argues that planning and preparation is the first step in the teaching and the learning process, his idea is illustrated in the figure below:

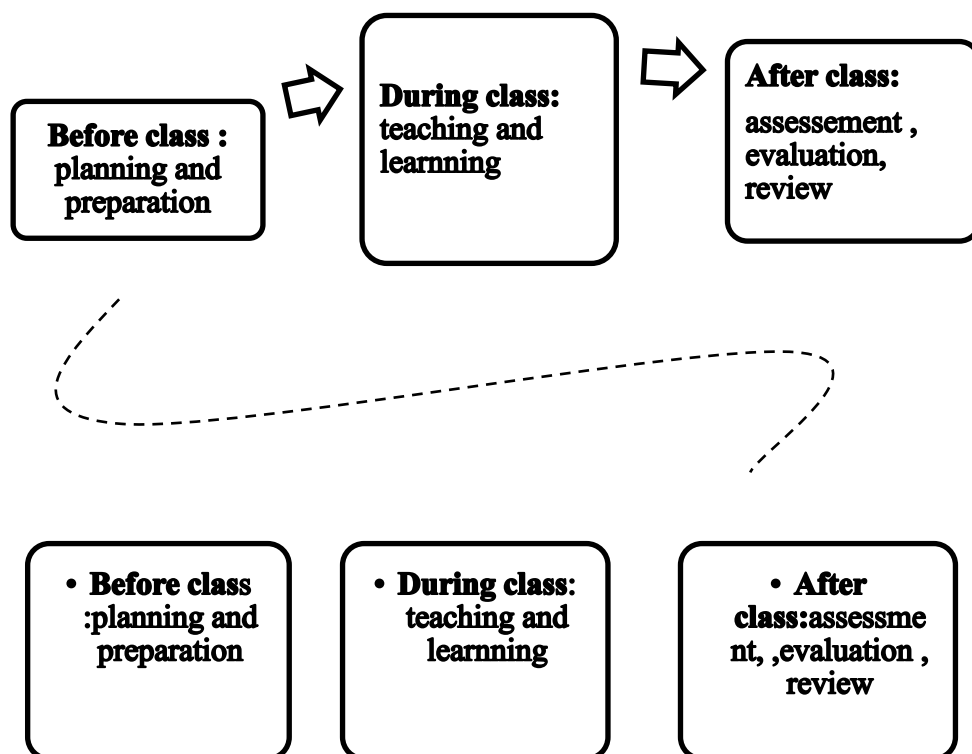


Figure 01: The Three step approach to teaching as a spiral (Adapted from: Haynes, 2010:02)

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1.2. Bloom's taxonomy and lesson planning

“Bloom's taxonomy has been one of the most leading books in planning tasks and has been widely used by American educators in planning their teaching programs” (Sarosdy et al, 2006: 56). The lesson plan is the specification of what is to be done during the class period, .That is to say that, the teacher should record every step s/he include in his/her lesson process, because “Planning is more than thinking of what you want to accomplish, you think about the details such as who does what, when, for what length of time and what opportunities will be created for effective student learning”” (Orlich et al, 2010: 64)

Thus, a lesson plan is a process in itself and consequently the teacher should follow certain hierarchy of questions and that what is termed in psychology ‘Bloom's taxonomy’ the whole idea about lesson planning was originally created by ‘Benjamin Bloom’ and his colleagues (1956) when he develops a scheme of categories of learning performance to assist in the plan and evaluation of education learning .Bloom taxonomy classifies educational objectives into three domains: cognitive, affective, and psychomotor. Bloom's taxonomy has been used by many teachers in their lesson planning to create goals and objectives, it is then is “A good reference when writing objectives for lesson plans” (Wilson, 2004: 74):

➤ **Cognitive Domain:** This is a feature of the model which deals with *intellectual and rational potential* such as knowledge and thinking. It also looks at data recall, understanding, application and analysis. (Orlich et al, 2010)

➤ **Affective Domain:** This aspect of the model deals with *emotions, feelings and behavior* and all what is related to the psychological side of the learners. This looks at awareness, responds, reaction, values and organization.

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➤ **Psychomotor Domain:** this deal with *manual and physical skills*. Thus develop precision, articulation, limitation and manipulation. This model provides an excellent structure for planning, designing, assessing and evaluation, training and effectiveness. (Orlich et al, 2010)

Bloom's taxonomy classifies cognitive behaviors into six categories

1. Knowledge: Students have the aptitude to remember information. For example, remembering the advantages of using a computer for word processing.

2. Comprehension: Students comprehend the information and can reformulate them in their own words.

3. Application: Students apply their knowledge to solve real-life problems. For example, applying what has been learned about using a computer

4. Analyses: Students split complex information into smaller parts and relate information to other information.

5. Synthesis: Students construct new information based on their previous one.

6. Evaluation: Students make decide about the strengths and weaknesses of a particular subject (W. Santrock., 2011)

The following are five different ways that bloom's taxonomy can boost the planning process:

1. It provides a list of objectives for any theme the teacher may plan.
2. It obtains one means of sequencing learning from simple to complex outcome.

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3. It offers a cognitive structure to students by showing them how facts can be used in the application, analyses, synthesis and evaluation of other ideas.

4. It provides a learning model for learners who can use it even after they leave the classroom. (Orlich et al, 2010)

We might sum up this element by using an analogy of Kellough (1996) when he compares the head, heart, and hands to the cognitive, affective, and psychomotor domains. The cognitive domain is compared to the head because it involves mental processes. The affective domain compares to the heart because it involves feelings and attitudes. The psychomotor domain is compared to the hands because it involves motor skills and manipulation.

The following figure illustrates and sums up blooms taxonomy model which is previously mentioned in the form of a pyramid:

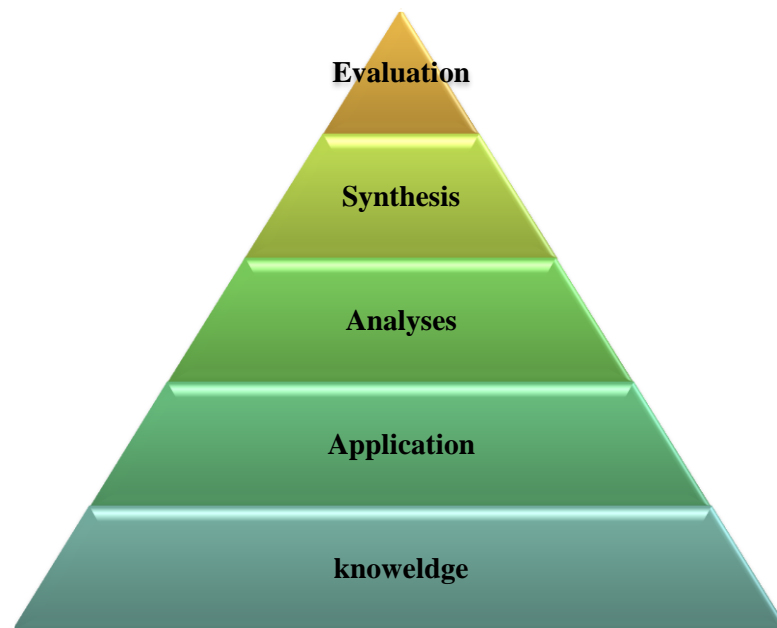


Figure 02: Bloom's taxonomy (Adapted from: <http://www.cas.isu.edu/>.)

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In the concluding, we can say that “Effective teaching requires that teachers think strategically about the taxonomic level of objectives, questions and test items when they plan” (Orich et al., 2010: 61) .Thus an effective lesson plan starts with a goal and objectives that meet the needs of the learners and includes activities that lead, step by step, to the completion of the goal.

2. The importance of Lesson Planning

Any novice teacher would ask the question of why we would want to plan lessons. For what purpose would we design a plan, or what is the utility of such a procedure. Many scholars and investigators (Haynes, 2010; Nicholls, 2004; Kellough, 1996) tackle extensively with the importance of lesson planning on the learning and the teaching process, below are their suggestions:

Haynes (2010) develops the claim that planning the lesson improves the teacher confidence by asking specific questions in advance such as; *What to teach* (The subject), *How to teach* (The method), and *with what to teach* (The materials). Furthermore, it gives the teacher something to communicate with pupils and to colleagues. What is more essential is that “Lesson planning enables the teacher to optimize things, without planning the teacher would not be able to produce an adequate lesson” (Ibid, 2010:02) so it would be impossible for the teacher to deliver perfect lessons if they are not well prepared in advance.

Subsequently, “When planning lessons, the teacher should not ask what can I teach them, but what is the best thing I can teach them and not how can I teach this, but what is the best way I can teach it” (Haynes, 2010: 02). That is to say that

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the process of planning each lesson forces the teachers to reflect on what they want to accomplish in each class and how best to do so.

And since a lesson planning is an important part of the daily classroom routine, it normally has lots of benefits the following are some proposed by Clark and Yinger (1987:88)

- Planning to meet immediate personal needs (e.g: reduce uncertainty and anxiety , to find a sense of direction , confidence and security)
- Planning as means to an end of instruction (e.g.: to learn the materials, to collect and organize materials, to organize time and activity flow)
- Direct uses of plans during instruction (e.g.: to organize students , to get an activity started, to aid memory, to provide a framework for instruction and evaluation) (Cited in Nicholls, 2004)

Kellough (1996: 94) puts forward the view that the most important benefit of lesson planning is that, “They provide beginners with security because with a carefully prepared plan a beginning teacher can walk into the classroom with the confidence gained from having developed a sensible framework for that daily instruction” that is to say, the more prepared the teacher is, the more confident he will feel in the classroom. (Cited in Wilson, 2004)

Woodward (2004) proposes that there are a number of reasons which make the teacher think of having a plan. First, it helps to reduce the feeling of uncertainty or self-doubt and enhancing the teachers’ sense of confidence and self-sureness,

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this may reflect on the learners by inspiring them with a mutual sense of confidence and they feel the succession, objectives and consistency of the lesson.

Moreover, it assists the teacher to have an idea about the kind of research he is going to conduct .Also; it helps him to think about the materials to use beforehand. Planning lessons and setting goals from the begging would help the students to gather their thoughts about the lesson before class. In addition to that, by planning the teacher would not be confused to answer the learners' questions .Furthermore, it helps the teacher to develop a personal style; and having a permanent record of his work are further advantages of having a plan beforehand. (Woodward, 2004)

Kyriacou (2007) has mentioned [five] main functions of lesson planning that can be advanced to support the other scholars' claims: First and foremost, it allows the teacher to think clearly and exclusively about the type of learning s/he wishes to occur during a particular lesson. Second, it paves the way for the teacher to think about the structure and the content of the lesson. Third, it reduces how much thinking the teacher has to do during the lesson once the lesson is in progress. Fourth: planning facilitates the preparation of all the materials and resources in general that will be needed. Fifth, it provides the teacher with a useful record of his future plans. So Lesson plans can be used, with revisions and adaptations. Each time the teacher teaches the class and they can be put in his/her teaching portfolio to be used the next time.

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Singh (2007) provides a lot of advantages of lesson plan starting from the assumption that it helps the English teacher to establish sequential relation between all the lessons, also it makes him systematic and ordered in his work, beside the fact that it save time in a way that the teacher may devote more time for activities which spots the light on the learner weaknesses and drawbacks.

Some experienced teachers think that they do not need to plan their lessons; this is a misleading opinion because planning is beneficial for both students and teachers:

❖ ***For students:*** teacher's plan shows them how skillful, professional, and knowledgeable their teacher is. Also, it gives the class variety of activities that meet the needs of different learners. In addition to that, it facilitates student learning. Moreover, practice and application components of the lesson help learners use the new skills and knowledge in educational settings. (Harmer ,2001)

❖ ***For teachers:*** a plan gives the lesson a framework or an overlap shape of what the lesson would be about. Furthermore, it provides a framework for instruction, additionally; it establishes a road map for instructors of what has been taught and what needs to be taught. Besides, it allows them to focus on one objective at a time and communicate to learners what they will learn in each lesson. (Ibid)

Consequently, the lesson plan has a tremendous affect on both learner and teachers “Planning helps, then, because it allows the teacher to think about where they are going and gives them time to have ideas for tomorrow and next week

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lessons, it helps to remind teachers by what they intend to do .Finally, it gives students confidence”. (Ibid, 2001: 121)

2.1. Purposes of Lesson Planning

According to Jacobsen, Eggen, and Kauchak (2006), there are four primary purposes of planning: Conceptual, Organizational, Emotional, and Reflective. (Cited in, Jalongo et al, 2007)

2.1.1. Conceptual

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

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

The best way to answer those questions is through collaborative planning. It would be a remarkable opportunity for the teacher to pool thoughts, collect ideas, and share experiences with other teachers, in order to refine and develop the existing lesson plan. Because. “Lesson plans that are designed, implemented, and evaluated by a group of teachers embody multiple perspectives that provide more meaningful, challenging, and connected instructional experience for students”. (Jalongo et al, 2007: 44)

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2.1.2. Organizational

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

- What time and physical factors affect planning?
- What budget is in place?
- Are materials available?
- What populations are served?
- What are the needs of the students? (Ibid, 2007)

So, it is through collaborative planning the teachers may improve his knowledge about the materials or resources to be used. It is not uncommon for teachers of the same subject or grade level to be unaware of what is available within the school for use in the classroom. Novice teachers may benefit from experienced one at this level. Because experienced teachers are usually aware of the appropriate materials that best meet the learners' needs. (Jalongo et al, 2007)

2.1.3. Emotional

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

- What confidence level exists by the teacher?
- What content knowledge needs to be learned or refreshed?
- What level of anxiety exists when teachers is unprepared? (Ibid, 2007)

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Novice teachers may feel safer and secure when planning with other professional teachers. That is what Maslow refers to “belonging” in his hierarchy of needs, (see Maslow hierarchy of need, p: 18) which precedes “self-actualization.” “Stronger teachers will have a positive effect on less confident planners, who in turn will grow in their contributions to the group. Through collaborative planning, experienced teachers have venue to contribute to the next generation of teachers as newcomers are socialized into the value of lesson design, delivery, and review”. (Ibid, 2007: 45)

2.1.4. Reflective

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

- What can be learned from experience?
- What does or does not work?
- What can be done to strengthen one’s teaching?
- Are there gaps in the curriculum that need to be addressed? (Jalongo et al, 2007)

“Although teachers can reflect on instruction at any point in time, reflecting upon one’s teaching immediately after the experience, while the experience is fresh, has distinct benefits” (Ibid, 2007: 45). Teacher’s work is human work, that is to say it never reach perfectness but it may get close to it, so the teacher should keep an eye toward the effectiveness, efficacy, and efficiency of his lesson plan.

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3. Stages of Lesson Planning

Harmer (2001: 370) cited that, "when planning lessons we need to think carefully, therefore, about what *stages* a lesson will go through and how s/he will get from one stage to another." Haley & Austin (2004) split the lesson into three stages:

3.1. Planning phase

In planning phase the teacher is not only asked to have knowledge about the subject matter, but also the national and local standards. In this stage the teacher is supposed to set objectives he wants to achieve throughout the lesson. Second, he should recognize the content of the lesson he is about to teach, and finally he must be aware of the local and national standards (Haley & Austin, 2004). Concerning the content of the lesson the teacher may follow some strategies that are provided by Chamot and O'Malley (1994):

1. Connecting the lessons to the learner's prior knowledge.
2. Addressing diverse learning styles of students (visual, kinesthetic...)
3. Training the students to ask high stake question.
4. Providing students with references and show them how to use it.

After deciding on the content and local and national standard, the teacher while planning should identify the lesson objectives by trying to answer the following questions:

1. What students are supposed to know?
2. What students are supposed to be tested in term of attainment?

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3. How can measure their progress and achievement? (Haley & Austin, 2004).

3.2. Teaching phase

After identifying the objectives and setting the goals .the teacher has to decide on an instructional sequence when he creates his teaching phase.

1. Setting the stage: this happens at the beginning of the lesson where the teacher identifies the topic the student are about to learn.

2. Providing input: the teacher presents the content of the lesson orally e and use audiovisuals to introduce his lesson.

3. Guided participation: encouraging the students to participate by forming them in pairs and small groups to get them engaged.

4. Extension: at this level the students start to practice what has been learned, by using it in specific tasks such as: filling gaps.

5. Method/approaches/strategies: teachers should choose the most appropriate method which suites his objectives and his students.

6. Other activities: at this level the teacher sets activities and assessment tasks, homework to check his students' understanding. (Haley & Austin, 2004).

3.3. Reflection phase

It is not shame for the teacher to go back and reflect on what happened during the lesson. The teacher is supposed to be reflective practitioners, each time he should turn back to his lesson and revise it, it is like a recursive process where the teacher is supposed to ask himself the following questions:

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- What is more apt for me and my learners?
- What am I supposed to adjust next time?
- How can I pick up and improve my lesson plan?
- What is the important thing that I have learned? (Ibid, 2004).

Hadley (2001) proposed the following rules for presenting the lessons:

1. Producing a plan where students use the language actively.
2. Designing tasks that aid students to attain certain objectives.
3. Setting up various activities to have room for learner differences.
4. Planning activities that suites the learners standard of achievement.
5. Preparing an outline for each lesson plan. (Haley & Austin, 2004).

4. Models of Lesson Planning

4.1. The 3 P 's model of Lesson Planning

Lesson sequence found in many traditional language classes consists of a sequence of activities referred as PPT. The 3P's model (PPT) refers to **P**resentation, **P**ractice and **P**roduction:

- **At The Presentation stage the teacher** introduces new terminology, items and vocabulary, structures and then he explains, demonstrates the meaning using his own style of presentation
- **At The Practice stage the learners practice** new items together either individually or in groups. Moving from controlled to less controlled activities.

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➤ **At The Production stage** the students are encouraged to use the new items that they have learned with less or little control by the teacher. (Richard & Schmidt, 2010: 448)

The following is a 'Daily Lesson Plan' adapting the PPP's model:

Lesson plan:	Date	
No. in class:	38	
Language objectives:	Making request and replying with an offer of help.	
Resource used:	Pencils/books/a box.	
Time:	30 minutes	
Lesson phrase	Student and teacher interaction	Time
<u>Presentation:</u> Teach 'could you'...lend me a pencil / a book/open the door. 'Yes of course'	T → Sts Sts → T	10 minutes
<u>Practice:</u> Drill requests as a class, then rows, then pairs.	T → Sts Sts → T Sts → Sts	10 minutes
<u>Production:</u> Students think of own request and ask each other. Homework	Sts → Sts	10 minutes

Table 01: A Daily Lesson Plan (Adapted from: Baker & Westrup, 2000: 110).

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4.2. The WIPPEA model of Lesson Planning

It is an acronym that stands for **W**arm-up, **I**ntroduction, **P**resentation, **P**ractice, **E**valuation, **A**pplication; it is a model of teaching the instructor goes through forming a “teaching cycle” in which learning and teaching tasks are related to the previous one, it is considered as an instructional framework the teacher must follow to establish an effective lesson plan:

4.2.1. Warm-up: starting the lesson directly without warmers or ice – breakers is not a wise activity from the part of the teacher, this latter is supposed to review the previously learned activity or tell his learners jokes or ask them questions so that they get involved and then he may introduce the new learning.

4.2.2. Introduction: the next step after breaking the ice is introducing the topic or what the learners are supposed to learn, at this level the teacher sets aims and objectives of the current learned a lesson and he may discuss the content of the lesson with his learners, ask them questions and write the answers on the board.

4.2.3. Presentation: at this level the teacher is supposed to introduce the new language items, the lesson content, and concepts. He may design an activity to present new concepts or attributes, and then he may introduce information through audiovisuals to verify the learner’s comprehension of the new items being presented by the teacher.

4.2.4. Practice: the students complete guided practice activities using the new language items they have already learned. The teacher may use technology as possible as he can in addition to permitting his learners to work in groups, in pairs, or individually to practice the skills, items, and knowledge presented(Cited in Barroso, K. & Pon, S., 2004).

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4.2.5. Evaluation: trying out learner's achievement, comprehension, skills and understanding, aptitude by designing oral or written performance tests. (e.g., asking students to fill in the blanks, to answer questions orally to check their understanding) the teacher's test could be formal (official tests) or, informal (in term of quizzes).

4.2.6. Application: the students take part in the language process, more open-ended activities using the new language those activities help learners apply their learning to new situations or contexts to their real lives. (E.g., the teacher may ask students to prepare a workshop about the learned lesson and to present it the next session at the beginning of the lesson). (Cited in: Barroso, K. & Pon, S., 2004)

To sum up, Good lesson design begins with a review of previously learned material (warm-up), Introduction to a new lesson (introduction), introduces new information (presentation), Provides opportunities to practice and apply the new information (practice), assessing how well the students have grasped the lesson (evaluation), finishing up with the application. The following graphic is the WIPPEA process with backward design in a lesson planning wheel:

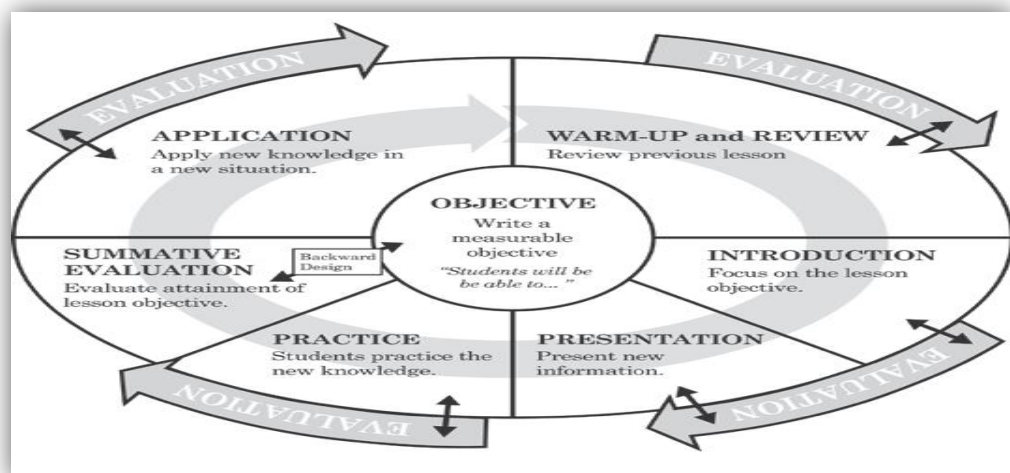


Figure 03: The WIPPEA model. (Cited in: Barroso, K. & Pon, S., 2004)

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5. Types of Lesson Planning

5.1. Long Term Planning :(Year Planning)

One of the responsibilities of the teacher is to design a long term plan each year; the long term plan can be devoted only for one semester or for the whole year. The long term plan paves the way for the teacher to be creative and to use the format that he thinks it work best. (A Guide to effective literacy instruction: Planning and Classroom Management, np, nd).

Long term plan includes the following details:

- Teacher's name, grade and time frames during the semester.
- Expectation covered in the time frame.
- Specific topics used to teach the expectation.
- Expectation about the students (Performance and Product).
- How to assess students learning.
- Teaching strategies to assist learners to achieve goals.

5.2. Short Term Planning :(Weekly and Monthly)

Once the long term plan has been established, it is crucial for the teacher to think about the details, and that what is called “a short term plans” or unit planning this later should include the content of the lesson in detail. It assists the teacher to focus on the outcomes that are to be taught to avoid repetition.

Short term planning should contain the following details:

- Topics for individual lessons.
- Classroom activities and strategies.
- Assessment and evaluation tools.
- Student demonstrations and resources required. (Ibid, nd, np)

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5.3. Daily Planning

A daily planning provides a brief summary of what is to be taught on a specific day. The wise teacher should design his daily plan two or three days in advance and record it and it should be kept where it can be easily located.

The daily planning should encompass the following:

- Schedule time of each class.
- Lesson plan and room number.
- Daily routines, duties of the classroom.
- The needed resources and materials.
- Remainder of the day. (A Guide to effective literacy instruction:

planning and classroom management, np, nd).

6. Principles of effective lessons

There are a number of essential characteristics of good lesson plans, depending on the teacher's thinking, skills and practices, employed in the classroom, Richard and Bohlke (2011) had identified eight main principles of effective language lessons:

6.1. Reflecting high proficiently standards reveal the Methodology:

through behaviors and teaching skills the teacher applies in the classroom. The teacher should be well trained, knowledgeable, also he should behave and dress properly, and only the teacher who has those traits could achieve a careful and well designed lesson.

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6.2. Reflecting sound principles for language teaching: designing a good lesson plan is not a matter of a series of instruction the teacher provides his students in order to occupy classroom time , it is more than presenting the lesson as it is in form of the textbook “every of a teacher’s lessons should reflect a slide understanding of the nature of second language learning and teaching and of his or her learners taking into account their needs as well as their learning styles and preferences” (Ibid: 03). So, the teacher should master his subject matter by exercising and experiences. (Richard and Bohlke, 2011)

6.3. Addressing meaningful learning outcomes :any lesson should relay on specific objectives to be achieved after learning .the learners at the end of the lesson should master some skills or competencies so that it would be easy for the teacher to test his learners according to the targeted skills , teacher’s goals behind learning could be long term or short term , by long term goal we mean specific competencies the learners gain after the lesson (such as learning how to write a thesis statement).whereas, long term goal means more general aims of learning (such as helping the student to develop a positive attitude toward language learning)

6.4. Providing opportunities for the learners to get engaged: the teacher main goal in the classroom is not to play the role of performer , it is rather facilitating student performance and engagement , during the lesson the teacher should not take over and dominate the classroom, so that he may use different classroom arrangements (pair, group work) to ensure the student active participation in the lesson, Also by asking active question to ensure that they are

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following .Moreover , the teacher may give the learners opportunities to take responsibility of a regular class activities.(Ibid, 2011)

6.5. Being effectively managed: lesson planning and classroom management are highly attached in a way that “an important aspect of successful lessons is the extent to which you are able to create a positive environment for learning “(Ibid, p .7)It is so hard for the teacher to teach a noisy classroom where everyone is talking, so he have to achieve a positive healthy atmosphere of learning by preventing interruption and disruption appropriately without causing clashes with students as individuals. (Richard and Bohlke, 2011)

6.6. Being coherent sequence of learning activities: To be successful, the lesson plan should not to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student response or question. Instead, it should provide the teacher with a general outline of his/her teaching goals, learning objectives, and means to accomplish them. It is a reminder of what s/he wants to do and how to do it. A creative lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other. (Richard and Bohlke, 2011)

7. Techniques of Lesson Planning

In his book “Teach like a champion” Lemov (2010) had classified five planning techniques which are designed to be implemented before teacher walk in the door of his classroom , it is preferable to call them techniques instead of

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strategies because, this latter tend to be generalized when compared with techniques which are more specific.

The following five planning techniques are designed to be implemented classroom teachers:

7.1. 'Begin with the end' technique:

It is true that “great lessons begin with planning a sequence of objectives’ (Lemov, 2010:58). Therefore, it is very vital for the teacher to ask about the outcome he wants to accomplish throughout his lesson plans before even starts teaching. Furthermore, there are lots of worthwhile questions he may ask: why am I teaching the materials I am teaching ?, what is the outcome I desire ?, how does this outcome relate to what I will teach tomorrow?, and that way the teacher will discover how one day’s lesson plan, build off the previous days. That is how lessons will be related in term of a larger sequence of objective the teacher desire to achieve. 'Begin with the end' means that teachers have to should commence their lessons by turning back and revising anything they are not sure if their students had mastered it or not in the day before.

Consequently, the planning process will be each time refined and perfected in term of objectives, also assessed to determine whether the objectives was accomplished throughout a sequence of activities. In essence, 'begin with the end' means moving from unit planning to lesson planning and identifying the objectives of each lesson .Moreover, specifying the types of assessment used to achieve the assigned objectives finally by working out on the classroom activities. (Ibid, 2010)

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7.2. The 4M 's Technique

After talking about objectives one should think of some useful techniques to achieve them and that what is called the 4M's (**M**anageable **M**easurable, **M**ade first, **M**ost Important.):

7.2.1. Manageable: which means that teacher's objectives should be harmony with the size and scope of his/her lessons so that the teacher should be aware of the time devoted for each activity because 'knowing how fast they can master information means knowing whether the teacher needs two or three weeks to master the basic skills (Ibid: 60).to make the lesson more manageable the teacher should design a day by day objectives that set achievable goals for each day.

7.2.2. Measurable: the teacher should write down the objectives he wants to achieve throughout the lesson so that s/he can measure it later on to see to what extent his successes to achieve his planned goals. There are many techniques by which the teacher may measure his students' mastery of the assigned skills such as short activities, set of questions...ect.

7.2.3. Made first: an effective objective should be designed to guide the activity, so the teacher must think first of the objectives he wants to realize throughout the tasks and if he feels that the activities devoted for each lesson does not fulfill his objectives he may delay them, so that the objectives come first as a strategic trial to achieve the mastery of certain skills. (Lemov, 2010)

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7.2.4. Most important: the lesson should be precise and concise and it should be based on what is most important, the rest of the details are left for the learners to figure out by themselves. (Lemov, 2010)

7.3. Post it technique

As an effective technique after setting goals the teacher may post his own objectives from the lesson in the classroom in a visible locus where everybody (students , peer , administrators) can see it because they should be aware of what he is doing to help him by one way or another , concerning the students this procedure will make them aware of what their teacher wants to achieve .in the case of administrators and fellow teachers , it is crucial because the feedback they may provide ‘visitors give you feedback and feedback are more useful when the person giving it knows what you are trying to do , if they address not just whether your teaching was good in some abstract sense , but whether it appeared to be getting you to your goal’(ibid: 64).That is to say that any advice or evaluation could be very beneficial to enrich the lesson plan process.

7.4. Shortest path technique

It is no matter how the instructor achieves his goal what is important is achieving it. So teachers should take the shortest path since the criterion is the mastery of the objectives .Thus it is not important if he achieves it through a group work or a discussion or a normal lecture “shortest path does not necessarily mean that the shortest path you choose is an approach sustained for forty five minutes, champion teachers are generally inclined to make their lessons motivating by

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switching among a series of reliable activities with a variety of tones and paces” (Ibid: 65).

7.5. Double plan technique

The teacher should design a dual plan that is made of two channels: the teacher and the learner. Because most lesson plans focus on what the teacher will be doing –what he will say and explain and model, what he will hand out and collect and assign .Too often teachers forget to plan what the student will be doing each step of the way”(Lemov: 66).

All in all, the techniques that are planned to be used in the lessons depend on: The types of students and their previous knowledge, the physical teaching environment and the available equipment and resources and, the type of learning the teacher is aiming for. (Ibid, 2010).

8. Format of a lesson plan

Teachers generally agree on what the essential elements a lesson plan should incorporate. Despite the fact that the lesson plan format may diverge depending on the teacher and the course, all plans have the same ingredients, and for Haynes (2010) the perfect lesson plan should encompass information about the following elements:

8.1. Aims: every lesson should include medium or short term aims, but it is not very beneficial to have lots of aims for each lesson , for example in a course of architecture , the teacher may have the aim of knowing the main properties of a

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number of materials and the main implication for architectural design . The teacher may write his aim behind the lesson only in one short sentence, the aim of the teacher is simply to ask oneself ‘what am I trying to do here?’

8.2. Objectives : moving from the general to the more specific , the teacher should be aware of what he wants to achieve in a lesson or sequences of lessons because “the heart and soul of good lesson plans is good decision making , the teacher must decide the objective of the lesson “ (Wilson ,2004: 63);the objectives are narrower and more specific compared to the aims , it specifies what pupils should be able to do or perform during the lesson, Haynes (2010:67-68) proposed that “The objectives should be ; SMART (Specific, Measurable ,Achievable, Relevant ,Time –bound)”.

8.3. Assessment data: the teacher is supposed to assess his learners’ knowledge and performance in each lesson. Bloxham and Boyd (2007:15) assumed that the teacher has to discriminate between three kinds of assessment;

- **Assessment of learning:** making judgment about student’s summative achievement, for the purpose of selection and classification.
- **Assessment for learning:** providing information about a student’s achievement which allows teaching and learning activities to be changed in response to the needs of the learners.
- **Assessment as learning:** seeing students’ involvement in assessment, using feedback, participating in peer assessment, and self –monitoring of progress as moment of learning in themselves

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8.4. Scope and Content : it is important for the teacher to set from the beginning what the lesson is about , referring to the curriculum subsequent to ones' invention , scope and content of the lesson are determined by answering three questions:

- What is the main topic of the lesson?
- How much will be covered during the lesson?
- What concept and data will be tackled?

8.5. Pedagogic Method: lesson plan should encompass what the teacher is going to do, and how he is going to present the lesson with regard to the materials being used.

8.6. Learning activities: it is preferable for the teacher to tell his learners about what they are required to do during the lesson, this would make them feel more comfortable and less disruptive

8.7. Homework: the teacher should not assign homework for his learners at random, they should be purposeful and integrated into the curriculum, the tasks should be challenging (require researches and hard work), but achievable (not difficult to attain by the learners) additionally, the teacher may set homework as 'prep' i.e. preparation for the next lesson.

8.8. Time and space: in each lesson the teacher has to consider the time that is in hours in short term planning and weeks in long term planning, so time is important because it "is the key variable in teaching" (Bloxham and Boyd, 2007:

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95), another important element in planning is space, by space the room and facilities available are meant (in medium term planning), while in short term planning; it refers to the use of space within lessons. (Haynes, 2010).

Generally speaking, there are five components of lesson plans: "aims, content, methods, resources, assessment". (Haynes, 2010:64) Whatever it was the format of lesson planning, the lessons and activities should have these characteristics in common:

- Directions that the students can understand easily
- High success rate, it should involve the students.
- It should be stimulating and have a high interest level

(Warner, Bryan & Warner, 2006)

The following format is helpful when planning a lesson. By using this format, teachers become aware of what is needed to teach a lesson. Despite experienced teachers might omit some of these items; beginning teachers need to be more specific:

LESSON PLAN GUIDELINES
Teacher: (First and Last name)
Date/Time: (Day, Date, and Time)
School/Room: (School, Building, and Room)
Level/Subject: (Level/Subject area)
Student body: (Number, Age, Gender, Ethnicity of the students, Differences in level or interests or attitudes)
Book: (What book or computer program the students are using, if any)
Seating: (What the seating arrangement is)

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Materials: (e.g., Handouts, Blackboard, Audiotape, Video, CALL)

Prior lesson(s): (What content—both language and topic content—was learned in the previous lesson(s) that will be built on in this lesson?)

Objective(s) of the lesson:

(Objectives should be specific—what students will know and be able to do as a result of the lesson)

Rationale or relevance of the objective(s):

(Why is this objective important for the students?)

(What evidence is there that students need work in this area?)

Approach or philosophy:

(Is the lesson driven by any particular approach? Why have you chosen that approach?)

How will students respond to it? What, if any, L1 will be used and/or encouraged?)

Procedure:

(Housekeeping tasks: announcements, attendance, homework collection, etc.)

Introduction or staging: (approx. number of minutes)

(How will you frame the lesson? How will you give students the learning objective(s), e.g., outline the lesson on the blackboard? Elicit background information to activate what students already know.)

Presentation: (approx. number of minutes)

(What materials or activities will you use to present the new content?)

How do you expect students to respond, e.g., listening, reading, questioning?)

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Practice: (approx. number of minutes)

(What activities/tasks will you give students to practice in attaining the objective(s)? Will activities be controlled, partly free, or completely free?

What modes will you use for the activities, e.g., group work, pair work, role play, reading, writing? Will you need to pre-teach vocabulary? Will there be pronunciation difficulties for students? What learning do you expect to take place during these activities?)

Evaluation:

(How will both teacher and students know that progress is being made toward the objective(s)? Will you provide feedback throughout the lesson? How do you expect students to respond to your feedback?)

Summary or wrap-up: (approx. number of minutes)

(How will you review or pull together the main points at the end of the lesson?)

Homework and information about the next class:

(Is there a follow-up assignment? How do you let students know what will happen in the next class?).

Difficulties:

(What might go wrong? Do you have alternate plans? If using groups, what if there are not enough students? What if some students arrive late?).

Table 02: Lesson Planning Format. Adapted from (E. Murray & A .Christison, 2011: 110)

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It is not obligatory for the teacher to include all of the previously mentioned components of a lesson plan, M. Hamm & D. Adam (2009) proposed that a differentiated lesson plan might include the following briefly stated elements ;Objectives (what purpose does the lesson encounter) , Content (what students should know), Procedures (how to get students involved) , Materials (what tools to be used successfully to achieve the goals of the lesson), Assessment (how much does students progress over time), Accommodation (the adaptation of the content , materials, assessment method with students way of learning), Evaluation (trying out the students – teacher success during the lesson)

9. Samples of Lesson Planning

Before providing samples of lesson planning, it is preferable to demonstrate each skill with a lesson plan, but the question that should be asked first is how to plan skills activities:

9.1. Planning Listening Activities

Listening activities should be planned cautiously in the teaching of foreign languages, i.e. The teacher should carefully chose what his learners are supposed to listen to because listening tend to be related classroom management (such as listening to music), Haynes (2010) proposed three ways to promote listening as being related to learning:

- Providing pupils with the chance to listen to different voices.
- Giving pupils focused and selective listening tasks.(listen and answer)
- Setting aural comprehension tests (to read, play, or perform.)

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The following is a good example of Planning Listening Activities:

	Sample lesson « 9 »	Sample lesson « 10 »
Type of text	Answer phone messages	Story
Lead- in	Using pictures to teach key vocabulary and to predict content	Using flash cards to predict the story
Language focus	Key vocabulary in lead-in	Key vocabulary in lead in
Task	Listen and complete (a diary)listen and answer	Listen and answer Listen and draw Listen and order Listen and match
Sub-skill	Recognizing fillers	Identifying repetitions Guessing unfamiliar words
Language focus	<i>Would like to...</i> for the invitation	Adjectives for feeling
Transfer	Speaking game: invitation	Acting out television interviews

Table 03: Planning Listening Activities adapted from (J.Hardfield & H.Harhdfield, 2011: 82).

9.2. Planning Speaking Activities

Teachers have the responsibility to include speaking activities in their planning because:

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- Speaking assists pupils to learn how to formulate ideas in different ways.
- Oral work enables pupils to give new ideas when they speak.
- It increases the range of voices that pupils listen to and learn from.
- The Pupil may fulfill assessment objectives directly through oral work.
- Speaking may be a good introduction to writing activities.(Haynes, 2010)

The following is a good example of Planning Speaking Activities:

	Sample lesson « 13 »	Sample lesson « 14 »
Type of activity	Discussion	Role play
Lead-in	Reading text supplies context and ideas for discussion	Role play cards give the learners something to say
Stimulus	Reading text supplies context and ideas for discussion	Role play cards give the learners something to say
Preparation :confidence boosting	Learners work alone to rank ideas	Learners work in pairs to prepare the story
Task	To agree on three ideas	To solve the mystery
Repetition	Learners regroup to share ideas discussed in the first group	Learners talk to each other to retell the story to several different learners
Participation	Interaction strips encourages learners to speak	game Information gap activity means everyone must speak, everyone must

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		communicate information in order to solve the mystery
Language focus	As needed by students	As needed by students
Transfer	Students write a manifesto, stating their views	Students write newspaper articles

Table 4: Planning Speaking Activities adapted from (J. Hard field &H. Hard field, 2011:109)

9.2. Planning Reading Activities

Reading is a neglected activity in many schools. Pupils do no reading, it is limited only to very short texts, pupils listen more than they read. Reading is usually done by their teachers. This later displays a PowerPoint slide or distributes a handout and reads it all while the students remain a passive listener .And since “Good readers become so largely by reading a lot” (Haynes, 2010:48), the teacher should ask the following questions before assigning reading activities:

- How much the students are expected to read?
- How many chances are offered for reading activities?
- How far students are expected to learn from the text?
- How often do you give pupils the chance to read?(Haynes, 2010)

The following is a good example of Planning Reading Activities:

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	Sample lesson « 11 »	Sample lesson « 12 »
Type of text	Story	Magazine article
Lead-in	Using Pictures to teach key words and to predict context	Using key words to activate background knowledge to predict content
Language focus	Key vocabulary in lead-in	Key vocabulary in lead-in
Task	Using pictures to teach key words and to predict context	Using key words to activate background knowledge and to predict content
Sub-skill	Predicting and guessing new words from context	Activating background knowledge Predicting Using linkers
Language focus	Simple past	Both/neither
Transfer	Writing a strip cartoon	Speaking and group discussion

Table 05: Planning Reading Activities, adapted from J. Hard field &H. Hard field, (2011:96)

9.4.Planning Writing Activities

The process model of writing encompasses two stages drafting and revising. If teachers adopt that approach this would develop the value of much of pupils’

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writing, for planning writing activities the teacher may include the following detailed stages:

- ✓ Planning and preparation,
 - ✓ Drafting
 - ✓ Redrafting
 - ✓ Checking
 - ✓ Presenting
- But it is not obligatory for the teacher to include all of these stages, he is rather supposed to select the more suitable for himself and his learner's need

(Haynes, 2010:51)

The following is a good example of Planning Writing Activities:

	Sample lesson "15"	Sample lesson "16"
Type of activity	Genre-based writing: guided for accuracy	Process writing :free
Lead-in	Using learner's experience for present –giving to talk around the topic	Using realia to introduce the idea of an object having a 'history'
Stimulus	Reading: short notes and thank you letter	Writing a story
Language focus	Letter writing, conversation Structure of thank you letter 'will'	Linking words for narrative past passives
Transfer	Learner's letter and replies become a 'read and complete task'	Learners' stories become a 'listen and guess the task'

Table 06: Planning Writing Activities: adapted from (J. Hard field &H. Hard field, 2011:123).

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CONCLUSION

The lesson plan does not have to be a detailed description of each possible classroom event. Nor does it have to predict all students' response or question during the class session. It is rather a general outline of the teaching goals, learning objectives, and means to realize them. It is a reminder of what the teacher wants to do and how he wants to do it. A productive lesson plan is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other. That is to say the lesson plan may not work as well as it has been expected because of a number of extraneous reasons. So the teacher should not get discouraged or frustrated if it happens to even the most experienced teachers.

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CHAPTER TWO

CLASSROOM MANAGEMENT

“I believe that classroom environments are most effective when they are literate and purposeful, organized and accessible, and, most of all, authentic.”

(Miller, D. 2008:23).

Introduction

Disruptive behavior in schools has been the central concern of school systems for several years. So, “It is probably no exaggeration to say that Classroom Management has been primary concerns of teachers ever since there have been teachers in classrooms, However the systematic study of effective classroom management is a relatively recent phenomenon” (Marzano et al, 2003 : 04).

It has been said that, “There are three kinds of people; those *who make things happen* and those *who let things happen* and those *who ask what happen*” (D. Coghlan et al, 2004:09). The Effective Teacher is neither the Second nor the Third, he is rather the First; he always asks how he makes it happen by managing and organizing his classroom.

Classroom management is one of the most important roles played by teachers because it determines teaching success. In addition, it is effective when the teacher is able to minimize inappropriate student behaviors, and promote a positive learning atmosphere, using a variety of strategies in order to design a safe, well-managed, and friendly classroom environment.

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And since valuable teaching and learning cannot occur in a poorly managed classroom (Marzano et al ,2003) , one could ask about the importance of classroom management on learning and teaching as well .The answer to this question is extensively tackled in the present chapter after reporting various points of view about classroom management as a concept.

Classroom Management depends on how the teacher delivers the lesson, as well as the environment in which students will learn. There are a lot of procedures that a middle school or high school teacher can apply in their classroom in order to build a suitable learning atmosphere. Throughout this chapter the light would be spot on creative activities and strategies that could be used by classroom teachers to maintain discipline and to make learning environment more enjoyable and interesting.

1. Definitions of Classroom Management

Much has been written over the years about Classroom Management, this later has been defined broadly as “Any action taken by the teacher in order to create a supportive environment that facilitates both academic and social-emotional learning” (Oliver et al, 2011: 07).That is to say that Classroom Management is a strategy to push pupils to study and consequently the teacher to teach (Dillon & Maguire, 2007). It refers to the organization and presentation of lessons in an attractive way so that all pupils are actively engaged in learning and to minimize any distortions or friction. (Smith & Laslett, 2002).

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In the same context, Marzano (2007: 117) puts forward the view that; “Classroom Management is the design and implementation of classroom rules and procedures”. It is defined as a collection of non-instructional classroom procedures, which is implemented by classroom teachers in classroom settings with all students for the purposes of teaching socially appropriate behavior and preventing and reducing inappropriate one. (Mc leod et al, 2003).

Hence, the idea of classroom management is all about creating and maintaining a learning environment that supports instruction and increased student achievement and engagement. Classroom management is the teacher’s ability to have power over the five main elements; *Temporal dimension* (Time), *Spatial dimension* (Space), *Emotional and Effective dimension* (Engagement), *Social dimension* (Participation), *Teaching material* (Resources) (Gieve & Miller, 2006).

Classroom Management is the process of working with individuals or a group of people, be it learners, educators, administrators or parents, to achieve certain goals that serve learning and education in general. (Coetzee et al, 2008). In the same vein, Rothstein and Trumbull (2008: 02) state that Classroom Management is “Making the classroom environment hospitable for learning”, it is then the teacher’s role to create a comprehensive, supportive, and caring environment for learning and teaching to take place. It is a set of strategies that teachers and students use in order to ensure a productive, harmonious learning environment so that there would be no disruptions during the learning process.

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1.1. Classroom Management and Classroom Organization

The term ‘Classroom Management’ is used interchangeably with ‘Classroom Organization’; that is, the ways in which teachers set classroom procedures and activities to endorse learning, including communication, relationships, time, and the arrangement of the physical environment. It is simply “The act of reducing disruptive, aggressive, and inappropriate behaviors”(Oliver et al, 2011:05), In order to maintain *discipline* which refers to a set of procedures taken by the teacher to directly manage student behavior without the use of *punishment* that is a form of discipline which tend to redirect the student to disagreeable consequences (Rothstein & Trumbull, 2008).

Therefore, Management took place due to two criteria; Firstly by creating the conditions for learning and teaching through managing the learning space, time, materials, and the mental, physical, and emotional states of individuals, partners, small groups, and large groups, Second by providing the structures, strategies, and activities that will encourage quality learning and quality performance. In essence, whatever it was the difference between the two terms; they both have the ultimate goal of making the classroom environment hospitable for learning (Rothstein & Trumbull 2008).

1.2. Discipline versus Classroom Management

Discipline is usually defined as the action of keeping order and the maintenance of control with the use of classroom management techniques. However, this view of discipline is too narrow. ‘Teachers must react spontaneously to solve problems that arise in their classrooms’. (Orlich et al, 2010: 172) Although

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discipline and classroom management may be used interchangeably sometimes but they are different:

The concept 'Classroom discipline' is uneasy to define. According to Ur (1999) Discipline take place by the achievement of certain criteria: Learning usually occurs in a disciplined classroom. But it is relative.i.e., Sometimes we may find a well-disciplined classes where no learning is taking place .Additionally, learning might happen in undisciplined classes, but generally speaking; learning is supposed to take place in a disciplined classroom because;

➤ **First**, Teacher will spend time on tasks rather than on organization and dealing with disruptive behavior.

➤ **Second**, Teacher can examine better what is going on and can assist when needed to prevent problems in learning.

➤ **Third**, the teacher will be in control. And the students can cooperate smoothly with the teacher and with each other as well. (Ibid, 1999).

Another criterion of Discipline in the Classroom is 'Planning' because basically a lesson which is going according to the plan is more likely to be closely controlled. Finally, Teacher and students are having the same objective which is a shared knowledge and consequently this would raise students' motivation and a likelihood of cooperation. (Sarosdy et al, 2006)

Erwin (2004) propounds the view that management is first about creating the circumstances for students learning or performing, and then providing them

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with the tools that encourage quality learning and quality performance by managing the learning space, time, materials, and the mental, physical, and emotional states learners in small groups, and large groups. He states that “Effective teachers must be effective managers”. (Ibid: 05). Below is the difference between Discipline and Management in term of strategies used by classroom teachers:

Discipline.	Management.
<ul style="list-style-type: none"> • Giving in- school suspensions. 	<ul style="list-style-type: none"> • Emphasizing rules in the start of the school year.
<ul style="list-style-type: none"> • Sending misbehaving students in the office. 	<ul style="list-style-type: none"> • Planning for smooth transitions; leaving minimal time between activities.
<ul style="list-style-type: none"> • Contacting parents. 	<ul style="list-style-type: none"> • Paying attention to the entire class, continuously scanning the group.
<ul style="list-style-type: none"> • Using a check or demerit system. 	<ul style="list-style-type: none"> • Pacing activities effectively.
<ul style="list-style-type: none"> • Taking away privileges. 	<ul style="list-style-type: none"> • Giving clear and concise instructions.
<ul style="list-style-type: none"> • Confiscating cell phone or other items. 	<ul style="list-style-type: none"> • Carefully designing the classroom environment.

Table 07: Discipline versus Classroom Management (Adapted from: Orlich et al, 2010: 173-174).

In essence, Classroom Management is “The actions and strategies teachers use to solve the problem of order in classrooms” (Doyle, 1986:397). So prospective teachers should use rules, procedures, and routines to ensure that students are actively involved in learning (Marzano et al, 2003) That is to say, teachers must use

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management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction (Mc lord et al ,2003).

1.3. Bullying and Classroom Management

Is there any relationship that exists between ‘Bullying’ and ‘Classroom Management’? The answer to this question is that Bullying occurs usually in undisciplined Classrooms. Let’s first define Bullying; “Bullying occurs when one or more individual (Bullies) impose their power (Physical, Social, and/or Intellectual) over one or more individual (Victims/targets) with the intent to gain control over, to embarrass, or to inflict harm or discomfort” (Heath et al, 2013:01). It is when a child or group of children misuses the power to hurt other children or exclude them.

Cerf et al (2011) defines Bullying as physical or emotional hurt of the victims when one or more students are victims of one or more person’s violence. In his Book ‘ Classroom Bullying Prevention’ , Heath et al (2013) classified Bullying into four types; First, *Verbal Bullying* such as a name calling .Second, *Psychological Bullying* such as purposefully excluding people from activities .Third, *Physical Bullying* such as hitting , spitting.....Fourth, the ¹*Cyber-bullying*.

As a result, Bullying may have negative consequences; the psychological effects stand at the top of the list .For instance, low self-esteem, anxiety, depression, suicide..., In addition to physical problems such as headaches, dizziness

¹ The cyber-bullying means excluding, rejecting, humiliating, and discounting peers; telling stories to ruin reputations; spreading rumors via electronic means (Heath et al ,2013: 04)

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besides to behavioral problems such as, crying, difficulty of having friends. Poor learning...Consequently, to create a healthy learning environment free from Bullying, Heath et al (2013:16) propose the following strategies:

1. Building strong relationship with students.
2. Collaborating with school professionals who can assist with bully prevention.
3. Inviting parents' input and support.
4. Defining specific bullying problems students are experiencing.
5. Setting classroom goals to eliminate bullying and identify strategies to achieve those goals. (Ibid, 2013)

2. The Importance of Classroom Management

Classroom Management is “The actions and strategies taken use to solve the problem of order in the classroom” (Doyle, 1986: 397).That it to say that, The primordial goal of Classroom Management is to maintain order and discipline in the classroom so that learning and teaching would take place. Moreover, It is necessary to assist the teacher become a decision maker about classroom strategies to control and manage the instructional environment. Effective teachers tend to focus their preparation on learning and subject matter.

As a result, many teachers feel unable to maintain order and discipline in the classroom, and just fewer feel capable to fit the needs of diverse students' cultural backgrounds (Orlich et al, 2010) Additionally without classroom management teaching and learning could not take place. Therefore, “Classroom Management is

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profoundly important. A well managed classroom allows the instructor to teach and ensures that the students will have a good day” (Pressman, 2008: 27)

Classroom Management is important primarily in achieving optimal learning. Current teaching practices are more student-oriented where in due course the students will get the most out of the teaching and learning process. This is accomplished by creating a positive learning environment for the student .Because, “The fundamental task of classroom management is to create an exclusive, supportive and caring environment” (C. Rothstein & Trumbull, 2008: 02).

3. Stages of Classroom Management

It has been assumed that “The first step to establish a positive classroom climate is based on mutual trust, respect, and caring” (MC. Leod et al, 2003: 62). Along similar lines, J. Mackay (2006) argues that classroom management can be fulfilled following the subsequent three stages:

3.1. Stage One: Setting Behavior Outcomes

As a beginner, the teacher is supposed to deal with the whole class, so he needs to have clear expectations about students’ behavior. First, s/he teacher needs to set up the behavior outcomes he/she wants to accomplish by the end of the school year, semester or term. These outcomes should be; appropriate to the age of the learners, it should enhance the learning environment and, it should reflect personal and school values such as respect, responsibility, self-discipline and self-worth.

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3.2. Stage Two: Setting Behavior Guidelines

The teacher should make clear from the beginning how his learners are supposed to behave; this would make them feel secure, controllable, confident, comfortable and ready for learning. The situation will differ if they ignore how they are supposed to behave and that does not serve effective teaching and learning by any means and it may lead to discipline problems.

3.3. Stage Three: Interactive Management Process

This stage is the final in maintaining discipline in the classroom .It stands on five pillars:

1. Preventing the occasions for disruptive behaviors.
2. Correcting and redirecting the student 'misbehaviors.
3. Assisting the students to promote their behaviors.
4. Helping students to adopt their behaviors.
5. Promoting the sense of self-worth by motivating and engaging

students. (J. Mackay, 2006).

4. Principles of Classroom Management

Reid (2007) proposes the following five doctrines to classroom management:

4.1. Working with, not against, the students

It is important for the teacher to be regarded by students as a supportive source and not a restrictive one. They like the teacher who understand their views and accommodate them. Sometimes it is difficult for the teacher to follow a student line, especially if they tend to cause disruption to others (bullying), in such situations the teacher can still work together with the students to try to arrive at a

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solution that can be acceptable to all sides. It is obligatory for the instructor not to put a student in an embarrassing position where they feel humiliated and lose face in front of others. Because they will feel insulted and provoked. And consequently they may try to save face by causing problems.

4.2. Acknowledging all efforts

EFL Classrooms need rewards more than punishments and positive feedback rather than negative ones. The teacher needs to appreciate all effort and to reward not the achievement but the effort. That is an achievement in itself. Because it motivates learners and get them more engaged. Consequently, no disruption would take place.

4.3. Taking time to provide individual feedback

Personalization would enhance learning; Feedback needs to be provided to individual learners, with opportunities for students to discuss this. Teacher's feedback should not be seen as a vital part of learning and should be seen not as the final stage in learning, but as a source of support, a guide to monitoring and a bridge to reach the desired learning accomplishment.

4.4. Catering for all, but respecting the individual

In classroom likewise life situation, there is a variety of needs to be met .The teacher should think of students who need more time. Additionally, he should take into his consideration their strengths, weaknesses and learning preferences of the individual students (Reid, 2007).

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74.5. Planning, Planning, Planning

Planning is the key to successful classroom management .Because, Classroom management difficulties arise usually when the task is not demanding and the student is uncertain about what to do and how to do it. Planning should encompass the materials, background knowledge, the learning process and the assessment...ect .Therefore a lesson that contains all of those criteria in addition to good presentation skills will not face any distortions with discipline .(Reid, 2007).

5. Strategies of Maintaining Discipline in the Classroom

5.1. Appropriate Classroom Management Strategies

How to maintain discipline in the classroom was a confused question since there were classrooms. The prospective teacher is the one who set out a number of strategies in his classrooms; “To be a successful teacher who enjoys the profession, you must have a positive discipline plan”. (Warner et al, 2006: 123) Because learning environment without disruption is not an easy goal to be achieved. That is why so many teachers leave the profession looking for easier and less stressful job. Maintaining discipline in the classroom depends on the following criteria:

5.1.1. Balancing Authority and ²Approachability

Some students accept the teacher’s authority and receive it as being a usual and normal action. However, others are unwilling and totally refuse to be guided by whomever. Regardless of that, the teacher should be authoritative in a balanced way. The following are few simple strategies that will add the air of authority to the teacher’s personality and help him take stronger control of his classroom:

² Approachability refers to the degree of friendliness and accessibility of the teacher.

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- Showing a relaxed posture in the classroom.
- Speaking softly in class so everyone can hear.
- Dressing down slightly and appropriately.
- Chatting casually with students before and after class.
- Smiling whenever appropriate.
- Addressing students by their first names. Because “when you begin

to address the students by name, it is likely that they will respond more readily to your requests and instructions” (Pressman, 2008: 25).

5.1.2. Showing care

The teacher can prevent class rudeness and clashes by showing that he cares (verbally or non-verbally) about his/her students as learners and as people. Because students are human and consequently, they want to feel love on some level. Therefore, the teacher can verbally express his care concerning the students learning and future success, high expectations for them, interest in their activities outside class, empathy with their learning challenges and everyday stress, and his availability to help them at any time. Learning and using their names. The teacher can show care non-verbally by making an eye contacting with learners, or listening to them without interrupting, standing with an open body posture, and smiling contentiously. So that the teacher would get the learners’ attention and consequently no distortions would occurs. (Pressman, 2008)

5.1.3. Setting Ground Rules

Setting ground rules is essential for maintaining discipline in the classroom. The teacher is supposed to set the rules for the first day. Because; students usually

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want to know what is expected of them. So, setting ground rules convey that the teacher is serious. It is beneficial for the teacher to set what disruptive behaviors is not tolerated in his course and why. Because setting rules without convincing reasons would annoy the other students in the class. The following are good example of rules the teacher may set; forbidding sleeping and eating in class, side conversations, live cell phones... The teacher should not make the list too long. In addition, he should express his rules positively. For example, 'Students are reinforced if...' instead of 'Students will be punished for...' (Ibid, 2008)

5.1.4. Rewarding Civil Behavior

Behaviorism can be applied wisely in the classroom by motivating students to change their behavior for the better. Of course, using negative reinforcement and punishment would result in unpleasant consequences. On the contrary, using positive reinforcement is more powerful and efficient when compared to negative reinforcement and punishment. In addition to penalizing misbehavior, the teachers have to reward good behavior. For instance, when all the students arrive on time or do their homework, the teacher should complement this behavior. On the other hand, when a student is often late, the teacher must correct the behavior by speaking to the student privately without embarrassment. (Pressman, 2008)

5.1.5. Modeling Correct Behavior

The teacher should behave in a good manner because students appear always to imitate it. Nevertheless s/he should be careful from provocative behaviors such as being rude, sarcastic, or inflexible. Because he will not guarantee how his students may behave. For example, if the teacher does not want students to interrupt

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one another during discussions, he should not interrupt his students. If he likes punctuality, he is supposed to come to class on time. Below are six provocative behaviors the teacher should avoid:

1. Arriving late to class or school.
2. Humiliating students and making them feel stupid.
3. Not getting to know students.
4. Writing on the board while talking.
5. Not following the syllabus (Ibid, 2008)

5.1.6. Commanding Class Attention

Students may feel restless, indifferent, and bored, especially, if the teacher fails to get their attention. Therefore, he should master public speaking skills in a relaxed, confident manner this would enable him to maintain student attention and engagement for longer periods. Discipline depends on how easily the teacher can keep students awake, quiet, and orderly. An efficient public speaking encompasses many different behaviors the following are good examples:

- Effective use of voice and body
- Effective use of visual aids
- Showing emotions to project
- Elimination of distracting behaviors
- Not speaking for too long (Nilson, 2010)

Classroom management strategies are not a piece of information the teacher must recognize, they are useless if the teacher is unable to implement them

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effectively in his classroom .Because effective use of classroom management techniques can noticeably decrease the disruptions in your classes.

5.2. Inappropriate Discipline Strategies

Teachers sometimes can even make the problems occur in classrooms become worse, not the students. Therefore, it is vital for the teacher to reflect on some of the basic mistakes frequently made when implementing classroom management strategies:

5.2.1. Screaming

It has been said that, “Actions speak louder than words”. Experienced teachers must never raise their voices because once they become a screamer; they will forever be a screamer. So “It is very important to understand that classroom management is not about yelling” (Pressman, 2008: 19).It is rather to order without shouting, this would make the teacher be liked and respected for his strength and fairness. This is a wonderful feeling any teacher would like to try; ‘Wise teachers would work to establish warm feelings and mutual respect’ (Orange, 2008: 10) .Therefore, the teacher should not scream and he should not set in his/her desk all the day ignoring his/her students. Ignoring them for a short period could be effective in some situations. In essence, we can say that, “Silence is much more effective for getting students ‘attention than screaming’ (Ibid: 10)

5.2.2. Backtalk

Novice teachers may commit plenty of mistakes in his way finding out the most effective techniques of management. One example of those mistakes is asking

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a child who spoke little English a question in English and demanding that she understand. Such kind of behaviors is called ‘linguistic injury’; So, “Competent, mindful teachers would anticipate that non-English speaking children in an English-only classroom might have special needs and would try to accommodate those needs”. (Orange et al, 2008: 11) .Along similar lines, Pressman (2008:20) argues that it is impossible for the teacher to be fair with his students simply because life is not fair, he explains this idea as follows;

I always tried to explain to the class that we all try to be fair, but they must understand that life is not fair. A good teacher tries to give each student what is best for that student, and what may be fair for one is not always the best for the next person. Sometimes we must do what is best for the whole group, and that may not feel fair to one or two individuals(...)You will hear these words often, and as a sub, you must be careful not to fall into the trap of trying to be perfectly fair at all times to all students. Children may use these words to manipulate you, so be careful not to fall into the trap of defending yourself. You will not win!

5.2.3. Moral Punishment

Some instructors use creative punishments that results in physical discomfort such as a difficult task, shame, and public mock, for them this would be effective for maintaining discipline. They adopt such approach to discipline in which any form of punishment tends to be acceptable since it stop the behavior. The psychological consequences of this approach are apparent in the student’s perception of himself as a tender-hearted person who was the recipient of extreme punishment. This belief is wrong, first because its psychological consequences, second because it may lead to fear but never to respect. Thus, the teacher could warn the student who makes the offense and he should give him/her another chance. (Pressman, 2008)

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5.2.4. Physical Abuse

It is one of the most dangerous phenomena used in the classroom; it has its negative consequences on the learner as individual and as student. For example, some teachers had to make a child stand against a wall every day and miss the break; they are apparently an ineffective disciplinarian. Experienced teachers would take a developmental approach to the child's behavior. Some student's behaviors are ³typical others are ⁴intentional misbehaviors. Therefore, Effective teachers would help the child focus on appropriate behaviors as they work together to modify natural behaviors that are not appropriate with classroom activities. Additionally, the teacher should not hit and slap their students. (Ibid, 2008)

5.2.5. Group Punishment

Running for the responsibility to find the offender, ineffective teacher may use group punishment. Despite, Groups should not bear the punishment because of an individual or individuals over whom they have no control. (Pressman, 2008). Punishment generally is not effective. But, the teacher may use it as final solution putting into account that "In the classroom, a carrot is almost always better than a stick" (Ibid: 20).

In the concluding, to avoid such pedagogical mistakes, teachers should have an effective communication with the students. Communication is the key point to management .With good approach and mentality, the students' problem behaviors

³ Typical behaviors are those traits of the child which he usually commits without intention to disturb.

⁴ Intentional misbehaviors are those bad behaviors committed by the learners with the intention to bother.

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can be catered. By times, the classroom environment can be improved all together, for both teachers and students.

5.3. Techniques for Classroom Management

Classroom management strategies: refers to the ways in which teacher is able to keep the classroom organized and ordered. There are many effective classroom management methods, and that they depend on the four main factors, which are; the classroom, the teacher and the learner, one of those writers is Scrivener (2013) who has set many possible techniques for teachers to try out:

5.3.1. The Classroom

The organization of the classroom has a great influence on what is done and how it is done; the following are some techniques for classroom organization:

5.3.1.1. Different Classroom Layouts

Teachers should change the seating arrangement from time to time to keep the classroom alive and the learners motivated. he/she may use the semi -circle for well communication with the learners , Also he may arrange one large table and seat the learners round it , Furthermore ,he may form zones for a shared open discussion and here are some suggestion for teachers to try out :

5.3.1.2. Varying Teacher Positions

The teacher popular setting is always in the center stage in front of the learners. However, he should not be restricted only to one place, he may play around a little in order to explore different positions and challenge student's

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assumptions about the teacher's role in the classroom, also to feel closer to the students and more comfortable generally.

5.3.1.3. Sharing Classroom

It is preferable for the teacher to have his own specific classroom in order to allow himself and his students to organize and decorate the classroom as they wish. Because it is very frustrated for both teachers and learners to stay in a dull and unloved room. Decoration is a simple way to improve the classroom just by putting many pictures and posters in the walls may brighten the classroom and increase the learners' appetite to learn. (Scrivener, 2013)

5.3.2. The Teacher

It is much confusing for the teacher to decide which role he should play in order to impress his learners, are he supposed to pretend that he is confident and knowledgeable or, are he expected to behave as a job title rather than himself? For Scrivener the case is so much easier and here are some of his suggested strategies

5.3.2.1. Being yourself (Authenticity)

The teacher must be real and genuine in his reactions to things, he should behave naturally and appropriately, and this would build trust and respect between him and his learners. Being authentic is not trying to be a teacher or a job title; it is rather by having real conversations with students and being wary of staffroom advice furthermore by being appropriately authoritative.

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5.3.2.2. Establishing and Maintaining Rapport

The instructor should work to create a good relationship with his learners who are happy to be and to work together. Teachers can create better rapport by authenticity, good listening and showing respect and support, also, a good sense of humor could be worth, but teachers should always create balance between being friendly with students without forgetting to maintain a certain teacher distance.

5.3.2.3. Gestures and facial expressions

It is very useful for the teacher to use gestures and expressions in the classroom in order to reduce the learner's misunderstanding; which may lead to any kind of predictable noise. Below are some gestures and expressions for classroom organization and instructions. (Scrivener, 2013)

5.3.3. The Learners

The learners are not an empty vessel that can be filled with knowledge; they are rather individuals with different names and personalities. So it is helpful for the teacher to know a lot about his students; in order to avoid any kind of conflict that may lead to discipline, the next are some techniques to manage the learner interaction in the classroom

5.3.3.1. Learner names

Some teachers think that it is senseless to memorize the learner's name and that it does not make an important difference. However, knowing and using names acknowledges each person as individual and show them some interest and attention

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and as a result, this would help both the teacher and students to work better together.

5.3.3.2. Large classes

Often large classes are difficult to manage, but teachers can deal with the situation by applying some effective techniques

- Knowing all the students
- Training students to be organized
- Trying mini-classes within the class
- Not spending all the time dealing with discipline problems
- Offering private contact time for students (Scrivener, 2013)

5.3.3.3. Learner- Centeredness

Learner centered approach is used to refer to the situation where the students are actively involved and taking part of the learning process, because learning is not just directed to the learner, but it is focused on them .So the teachers have To trust their student’s abilities to learn and to decide what and how to learn, this would create an entertaining climate for both teachers and learners .Sárosdy (2006) propound the view that there are a plenty of classroom management techniques that can be implemented by classroom teachers such as:

- ✓ Showing respect for all the students.
- ✓ Setting rules of behavior from the early beginning.
- ✓ Using Behavior modification and modeling.
- ✓ Acting professionally by being punctual and patient.
- ✓ Implementing class techniques such as; eye contact....

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- ✓ Being friendly, but not friends (using authority appropriately).
- ✓ Knowing students and figure out their diversity.

Some teachers think that in order to have effective classroom management strategies the teacher must be a strict instructor. The fact is that the opposite is true. Every teacher has to use different management techniques in the classroom to maintain discipline and create a pleasant environment for effective teaching.

6. Rules of Classroom Management

It is apparent that maintaining discipline in the classroom is not an easy task. The prospective teacher should set rules from the early beginning; “Probably the most obvious aspect of effective classroom management involves the design and implementation of classroom rules and procedures” (Marzano et al, 2003:13) the following are classroom management rules stated by J. Smith & R. Laslett (2002)

6.1. Rule One: Get them in

The teacher is supposed to make a fast, fresh start that avoids the distortions, which can arise if pupils are not wholly engaged in useful activity. The teachers should not be pre-occupied with setting up displays, distributing materials or searching for equipment because, those unproductive activities are of great disruptive impact on themselves. The process of ‘getting them in’ can be seen to involve three phases: greeting, seating and starting.

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6.1.1. Greeting

Being in the classroom before the class arrives is a wise activity done by teacher. He establishes the role of the host receiving the class and he is quietly able to underline his authority by deciding when pupils are invited to enter the room. This will all help to provide a comfortable and relaxed learning environment. In larger schools, this technique may be difficult, though professional commitment appears to be a more significant factor than distance between teachers and learners.

6.1.2. Seating

Classroom arrangements will vary according to the kind of lesson, age of learners and nature of instruction. Yet, it is crucial that teachers should decide in the first place where children should sit. Teachers may select to encouraging children to sit with friends to boost co-operation. A seating plan showing who sits where quickly enables teachers to memorize individual's names, so although later regrouping will be desirable, it is very useful for at least the first few lessons if a fixed pattern is set and maintained. (J. Smith & R. Laslett, 2002)

6.1.3. Starting

Starting a lesson smoothly and immediately is based not only on managing the physical entrance and organization of the student position, but also the mental organization of the student mind. Before starting the lesson the teacher should break the ice by using; Games, work cards, or anything, because some students may arrive late. And like that each lesson should start with some enjoyable activities. . This latter will depend on the age and the student's capacity and the nature of the lesson.

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Additionally, it should reinforce student's background knowledge; the teacher should recapitulate the previous work to pave the way for new learning. This stage is called "warming-up» which take about four or five minutes, the teacher sets short activities to ease the atmosphere and to create a calm and positive learning environment. The rest would be easy because the most disciplinary problems occur because of poor starting of a lesson.

6.2. Rule Two: Get them out

The second rule of classroom management is "getting the students out" by carefully planning the end of the lesson .Because, it is the most appropriate time for trouble making by students. Therefore, planning carefully the end of each lesson is an important part of the way in which prospective teachers have successfully moved from one activity to another. To conclude a lesson and dismiss a class the teacher should consider the following phases. (J. Smith & R. Laslett, 2002)

6.2.1. Concluding

After stop working, the teacher should use a supportive reinforcement of learning. By giving an early warning to students .Because, it is difficult to conclude if children are still busy writing or engaged in collecting books and gathering materials together. The Teacher should leave a suitable time for revision and concise recapitulation. A question -answer technique is the best for concluding the lesson, because it enables the teacher to determine how his goals have been accomplished. And which points need further explanation. Additionally, the teacher may summarize what has been covered during the lesson. It can also be a good idea

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to keep some time for a game, quiz or story so that the conclusion of the lesson becomes a reward for students' effort.

6.2.2. Dismissing

Dismissing a class is not an easy task as it looks. It depends primarily on the age of the pupils. For young children, the teacher may use expressions such as; 'Arms folded, sitting up straight!' The same behavior could be considered provocative for adolescent or adult learners. Yet for both young and older students some instructions (leaving with minimum contact with furniture, equipment or each other) need to be accomplished.

6.3. Rule Three: Get on with it

The term 'it'; refers to the main part of the lesson, its content and presentation, the pupils' feelings of self-esteem and sense of competence in a particular subject matter. All of those procedures will depend to a considerable extent on the teacher's ability to 'get on with it'. (J. Smith & R. Laslett, 2002)

6.3.1. Content

If the content of a lesson is above or below the ability of the learners, the teacher should not be surprised from difficulties in learning and problems with behavior. Also Methods and materials should be chosen carefully in a way that suited the pupils' aptitudes and abilities. It is important to provide variety and pace in the main body of the lesson. Mixing between quiet individual studies and arranging some active, cooperative learning in pairs or groups. This would kill the routine and make the learning environment more interesting.

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Consequently, the teacher should be balanced in his profession. He should not spend the full time teaching, because too much of the same thing becomes tedious and boring, and too many changes become confusing. Therefore, the lessons should vary; it should involve some listening, some looking, some thinking, some talking, some reading and some writing. This would increase the student's engagement, and consequently no disruptions take place.

6.3.2. Manner

For maintaining discipline, it is helpful for the teacher to build a "rapport"-Positive relationships with students, this is how to address and question appropriately and how they convey expectations about behavior. The prospective teacher is skilled at dispersing disturbance before it takes place into a serious problem. Furthermore, teachers avoiding too many disciplinary interruptions, also help the smooth flow of classroom life. (J. Smith & R. Laslett, 2002)

6.4. Rule four: Get on with them

Teachers build a good personal relationship with their pupils by enhancing a mutual trust and respect. Teachers need to be aware of each child as an individual in order to achieve an ideal relationship between them and their students. This can be achieved by; knowing who is who and controlling of what is going on.

6.4.1. Who is who?

The teacher should be aware of individual differences. Because, once a child's name is known; discipline is likely to take place easier. Direct instructions to be quiet are much more likely to be obeyed than indirectly addressed summonses

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such to say; ‘that boy at the back’ or ‘the girl over there’. However, recognition has a much more positive aspect too, since it conveys the teacher’s interest and reflects a willingness to spend time and effort in learning the names.

Another effective technique in fixing names and faces is adding a brief written comment using the pupil’s name each time work is marked and taking every opportunity to chat informally to children outside class in the playground, corridor and dining room so that some additional background information is added to the teacher’s mental picture. For such tactics to be successful, it is essential to be based on a natural and genuine personal interest not merely an assumed and intrusive nosiness. (J. Smith & R. Laslett, 2002)

6.4.2. What is going on (With- It- Ness)⁵.

An early warning signs could be the key for a few groups of pupils who are likely to be causing disruption in the classroom. The teacher should be aware of the fact that individually minor irritations can develop collectively into more friction that is serious. The teacher may use strategies such as mobility and marking .Mobility involves the avoidance of teachers becoming ‘deskbound’ by over-reliance on a lecturing style of teaching. Moving around the room, quietly marking work in progress, offering advice and guidance keeps attention on the task in hand. (J. Smith & R. Laslett, 2002)

The prospective teacher should clearly state the classroom rules and offer a firm, clear, concise directions to his students who are in need of behavior

⁵ The general awareness of what is going on in the classroom is commonly referred to as ‘with-it-ness’ (Kyriacou ,2007:60)

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management. Effective rules must be limited in number (five at most), observable (not vague), apply at all times of the day, apply to behavior only and not to academics, and are written or chosen with student participation.

7. Arranging Student Seating

Starting from the assumption that “Arranging furniture is one of the most powerful and direct means for designing and influencing the style of the lesson” (Haynes, 2010:56) It is difficult to assign seats before the first few weeks of school; because the teacher usually do not know the students at the beginning of the year .Nevertheless, it is crucial to place the furniture in a way that suit with the teacher’s teaching style. Students’ seating is also beneficial for the students; chiefly those with disabilities, such as those with poor vision, hearing impairment, or who need wheelchairs or other assistive devices, while arranging the classroom the teacher should put in mind the following considerations

- ✓ Associating the type of instruction and activities you use most often.
- ✓ Being flexible with students in order to rearrange furniture easily.
- ✓ Leaving space for student’s movement.
- ✓ Supporting student’s movement and flexibility in the classroom.
- ✓ Offering each student with the amount of personal space.

Arranging the student would assist slow learners to improve themselves and encourage the good ones paying attention

In the traditional arrangement of students in rows of desks and chairs, students in the front and center are more likely to participate and be called on by the teacher. Therefore, well-planned seating arrangements and placement of students who need help maintaining their focus in the front and center of the seating arrangement encourage these students to pay attention and participate

(Edward, 1993: 15)

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The teacher can group students in a creative manner. Depending on his style and the type of instruction, he offers to his students. He may teach the students all together, or he may divide them into groups, another technique is to ask them to work in pairs. Therefore, what may work with one class may not be appropriate for the other, so it is the teacher's task to decide about what suit his students the most (Sárosdy et al, 2006)

7.1. Whole class grouping

Williams and Burden (1997) offer a number of merits of working in groups; first, it is more appropriate for instructions where the teacher is a controller. Second, it is effective when the teacher is planning to use realia. Third, it is an ideal way to make students and teachers feel secure. Nevertheless, group working may not work all the time due to the following demerits; it decreases the student's chance of saying something on their own. And it raises the inhibition of public failure or being laughed at, it discourages students to take responsibility for their own learning and finally it is not suitable for communicative language teaching activities.

7.2. Individualized learning

Learning individually is very crucial in promoting the learner autonomy. Students would take the responsibility of working on their own in class, the teacher may ask them to read individually and then answer questions or, he may ask them to write paragraphs, stories...etc on their own as well. Learning privately is a very fruitful activity, it helps teachers identifying the individual student differences .Additionally such activities are less stressful for students and more comfortable.

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Finally, it promotes the learner autonomy and self-reliance. Yet, such work-form has some defects: it neglects cooperation and the sense of belonging among students, Furthermore, it is time consuming and difficult for the teacher to interact.

7.3. Pair-work

Pair work encourage the students to practice language together by performing activities such as information gap activities, writing dialogues... etc.. The benefits of working in pairs are that; it enhances the student to talk and use the language. Additionally, it simplifies the teachers' task. It is quick and easily implemented. However, pair work may affect negatively the classroom environment: It is very noisy, and it may cause discipline problems .Moreover, Students may stop behaving ideally and use their native language. Furthermore, It is impossible for the teacher to correct all learner's mistakes, Students may need to interact with the teacher more than each other. (Sarosedy et al, 2008).

7.4. Group Work

Students in groups can perform activities such as role playing, filling the gaps... etc. Group work has the following merits; it increases the student's amount of talking and it paves the way for different opinions contributions among students. Furthermore, it enhances the sense of cooperation and negotiation between students and it promotes learner autonomy. Although, group work is easily implemented it may cause some distortions; it can be noisy and time consuming additionally, it may lead to losing control over the class. And, it disturbs the passive and introverted while the extroverted students may dominate the classroom. (Sárosdy et al, 2006)

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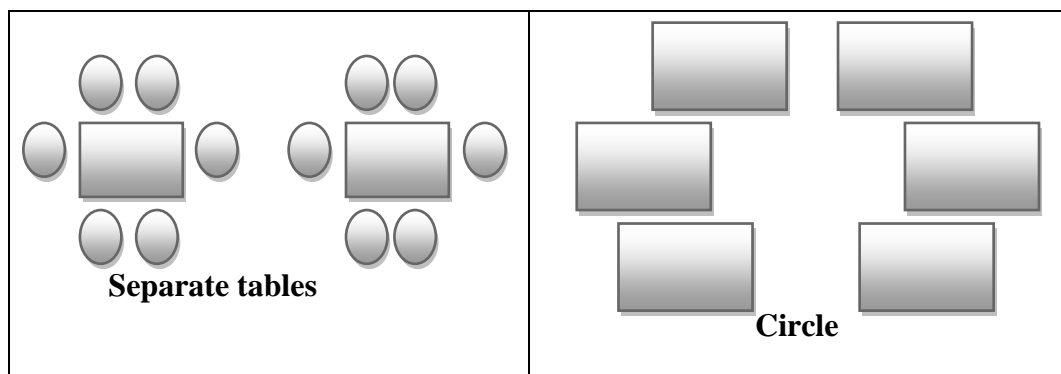
Finally, it is recommended that assigned seating for students is crucial for facilitating discipline and instruction. Educationists argue that students left to their own devices will always choose a seat that places the teacher at the greatest disadvantage. So, classroom arrangement is the task of the teacher, the students should not have the advantage of choosing where to sit; except if they are adult. (Ibid, 2006). The following are different classroom layout⁶ proposed by Hardfield and Hardfield (2011)

1. **Row:** it is suitable for pair work by asking the learner to work with the person next to them, or group work by asking each pairs to turn their chairs so that they work with pairs behind them.

2. **Half-circle:** it is effective in case of small classes where the teacher and the learner can interact with each other smoothly and easily.

3. **Joined desks:** It is more appropriate in the case of project work or group work, because it give students space to work together.

Below are different classroom layouts the teacher may try:



⁶ Layout: is “the way in which the teacher arranges the objects in the classroom; the desks, chairs, and other items”. (J. Hardfield & H. Hardfield, 2011:145).

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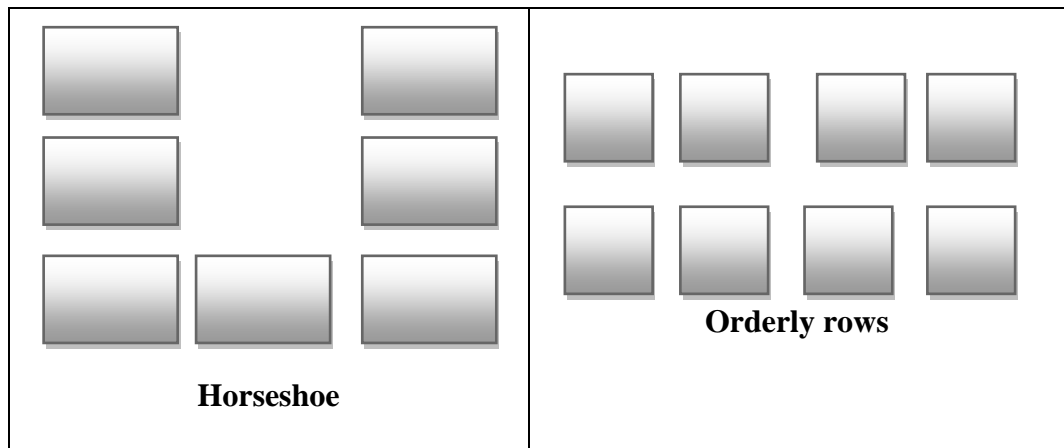


Figure 04: Different Setting Arrangement (adapted from: Harmer, 1998:18)

8. Classroom Management Activities

There are varieties of positive classroom management strategies that assist to minimize and prevent discipline problems so that teaching and learning can take place. The following strategy is the most used one:

8.1. Modeling

Modeling as a term can be summarized in the following quotation; “Effective classroom management focuses on preventive rather than reactive procedures and establishes a positive classroom environment in which the teacher focuses on students who behave appropriately” (Oliver et al, 2011: 04). Teachers have an awesome responsibility in modeling the students’ behaviors because “children do not only copy the wonderful things we do, unfortunately, they copy everything we do, modeling needs to be done consciously and with precision and care” (MC Leod et al, 2003:63)

Modeling is efficiently implemented at all levels. It involves evoking students noticing peer engagement in the appropriate behavior and immediately

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recognizing that behavior and imitating it. It is extremely better than punishing the misbehavior. For example, a student (a) is out of his/her seat and student (b) is in his seat. When the teacher praise student (b) for his good behavior; student (b) will hardly try to imitate students (a) to get the same compliment so that the teacher should not forget to praise such behaviors. Therefore, the teacher must model the behavior he wants. If he wants students to be polite, he must be polite; and if he wants them to trust him, he must trust them. (McLeod et al, 2003). One aspect of modeling the student's behavior is reinforcement; which consist of two kinds;

1. Positive Reinforcement: which is the process of following a behavior with something wanted or needed by the students?

2. Negative Reinforcement: This is the process of following a behavior with something not wanted or needed by the student (Ibid: 101).

Although there is a lot to say about this effective technique, we can summarize this concept in the following quotation:

Behavior Modification is the process of changing behavior by rewarding desired actions and ignoring or punishing undesired actions. It is a set of strategies you can use in establishing effective classroom management

(Orlish et al, 2010: 183)

That is to say that, the teacher may model the students' undesirable behaviors by ignoring it if it is not really serious or by punishing it if it is rude and threaten the learning- teaching atmosphere.

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9. Approaches to classroom management:

Instructors create their own approach to classroom management by trying strategies they go through in their past learning experience, or by imitating of strategies that have worked with others. What is important is to find out an approach that fits the teacher own teaching style and his learners individual differences as well. Ornstein (1990: 60) identifies the following classroom management approaches.

9.1. The Assertive Approach: The teacher must be aware of the fact that his learners need guidance and support from the part of the teacher.

9.2. The Business-academic Approach: If the learners are fully engaged in meaningful, learning activities they are less likely to fall into disruptive behavior.

9.3. The Behavioral Modification Approach: The teacher may model the behavior of his learners by reinforcing the good one and punishing the bad ones.

9.4. The Group Managerial Approach: By enhancing a sense of cooperation among learners, of disruptive behavior will be decreased.

9.5. The Group Guidance Approach: The individual learner's inappropriate behaviors may lead to the appearance of a malfunctioning group, such problem healed by the whole group discussion.

9.6. The Acceptance Approach: Some scholars develop the claim that a learner's misbehavior reflects the learner 'seeking for acceptance.

9.7. The Success Approach: Success is very crucial for human beings to develop a positive self-concept. Therefore, the teacher should offer opportunities for each learner to experience success. These will maintain classroom management.

(Coetzee et al, 2008.)

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10. Factors affecting behavior in classrooms

What does make students misbehave and act up; the answer to this question would require much Wisdom to answer. So that teacher should recognize its causes in order to decide what actions to be done. The following are three models proposed by three scholars; Saunders (1979), Dierenfield (1982), Kyriacou (1998), each one of them states a variety of reasons behind students' disruption:

10.1. 'Saunders' model (1979)

Saunders (1979) has suggested nine main reasons of disruptive behavior due to social causes which are the following

1. Antipathy to school: Some students think that the school has no purpose or significance in their lives. The role of the teacher in such case is to change their view of learning by making schoolwork more enjoyable and interesting.

2. Social dominance: Some pupils seem to have a need for continuous reinforcement and attention from their peers. If the teacher ignores such kind of students, they would cause distortion by one way or another.

3. Social isolation: Students generally have strong needs to be noticed by the others, liked and wanted by their peers. So the teacher' role is to achieve a sort of belonging, so, they adopt and adjust to the group's behavior.

4. Inconsequential behaviors: Students in some cases are unable or unwilling to predict the consequences of their actions or behaviors. They just behave spontaneously without reflecting and thinking of the possible consequences.

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5. Ignorance of the rules: Young learners are intelligent by nature, they recognize that teacher's rules are of two kinds; verbal and actual rules, the first type is just written on papers while the second one needs to be implemented.

6. Conflicting rules: Students' lives are of two parts; school and home. For each of the varying atmospheres there is a set of rules which they may conflict. Therefore, the teacher should intervene to resolve the conflict.

7. Displacement: students may have inappropriate feelings which are often displaced on the people and objects in the school. For example, a student's hatred for his father may be transferred to his male form teacher.

8. Anxiety: Teachers generally relate anxiety to shy and calm students while it is proven that disruptive students tended to be more afraid than their well-behaved classmates.

9. Leadership styles: disruption in the classroom is not all the time due to learners, there are a number of leadership styles on the part of teachers that can incite disciplinary problems rather than solve them. (Cited in, Cohen et al, 2004)

10.2. 'Dierenfield' model (1982)

Teachers were asked to rate ten provided causes of disruptive behavior. The following are their answers associated with percentages

• Unsettled home environment	49.6%
• Peer pressure	35.6%
• Lack of interest in subject	30.7%
• General disinterest in school	30.5%
• Pupil psychological or emotional instability	29.4%
• Inability to do class work	21.9%

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•	Revolt against adult authority	20.8%
•	Lack of self-esteem	13.7%
•	Dislike of teacher	12.7%
•	Use of drugs	4.9%

Table 08: Causes of Disruptive Behavior (adapted from: Cohen et al, 2004: 294)

The same teachers asked to state proposed solution to disruption in the classroom, the following are their answers associated with the percentage:

•	Positive teacher personality	89.7%
•	Effective teaching methods	87.6%
•	Establishing and maintaining	86.3%
•	Behavior standards early on Firm support of teacher discipline measures by head	70.8%
•	Consistent application of behavior standards	69.3%
•	To all pupils	
•	Support of school by parents	68.7%
•	Treating causes of behavior problems	66.6%
•	Influence of head	56.0%
•	Pastoral care program	40.3%
•	Strict disciplinary measures by teacher	39.9%

Table 09: Solution to Disruption. (Adapted from Cohen et al, 2004: 294)

10.3. 'Kyriacou' Model (1998)

Practically 'Kyriacou' (1998) suggests that misbehavior in the classrooms has eight main causes:

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1. **Boredom:** the teacher has to choose tasks that are easy and interesting. In order to get the learners engaged and not disruptive.
2. **Prolonged mental effort:** teacher has to provide his learners with short activities that require a long period spend on doing the activity.
3. **Inability to do the work:** teachers should make it clear to the learners what are supposed to do. Or else, they would be frustrated and confused.
4. **Being sociable:** the teacher is supposed to interact with his learners every lesson, this ultimate relation would ease the atmosphere.
5. **Low academic self-esteem:** academic failure, low confidence would decrease the learner's motivation to learn. Consequently, disruption would take place.
6. **Emotional difficulties:** This could be out or in school, for example bullying, which leads to attention-seeking behavior.
7. **Poor attitudes:** some learners may have low values of school work and school life. As a result, they would show perfunctory attitude toward learning.
8. **Lack of negative consequences for disruptive behavior:** so the teacher has to be strict and severe when it comes to his classroom environment

All of those models try to answer the question; why discipline problems occur in the classroom. J.Sárosdy (2006) proposes a number of reasons for problem behavior which can be as students' response to their teacher's behavior alternatively, as a reaction to other factors inside or outside the classroom.

At the top of the list, he stated "The family"; because usually children who come from an unstable home environment are more likely to cause distortions in

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the classroom. Second, “Student’s unpleasant memories” and learning experiences in education may negatively affect their discipline in the classroom .Third; “The student’s low self-esteem” and lack of respect for the teacher or peers can make them feel frustrated and upset, in such a situation disruptive behavior would be the solution.

“Boredom” sometimes may lead the students to act up, especially if they find the topic or activity is inappropriate. Fifth, students may behave badly due to “External factors” such changes in weathers. Sixth, “what the teacher does in the classroom” influence students who may feel low self-esteem, especially if the teacher is unfair the students are more likely to be behaving badly in the future. Seventh, Time of the day may affect the student’s appetite for learning, especially if they are tired, sleepy or hungry. Finally, some students may have the desire to be noticed, especially if they are adolescents so the teacher’s role is to provide students with activities that should not let them dominate the classroom.

11. Choice Theory of Classroom Management

William Glasser proposes a psychological model that explains how and why human beings behave. For him the behavior is results innate basic human needs. One of the main principles of Choice Theory is that all behavior is purposeful. That is to say that a purpose underlies all behavior. Moreover, the main purpose of our behavior is to meet our basic human needs. (Cited in, Erwin, 2004).

There are five basic needs drive all our behaviors, one physiological need and four psychological. They are mainly the need to survive, to love and belong, to

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gain power, to be free, and to have fun. Knowing those needs helps the teacher to focus on the significance of each need in planning classroom instruction and activities in managing the classroom as well.

11.1. Survival

One of the main basic physiological needs is the need to survive. Survival needs encompasses the apparent needs for food, shelter, physical comfort, and safety. In order to achieve those needs, one have to sleep, wear clothing, and seek shelter, and so on. Nevertheless, the need to survive, though, is primarily physical; it has a psychological component that is the need for security. In classrooms likewise life, students need to feel physically and emotionally safe and secure. Here the teacher's role takes place.

11.2. Love and Belonging

Individuals are social creatures. They live in groups (families, teams, social organizations...). In addition, they expect from each other a strong need for love and belonging. Therefore, though the need for love and belonging is primarily a psychological and emotional need, it is linked with the physical domain. The need for love and belonging helps explain the importance of relationships in schools regarding student learning and achievement. Therefore, the teacher is supposed to use specific strategies that help the students build relationships with and among each other. (Ibid, 2004)

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11.3. Power

Most people misunderstand the word “power” and interpret it as being negative (dominance, authority, or control). Despite, the concept of power is much broader and positive term. To fulfill the need of power, people may behave in three general manners

11.3.1 .Power over

It is to impose our influence or power over something or someone. Power over is not necessarily negative, but it may become destructive if one is using the power irresponsibly, depriving others of meeting their basic needs.

11.3.2. Power within

It is established when promoting the knowledge and skills that increase the quality of our lives. A good example includes learning, achieving success, and enjoying the feeling of self-worth that comes to personal growth.

11.3.3. Power With

It could be fulfilled when working cooperatively with others. The teacher's task is to help every student learn and achieve more. (ibid, 2004)

11.4. Freedom

To understand the word freedom does not necessitate so much explanation, throughout history, millions have died in the name of freedom. This could simply entail that one cannot live without freedom. The need for freedom can be divided into two major kinds:

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11.4.1. Freedom to

It includes having choices and being a decision maker. For instance, Freedom to go where you want, and to say what you want, with whom you want... etc. likewise, students need to be able to make choices. Associated with maintaining an orderly learning environment, offering the student with choices does not entail to do or say anything they want. However, it means that the teacher provides a student with dozens of ways of being free in a responsible manner.

11.4.2. Freedom from

Which means to be free from distortions that cause a physical or emotional discomfort, for example, fear, stress, boredom.. Etc. In classrooms, teachers should be aware of how to integrate novelty and spontaneity into the classroom routines.

11.5. Fun

One cannot imagine life without enjoyment, laughter, or pleasure. Because Humans need to have fun and to play, the need for fun is crucial for teachers as well. Glasser relates fun to learning: “Fun is the genetic reward for learning. We are descended from people who learned more or better than others did. The learning gave these people a survival advantage, and the need for fun became built into our genes” (1998: 41). Learning with fun would teach students how to cooperate, negotiate, and get along with others. But play is not the domain of children only. It is the work of adults as well, it makes them feel relaxed and wonderful (Erwin, 2004).

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12. The Teacher's role in maintaining discipline

The teacher has the major role in maintaining discipline in the classroom .Because, “Students are happiest when they feel safe and protected. It is the teacher job to establish a safe and secure classroom environment”. (Pressman, 2008: 19)

12.1. How to prevent disruptive behavior:

Sarosedy et al (2006) postulates a number of strategies for preventing disruption in the classroom:

➤ **Careful planning of the lesson:** If the lesson were planned carefully, the students' engagement would increase; especially for noise and trouble making classes the teacher has to show them how well prepared, skillful and knowledgeable they are.

➤ **Creating a code of conduct:** This latter is achieved by classroom discussion at the beginning of a course.The teacher has to set rules cooperatively with his learners for instance; arriving on time or not bringing food to the classroom, doing homework.

➤ **Consistency:** The teacher should be consistent; he should not allow something one day and prevent it the next day because simply this would lead to loss of respect.

➤ **Fairness:** Teachers usually like students who are active and disciplined, but they should not show it. They should treat all of them alike without favoritism.

➤ **Attitude:** The teacher attitude towards learning should be positive, because any perception would be transmitted to learners who by turn lose the respect toward their teacher and consequently, distortions would take place.

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- **Interpersonal relationships:** Building rapport with students would enhance learning and make it easier. Therefore, distortions will diminish.
- **Methodology:** The teacher's way of teaching plays an important role in maintaining discipline in the classroom. He has to present interesting, varied and medium lessons because boredom is the greatest simple cause of indiscipline in the classroom. (Sárosdy et al, 2006)
- **Instructions:** It is crucial for the teacher to make it clear from the beginning what his learners are supposed to do. .
- **Professionalism:** "Students respect teachers who show that they know what they are doing" (Sárosdy et al, 2006: 44). If the teacher plans his subject matter and know what he is doing, this would his student's confidence in him.

12.2. Dealing with the rising problems

When the problem has been raised, the teacher may follow the following procedures:

- **Being firm:** The teachers have to be severe sometimes, he should react immediately to misbehaviors before things get out of hand.
- **Dealing with it quietly:** Acting immediately does not entail screaming and yelling; the teacher may solve the problem quietly, keeping mutual respect.
- **Not taking things personally:** The teacher should not deal with misbehavior privately. He has to deal with students as students not as individual.
- **Not using threats:** Students never forget that teacher who always frightens them. They restore him their bad memories. In addition, they never appear to respect him.

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12.3. When the problem has exploded

- **Not raising the voice:** Screaming in the classroom never serves, the more the teacher screams the more noise there would be in the classroom.
- **Reseating:** The teacher may ask the students who act up to change their places. This gentle hint would make them feel guilty and stop misbehaving.
- **Changing the activity:** If the whole class is indifferent and making noise. This may entail that the activity is boring and uninteresting, so the teacher have to change the activity.
- **Talking after the class:** Usually student who continually acts out suffers from severe problems, in such cases the teacher is supposed to take the offender privately and speak to him. (Sarosdy, 2008).

Harmer (2001: 8–10) lists a number of roles of the L2 teacher as controller, prompter, participant, resource and tutor and likewise the applied linguists (Wright (1987) who classifies the teacher's role as instructor, organizer, evaluator, guide, resource and manager). And in both lists, we can notice that controlling and organization is at the top of the list, which entails that they primordial in EFL classes, simply because teaching and learning could not take place without discipline and management in the classroom.

13. The Learner's role in maintaining discipline

Effective classroom management needs good rules and procedure rules and procedures vary from one teacher to another and from one classroom to another. Those rules and procedures should not simply be imposed on students. The teacher should cooperate with the learner and discuss together the most suitable rules for

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both sides. Simply because “The students we work with are the real reason for the whole learning -teaching encounter” (Woodward, 2001: 16) .Therefore, they should be incorporated in some activities of maintaining discipline in the classroom.

Conclusion

Teaching is a stressful profession this may lead teachers by one way or another loses their tension. Nevertheless, it is also the field of stress management, so teachers should share ways to cope with this monster called stress. The key word here is “cope,” because it is not so much the stress itself, but the way teachers cope with it that matters. The gist of the talk is that “if the teachers lose control of his tentative emotions once, he will lose control of the classroom forever” (Wragg. 2005: 46) .Classroom management is about more than correcting the misbehaviors of students, more than just discipline. Classroom management is also about designing sequences of learning activities so that everyone, misbehaving or not, learns as easily and productively as possible. Classroom management is about creating a positive classroom environment.

CHAPTER THREE

RESEARCH ANALYSIS

Introduction

Previously, we have introduced a review of related literature to Lesson Planning and Classroom Management. The next step of any research design is to move to something more practical. As far as our research is concerned, the most suitable method is the descriptive one. The used tool is a questionnaire which is designed for both middle school English teachers and fourth-grade learners. The current chapter clarifies the research design in term of the aim, the administration and the description, in addition to the analyses of the teacher and the students' questionnaire and discussing the findings and results of the study.

1. Population and Sampling

Our population of interest is teachers of English and our sample is 'Ahmed Zeid' middle school English teachers in Biskra, and they are mainly four. Students concerned with filling up the questionnaire are fourth grade students of the same middle school. Teachers and learners are chosen randomly; that is to say that we did not look for any particular characteristics of our sample.

2. The Teachers' questionnaire

We used questionnaire to have insight about the role of lesson planning in maintaining a suitable learning environment. The Teacher's questionnaire consists of Thirty-three closed and open questions. Besides, the main target of the questionnaire is to obtain the teacher's opinion about the subject under study.

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2.1. Description of the questionnaire

The questionnaire contains 33 items organized in three sections. It is a combination of different types of questions .It consists of open form items, the closed form items with Yes/No questions where respondents after choosing their answers have a free space of about three lines to either explain their choices or justify them. All the teachers' questions were multiple choices expect two questions where the teacher is supposed to answer directly.

The following is a detailed description of each section

Section One: General information (Q1 → Q2)

It contains two items designed to obtain general information about teacher's sex and experience, the first one is related to classroom management whereas the second one is related to lesson planning.

Section two: The Role of Lesson Planning (Q1 → Q13)

This section encompasses thirteen questions numbered from one to thirteen; it aims at identifying the extent of teacher's awareness of the importance of lesson planning on the teaching and the learning process.

Section three: Management and discipline (Q1 → Q14)

The Third Section tends to examine whether Ahmed Zeid Middle School teacher uses effective management strategies in their classrooms throughout posing fifteen questions between open and closed, finishing up with additional comments and suggestion from the part of the teachers.

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2.2. Administration of the questionnaire

Before administering the questionnaire to middle school teachers, we piloted it to three teachers in the department of English at Biskra University to test its validity and reliability. After bringing some relevant corrections, the questionnaire has been directly administered to all EFL teachers and learners at Ahmed Zeid middle school for the academic year 2015 and exactly during the third semester. The questionnaire was administered to four teachers because they are the average teachers at the level of this school; they take one week to answer carefully the questionnaire. The learner's questionnaire was administered after the teacher's one.

2.3. Presentation of data

Data gathered are presented in the form of tables, where symbols including the number (N^o) and percentage (%) of respondents at each time are included. All tables are presented by a number and a title representing questions in order. The obtained results will not be ordered according to rates but according to the order of questions

2.4. Analysis of the results

Data will be treated in Tables and Graphs, and information will be presented and analyzed according to the order of items in the questionnaire in the form of short paragraphs.

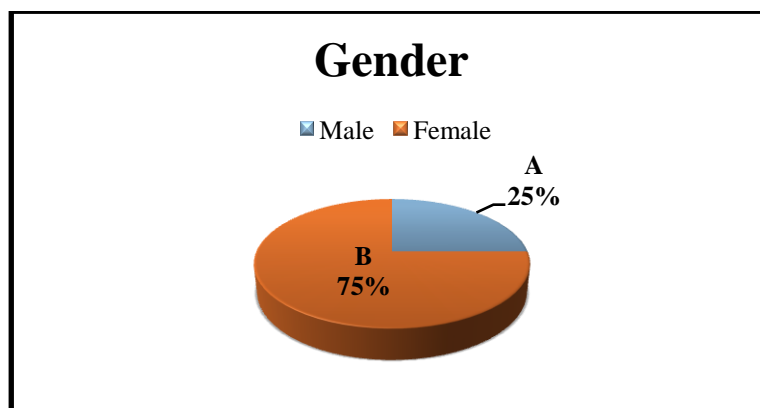
Section One: (1 → 2)

Question item 01: Gender

The Role of Lesson Planning in Classroom Management

		N°	%
A	Male	01	25%
B	Female	03	75%
Total		04	100%

Table 1: Teachers' Gender Distribution



Graph 1: Teachers' Gender Distribution

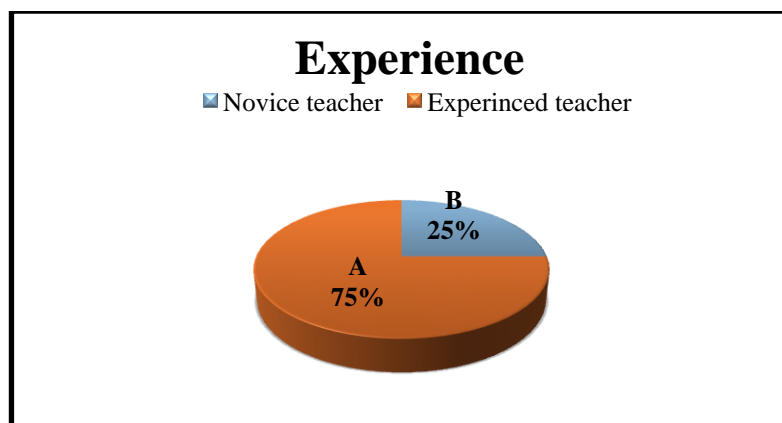
As illustrated above, almost all the teachers who answered the questionnaire are female teachers (75%), only one teacher is male (25%). We asked this question because researches done by Pressman (2008) show that, contrary to popular belief; female gender appears to be less directed to distortions because of their soft and empathetic style. By this question we wanted to see female teachers view about the link between the teacher sex and distortion in the classroom.

Question item 02: Experience

		N°	%
A	Novice teacher	01	25%
B	Experienced teacher	03	75%
Total		04	100%

Table 2: Teacher' experience

The Role of Lesson Planning in Classroom Management



Graph 2: Teacher' experience

It seems from the table above that the vast majority of teachers (75%) are experienced ones, which indicates that all their answers are taken from their long experience. This would add more reliability to our research. Additionally, we asked this question to see whether experienced teachers need to plan their lessons or not.

Section two: (1 → 13)

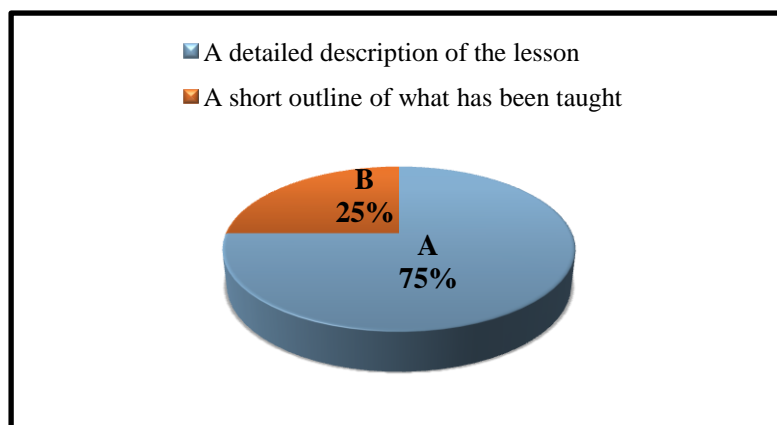
Question item 01: What does lesson planning refer to?

		N°	%
A	The teacher's detailed description of the lesson	03	75%
B	A short outline of what has been taught	01	25%
Total		04	100%

Table 3: Definition of lesson planning

The great majority of teachers (75%) have declared that lesson planning is a detailed description of the lesson rather than a short outline of what is to be taught, that is what Orlich et al (2010: 64) emphasis; "Planning is more than thinking of what you want to accomplish, you think about the details such as, who does what, when, for what length of time and what opportunities will be created for effective students 'learning'"

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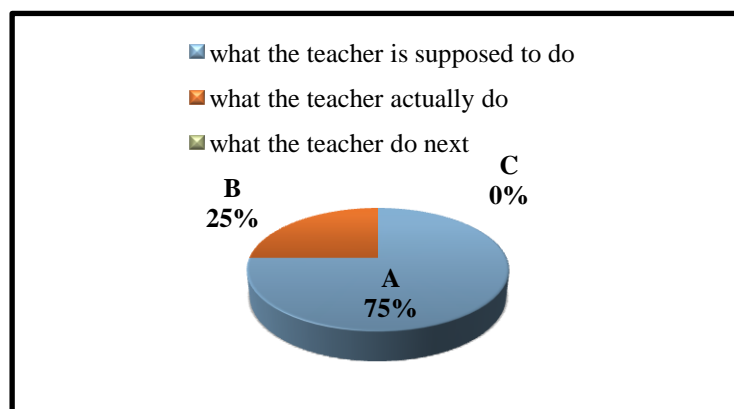


Graph 3: Definition of lesson planning.

Question item 02: How do you go about planning a lesson?

		N	%
A	What the teacher is supposed to do	03	75%
B	What the teacher actually does	01	25%
C	What the teacher does next	00	00%
Total		04	100%

Table 4: Teacher's perception about lesson planning



Graph 4: Teacher's perception about lesson planning

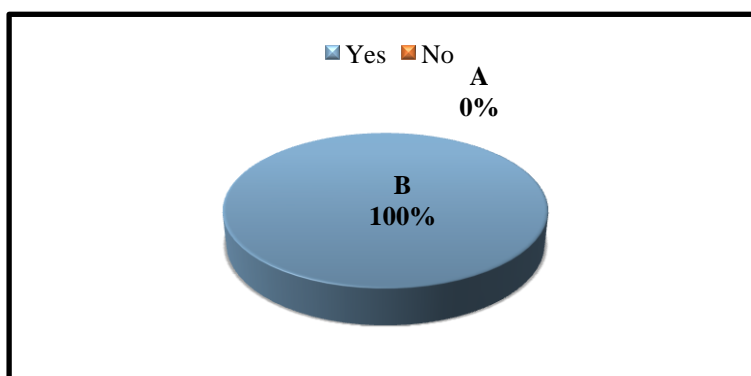
As noticed above, most of the teachers' answers (75%) stand by the fact that the planning process is what the teacher is supposed to do which indicates that teachers are aware of the core of lesson planning which is an evaluation document that demonstrate that they have the structure for a language lesson that they are going to teach (Gieve & Miller, 2006)

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Question item 03: Do you feel Confident, Comfortable and Secure when you plan your lessons?

		N°	%
A	Yes	04	100%
B	No	00	00%
Total		04	100%

Table 5: Teacher' feeling when planning



Graph 5: Teacher' feeling when planning

As the results in the table above shows, all teachers (100%) declare that lesson plan provides them with security and confidence which is the most important benefit of lesson plans as; “They provide beginners with the security because with a carefully prepared plan a beginning teacher can walk into the classroom with the confidence gained from having developed a sensible framework for that daily instruction” (Kellough, 1996:94).

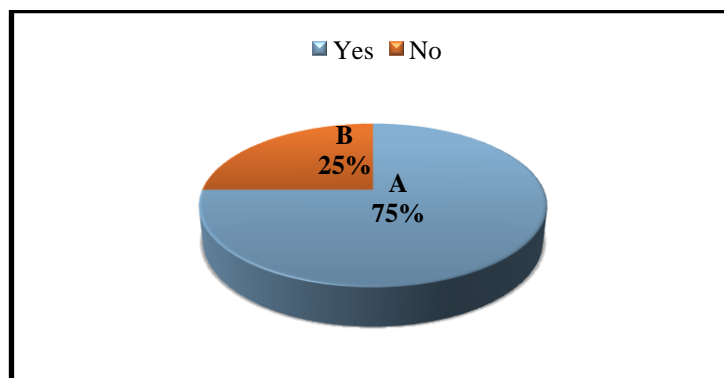
Question item 04; Do you think that experienced teachers need to plan their lessons?

		N°	%
A	Yes	03	75%
B	No	01	25%

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Total	04	100%
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Table 6: Teacher 'attitude toward the need of planning



Graph 6: Teacher 'attitude toward the need of planning

This percentage (75%) indicates the teachers' awareness of the importance and the need of the lesson plan as an effective tool in the teaching and the learning process, no matter the degree of experience the teacher has since it is crucial for every teacher to plan his lesson.

Teachers' justification:

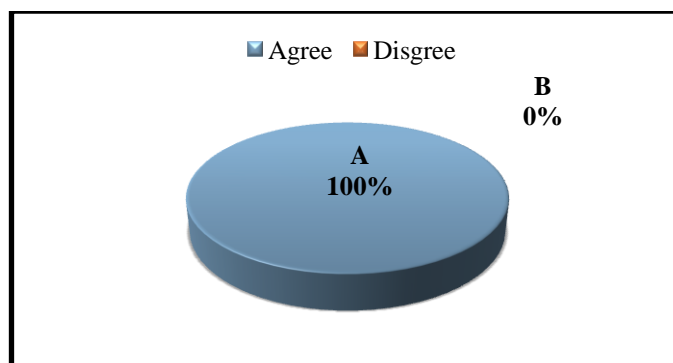
- Because experienced teachers need to identify their aim of the lesson
- Planning makes sure that lesson is balanced and appropriate for class
- Because some students have special difficulties and teachers need to consider them in their planning.
- Because if they do not plan their lessons they would have problems with classroom management.

Question item 05: Is it important for the teacher to plan their lessons?

		N°	%
A	Agree	04	100%
B	Disagree	00	00%
Total		04	100%

Table 7: The importance of lesson planning

The Role of Lesson Planning in Classroom Management



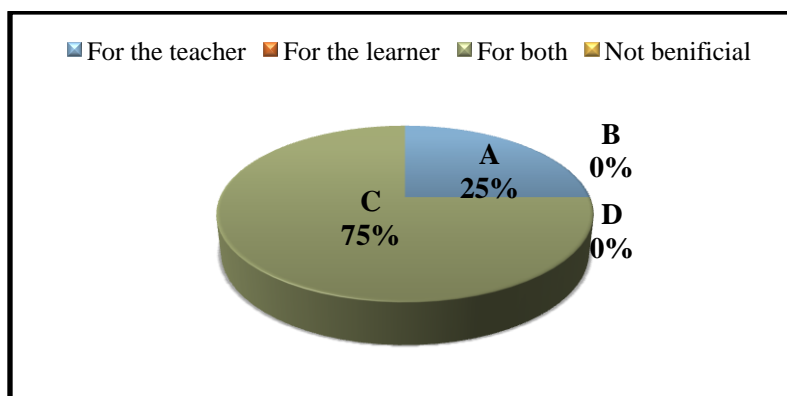
Graph 7: The importance of lesson planning

The teachers' answers to this question item, as shown in the above table, revealed that all of them (100%) do wholly agree on the role of lesson planning as an important procedures that should be taken by every teacher no matter how professionals and experienced he is.

Question Item 06: Lesson planning is beneficial (tick the appropriate answer):

		N°	%
A	For the Teacher	01	25%
B	For the Learners	00	00%
C	For Both	03	75%
D	Not Beneficial	00	00%
Total		04	100%

Table 8: The Beneficence of Lesson Planning.



Graph 8: The Beneficence of Lesson Planning.

The Role of Lesson Planning in Classroom Management

By asking this question we wanted to know the teacher attitude toward the beneficence of lesson planning ;(75%) teachers affirmed that lesson planning is beneficial for both teachers and learners because it provide them with framework of instruction on what they are supposed to do during and even after class. While the rest (25%) assumes that it is beneficial for the teacher.

Question item 07: Please describe the best lesson that you have produced thus far.

What made it special? Have you used any strategies? Mention them if any:

- A lesson about animals in the zoo, the learner engagement, The use of pictures
- A lesson about Food, communication and interaction, The use of visual aids.
- A lesson about Hobbies, enjoying learning atmosphere, The use of cooperative learning
- A lesson about Food, all learners are participating, The use of project preparation.

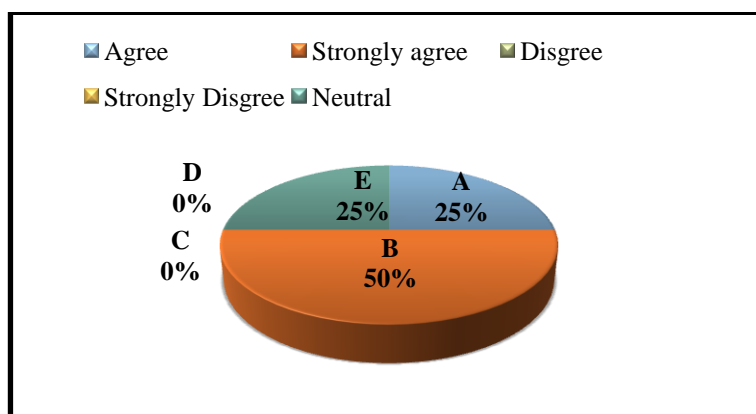
As noticed above, all teachers' answers revealed that the best lesson for them is when learners are interacting, engaged and communicating with their teacher and that is what made it special for them in addition to the use of audio-visual aids (pictures), project preparation , cooperative learning.

Question item 08: It has been said” the effective teacher is the one who plan effective lessons”:

		N°	%
A	Agree	01	25%
B	Strongly agree	02	50%
C	Disagree	00	00%
D	Strongly disagree	00	00%
E	Neutral	01	25%
Total		04	100%

The Role of Lesson Planning in Classroom Management

Table 9: Teacher attitude towards the relationship between lesson planning and teachers' effectiveness.



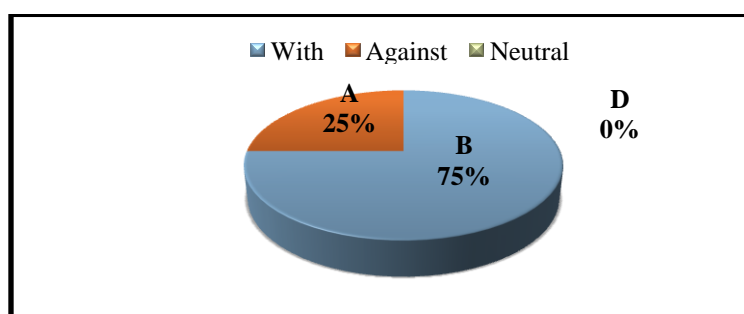
Graph 9: Teacher attitude towards the relationship between lesson planning and teachers' effectiveness.

When teachers were asked about the link between their effectiveness as teachers and lesson planners, (50%) of teachers do strongly agree with the assumption and (25%) of them agree as well while the rest (25%) were neutral.

Question item 09: 'Preparation is the most important thing a teacher does' where do you stand?

		N°	%
A	With	01	75%
B	Against	03	25%
C	Neutral	00	00%
Total		04	100%

Table 10: Teacher attitude toward the importance of lesson planning



Graph 10: Teacher attitude toward the importance of lesson planning

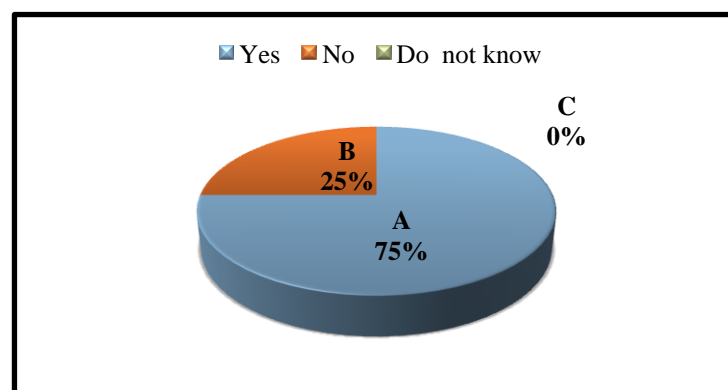
The Role of Lesson Planning in Classroom Management

A glimpse at the above table, we note that the great majority of teachers (75%) strongly agrees about the fact that preparation is the most important thing the teacher does. Since it determines what the teacher is supposed to do before, during and even after the lesson.

Question item 10: Is there any relationship that exists between Lesson Planning and Classroom Management?

		N°	%
A	Yes	03	75%
B	No	01	25%
C	Do not know	00	00%
Total		04	100%

Table 11 :Teacher attitude toward the relationship between lesson planning and classroom management



Graph 11: Teacher attitude toward the relationship between Lesson Planning and Classroom Management

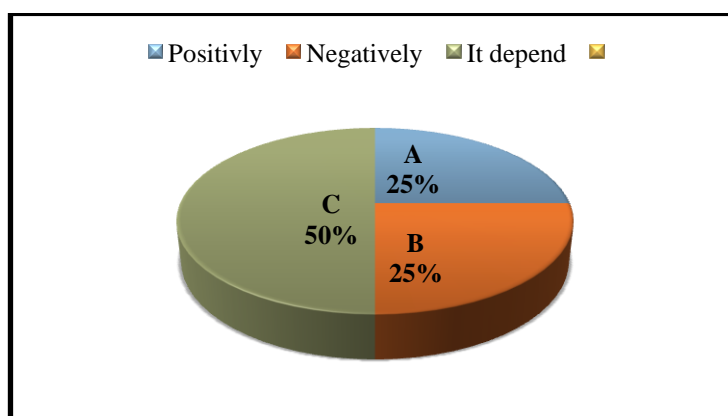
A quick look at this table reveals that (3) participants, who make up (75%), believe that there is a relationship between Lesson Planning and Classroom Management. This indicates that planning and preparation of lessons make it easy for the teacher to manage the classroom.

Question item 11: How can the teacher's lesson plans impact the effectiveness of Classroom Management?

The Role of Lesson Planning in Classroom Management

		N°	%
A	Positively	01	25%
B	Negatively	01	25%
C	It depends	02	50%
Total		04	100%

Table 12: Teacher attitude toward the impact of lesson planning in classroom management



Graph 12: Teacher attitude toward the impact of lesson planning in classroom management

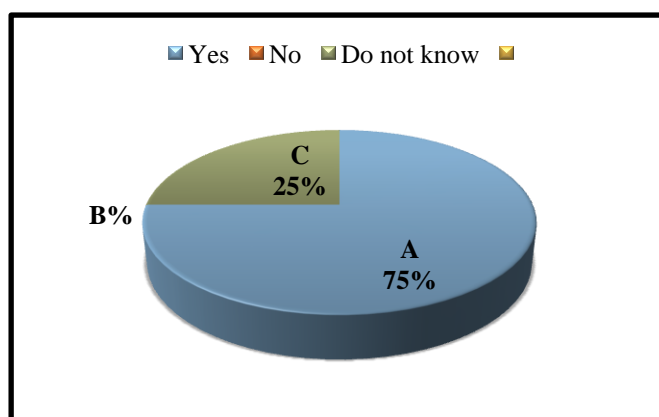
As revealed from the table above, lesson plan may affect classroom management positively (25%) or negatively (25%) depending on the degree of effectiveness that lesson plan has, that is to say if the lesson is well prepared from the part of the teacher, the learners will get more engaged and less disruptive.

Question item 12: Does the production of well designed lessons reduces the probability of disruptive behaviors?

		N°	%
A	Yes	03	75%
B	No	00	00%
C	Do not know	01	25%
Total		04	100%

Table 13: Teacher attitude toward the role of lesson planning in reducing Disruption

The Role of Lesson Planning in Classroom Management



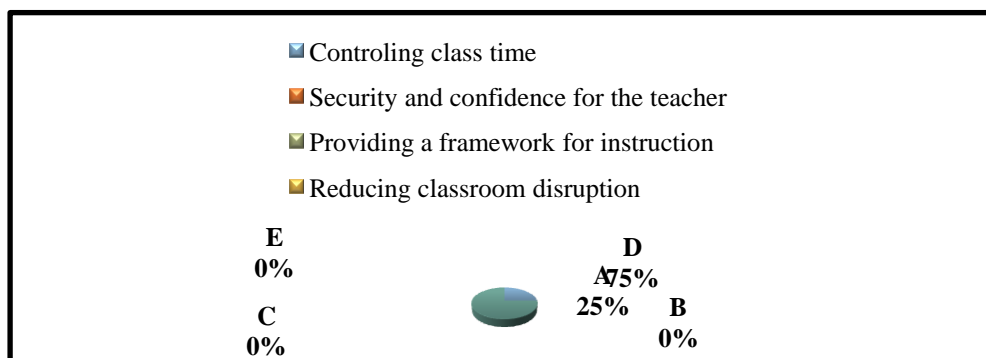
Graph 13: Teacher attitude toward the role of lesson planning in reducing disruption

This question was asked to get more precise answers about item (12). And as it was expected (75%) agree on the idea that the production of well designed lessons reduces the probability of disruptive behaviors and vice versa.

Question item 13: In your opinion, what are the main advantages of lesson planning?

		N°	%
A	Controlling class time	01	25%
B	Providing the teacher with security and confidence	00	00%
C	Providing a framework for instruction	00	00%
D	Reducing classroom disruption	03	75%
F	All of them	00	00%
Total		04	100%

Table 14: Teacher attitude toward the main advantages of lesson planning



Graph 14: Teacher attitude toward the main advantages of lesson planning

The Role of Lesson Planning in Classroom Management

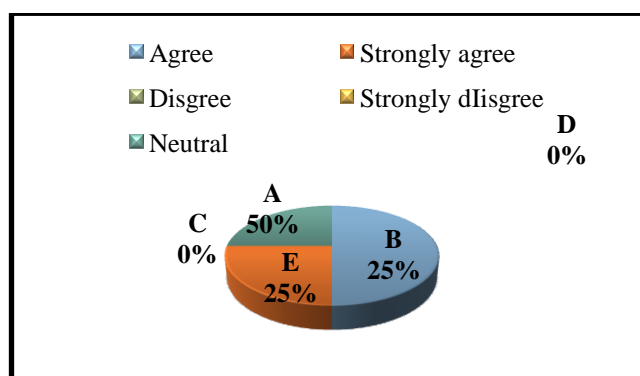
This question was asked in order to see teachers' attitude toward the role of lesson planning in reducing disruption in the classroom. (75%) confirmed that one of the main advantages of lesson planning is maintaining discipline in the classroom.

Section Three: (1 → 14).

Question item 01: 'Good teacher has to be good managers' where do you stand:

		N°	%
A	Agree	02	50%
B	Strongly agree	01	25%
C	Disagree	00	00%
D	Strongly disagree	00	00%
E	Neutral	01	25%
Total		04	100%

Table 15: Teacher attitude toward the relationship between good teaching and classroom management.



Graph 15: Teacher attitude toward the relationship between good teaching and classroom management.

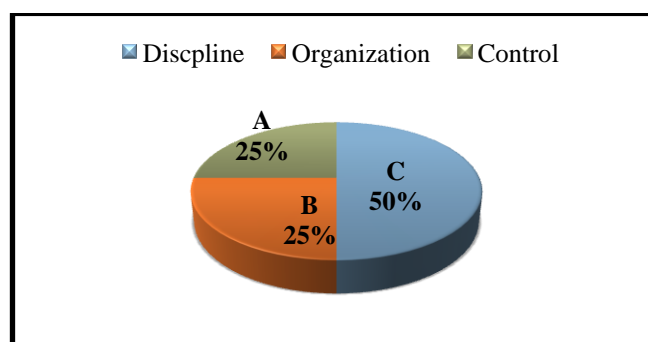
Good teaching is not only a matter of mastering a subject matter; it is rather the teacher's ability to manage a classroom. This idea was confirmed by 75% teachers who stand between 'Agree' and 'strongly agree' on this assumption. While (25%) were neutral.

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Question item 02: Which of the following terms is close to management?

		N°	%
A	Discipline	01	50%
B	Organization	01	25%
C	Control	02	25%
Total		04	100%

Table 16: The conception of classroom management



Graph 16: The conception of classroom management

Similarly to first section, we wanted to draw clear distinction between management and the other terms that are used interchangeably; discipline, organization, and control. Apparently, (50%) teachers opted for discipline which is the closest concept because management is not about controlling students' behaviors, it's rather about maintaining discipline (MC. Leod et al, 2003) that is to say the teacher should relate to situations not individuals. (25%) which stand for one teacher affirmed that, organization is a closer concept while the other teacher (25%) chaos control.

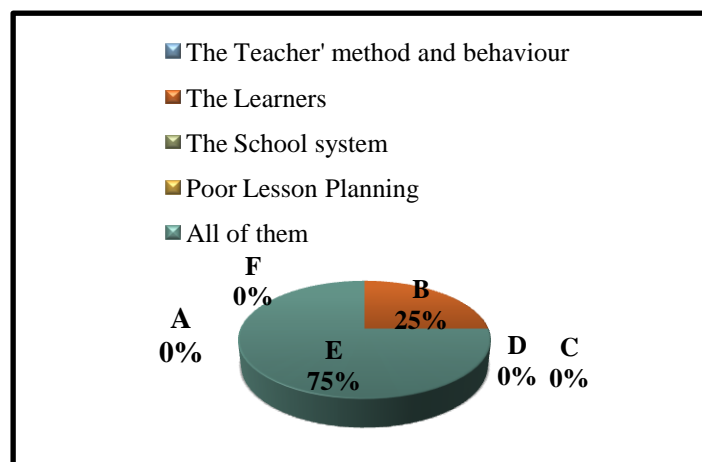
Question item 03: For your opinion, what are the main causes of disruption:

		N°	%
A	The Teacher 's methods and behaviors	01	25%
B	The Learners	01	25%
C	The School System	00	00%
D	Poor Lesson Planning	00	00%

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E	All of them	02	75%
F	None of them	00	00%
Total		04	100%

Table 17: Teacher attitude about the main causes of disruption



Graph 17: Teacher attitude about the main causes of disruption

This question proposes few reasons, among many behind classroom disruption. As noticed above, (03) teachers affirmed that all the stated-above reasons may lead to disruption in the classroom. While (01) teacher chose the learners, the fact is that all the previously mentioned reasons may be by one way or another lead to disruption.

When asked about the causes of disruption the following suggestions were provided by teachers:

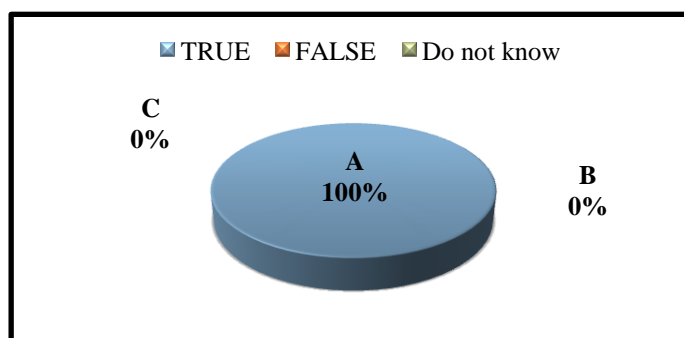
- Boredom and lack of interest.
- Psychological and social problems.
- Negative attitude toward the teacher and the module.
- The strict and severe style of the teacher.

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Question item 04: “Bullying is when a child or group of children misuses the power to hurt other children or exclude them”. For you, does bullying affect management

		N°	%
A	True	04	100%
B	False	00	00%
C	Do not know	00	00%
Total		04	100%

Table 18: Teacher attitude about the relationship between bullying and classroom management.



Graph 18: Teacher attitude about the relationship between Bullying and Classroom Management.

Bullying in the classroom is one of the main causes of disruption in the classroom. (100%) teachers affirmed that there is a relationship between both elements. We asked this question because the teachers’ awareness of bullying as one reason behind student disruption would make them think of effective strategies to prevent its occurrence in his/her classroom.

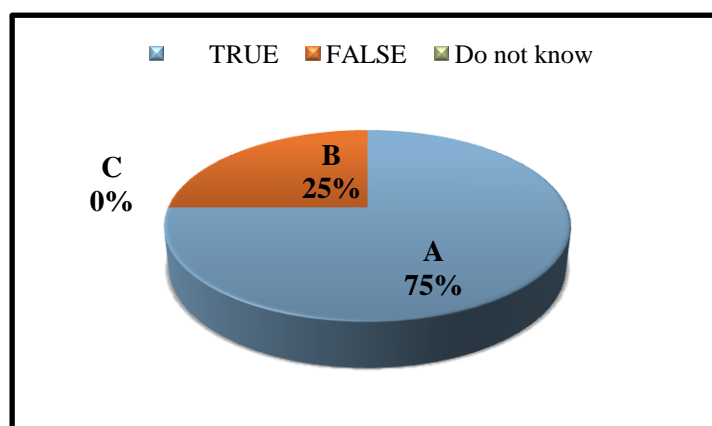
Question item 05: “The key to successful Classroom Management is planning what do you think?”

		N°	%
A	True	03	75%

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B	False	01	25%
C	Do not know	00	0%
Total		04	100%

Table 19: Teacher attitude toward the relationship between lesson planning and classroom management

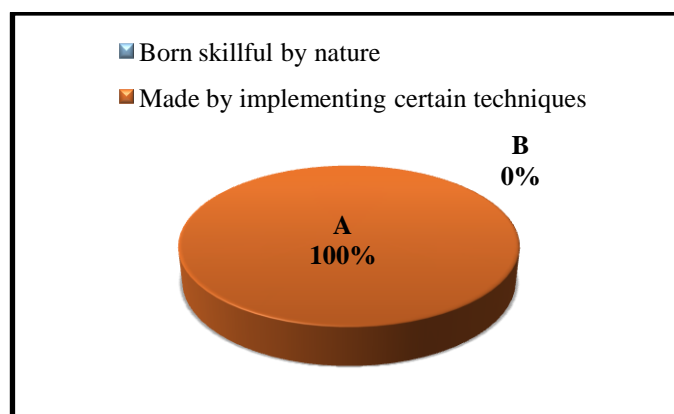


Graph 19: Teacher attitude toward the relationship between lesson planning and classroom management

Question item 06: Are good managers born or made?

		N°	%
A	They are born skillful by nature	00	00%
B	They are made by implementing certain techniques	04	100%
Total		04	100%

Table 20: Classroom Management between Nature and Nurture



Graph 20: Classroom Management between Nature and Nurture

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When we asked whether good managers are born skillful by nature or made by implementing certain techniques, (100%) informants stand for the second choice, which confirm that teachers can be effective managers by implementing certain techniques.

Question item 07: Which of the following techniques do you think is most appropriate in your classroom?

- A. Backtalk
- B. Balancing Authority and Approachability
- C. Commanding Class Attention
- D. Group Punishment
- E. Modeling Correct Behavior
- F. Moral Punishment
- G. Physical Abuse
- H. Rewarding Civil Behavior
- I. Screaming
- J. Setting Ground Rules
- K. Showing That You Care.

Most teachers choose more than one choice and their opinions differed. The majority stated that they use the following techniques ;(B, C, E, J, K, H) some of them confirmed that they sometimes use screaming but never use physical abuse or group punishment. This indicates that the mainstream teachers use effective classroom management strategies in their classroom.

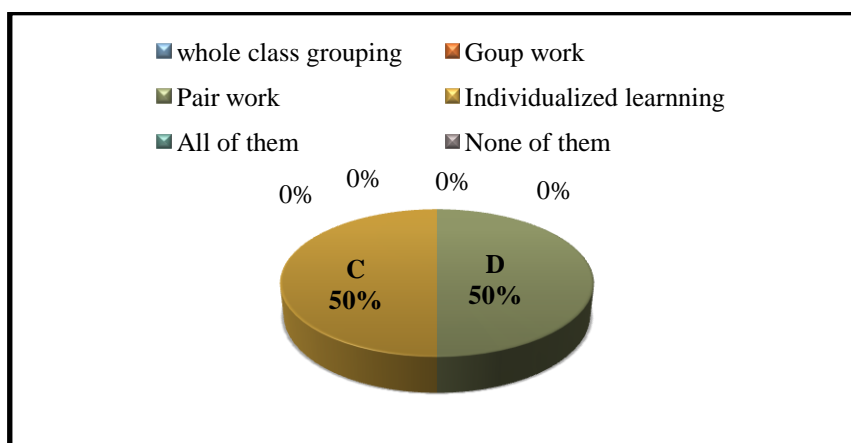
Question item 08: Which of the following manners you use in arranging your classroom:

		N°	%
A	Whole class grouping	00	00%
B	Group work	00	00%
C	Pair work	02	50%
D	Individualized learning	02	50%

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E	All of them	00	00%
F	None of them	00	00%
Total		04	100%

Table 21: Classroom Arrangement Techniques.



Graph 21: classroom arrangement techniques.

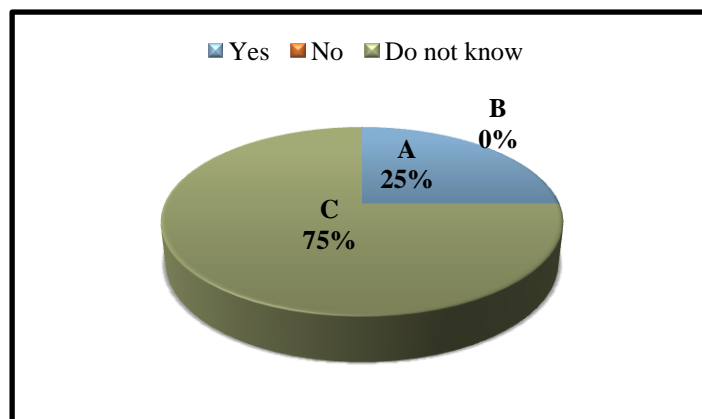
It seems from the results obtained from the table above that, (50%) teachers use pair work while (50%) use individualized learning, but none of them use all of those strategies. Simply because it is not an easy task for an overcrowded classroom; “ Teaching a class of 30% pupils requires a whole range of Management and Organizational skills if sufficient order necessary for pupil learning is to be maintained” (Kyriacou, 2007:54).

Question item 09: Does Classroom Arrangement affect Classroom Management

		N°	%
A	Yes	01	25%
B	No	01	00%
C	Do not know	02	75%
Total		04	100%

Table 22: Teachers’ attitude toward the effect of Classroom Arrangement on Classroom Management

The Role of Lesson Planning in Classroom Management



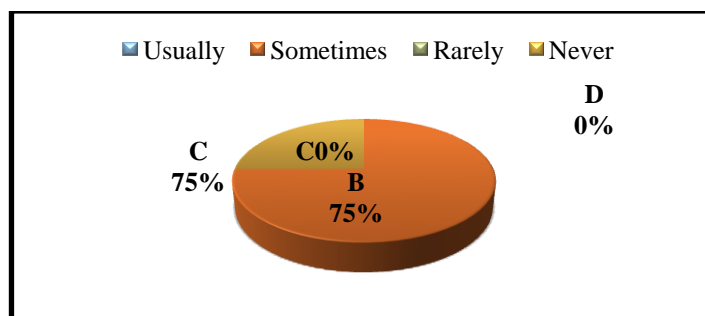
Graph 22: Teachers' attitude toward the effect of Classroom Arrangement on Classroom Management

The majority of teachers (75%) answered positively which confirm that classroom arrangement affect classroom management ,while one teacher (25%) opted for 'No'.

Question item 10: Do you involve your students in arranging your classroom?

		N°	%
A	Usually	00	00%
B	Sometimes	03	75%
C	Rarely	01	25%
D	Never	00	00%
Total		04	100%

Table 23: Teacher attitude toward the involvement of students in classroom arrangement



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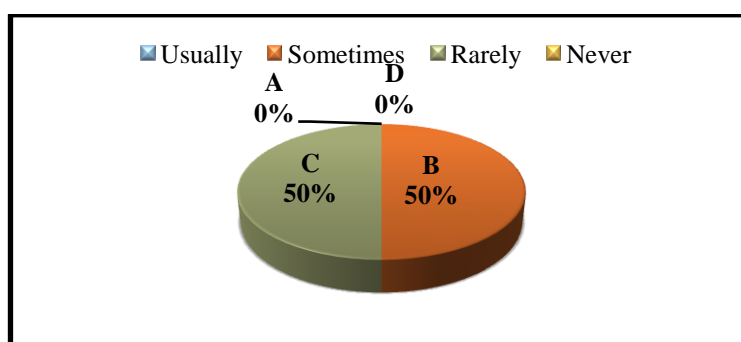
Graph 23: Teacher attitude toward the involvement of students in classroom arrangement

(75%) teachers affirmed that they ‘Sometimes’ involve students in arranging the class, while (25%) stand for rarely. We asked this question to get the teacher attitude towards the effects of involving students in arranging the classroom, because this procedure would make the students more comfortable in the classroom and therefore more focused in learning than disruption.

Question item 11: Did you face problems with Classroom Management?

		N	%
A	Usually	00	00
B	Sometimes	02	50%
C	Rarely	02	50%
D	Never	00	00%
Total		04	100%

Table 24: Teacher attitude toward Classroom Management problems



Graph 24: Teacher attitude toward Classroom Management problems

As it is visible here, the (50%) of the participants affirmed that they ‘Sometimes’ face problems with classroom management. While other teachers (50%) stated that he ‘Rarely’ face problems .We asked this question to see whether middle school teachers of Ahmed Zeid face problems with classroom management, since we

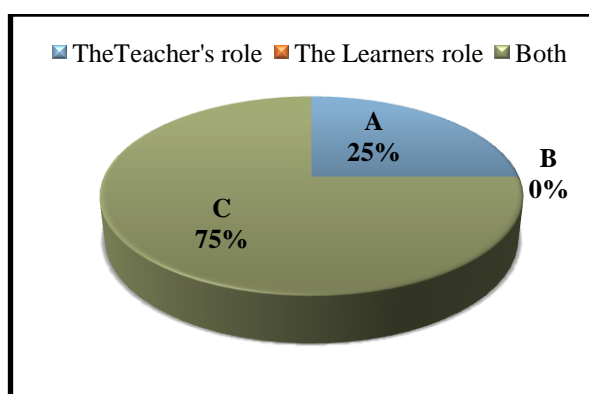
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already know that maintaining discipline in an overcrowded classroom (40 pupils) is not an easy task.

Question item 12: Maintaining discipline in the classroom is:

		N°	%
A	The Teacher's role	01	25%
B	The Learner's role	01	00%
C	Both	02	75%
Total		04	100%

Table 25: Teacher attitude toward the teacher-learner role of maintaining discipline



Graph 25: Teacher attitude toward the teacher-learner role of maintaining discipline

From the table above, We see that (75%) of teachers confirmed that maintaining discipline in the classroom is the teacher and the learners' role , while (25%) affirmed that it is the teacher 'role .

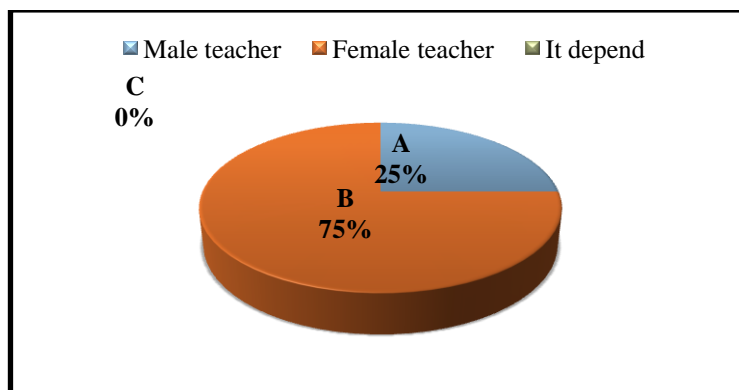
Question item 13: In your point of view, who appear to be more directed to distortions in the classroom?

		N°	%
A	Male teachers	01	25%

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B	Femle teachers	03	75%
C	It depend	00	00%
Total		04	100%

Table 26: Male-female exposure to classroom distortions



Graph 26: Teacher attitude toward Male-female exposure to classroom distortions

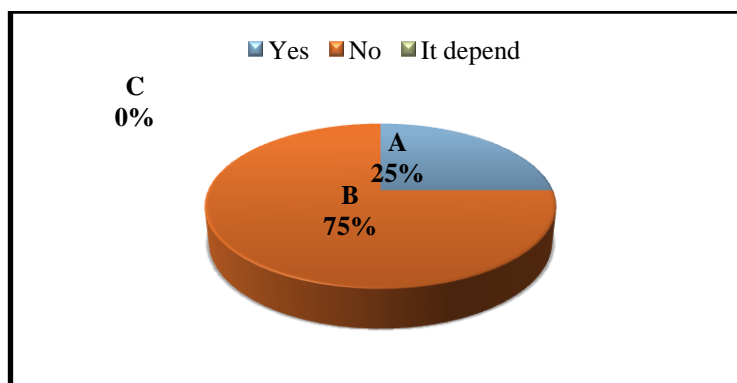
(75%) of the whole population, making up (3) teachers, affirmed that female teachers are more directed to distortions in the classroom while the contrary is true; because researches done by Pressman (2008) show that, contrary to popular belief; female gender appears to be less directed to distortions because of their soft and empathetic style compared to the harsh, aggressive style of male teachers.

Question item 14: Do you think that learning could take place in non-managed classroom?

		N	%
A	Yes	01	25%
B	No	03	75%
C	It depends	00	00%
Total		04	100%

Table 27: Teacher attitude toward the effect of classroom management on learning.

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Graph 27: Teacher attitude toward the effect of classroom management on learning.

Apparently, “The classroom climate established by the teacher can have a major impact on pupils’ motivation and attitudes towards learning” (Kyriacou, 2007:68), since learning could not take place in disruptive classroom. That was affirmed by (50%) teachers who strongly agree and (25%) who share their agreement on the assumption. Differently, one teacher (25%) opted for ‘neutral’.

3. The learner’s questionnaire

The learner’s questionnaire is made of two sections the first is about general information about pupils, the second one is about lesson planning and management as being corporate, it constitutes of four parts; the lesson, the classroom, the learners, the teacher, in each part five questions are raised and the learner’s are expected to provide their attitude about each. All the learners’ questions are closed one and simple language are used to make easier for them to answer ,in addition to translating all items into FL to get precise and reliable answers .

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3.1. Description of students' questionnaire:

The learner's questionnaire constitute of two sections the first one is general information (gender) and the second one is about the role of lesson planning in classroom management ,it comprises four parts , The Lesson , The Classroom , The Learners , The Teacher , each part encompasses five closed questions , The Learners tick the appropriate answer , all the questions are closed because middle school pupils are not able yet to write extensively about any topic (with the demonstration of the teacher) for that the language used in the learners questionnaire is very simple English. The aim of the questionnaire is to investigate their attitude toward the effect of lesson planning in maintaining discipline.

The following is a detailed description of each section

Section One: General information (Q1)

It encompasses one item designed to obtain general information about the gender of each students because some evidence shows that male learners appear to be trouble makers more than female learners.

Section two: Lesson Planning and Classroom Management (Q1 → Q20)

The current section involves four major parts, *The first* one is about 'The lesson' prepared by the teacher, it contains five closed questions, and its crucial aim is to know the students view about their English lessons; are they well-prepared by their teachers or not. *The second* contains questions about 'The classroom' environments and activities designed by their teachers as part of his/her lesson plan, similar to the first and the rest parts five closed questions are asked. *The third* part is on the subject of 'The teacher' and exactly about the teaching strategies used by this later as main components of his lesson plan; its aim is to have an insight about

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the students' attitude toward the effectiveness of their teacher lesson plan. *The fourth* and the last part is concerning 'The learner' as being part of the teacher lesson plan and as playing a major role in maintaining discipline, its goal is to measure to how extent the teacher think of students 'needs and differences when planning and managing his/her classroom.

The learner's questionnaire is purposefully divided into four parts, they are considered as four wheels the teacher and the learners have to consider when planning or managing the classroom, Otherwise the teaching and learning car would not move toward the assigned goal that is healthy teaching and learning environments far from discipline problems as one cause of poor lesson planning.

3.2. Administration of students' questionnaire

Apparently it is impossible to conduct the research on the whole population under investigation, Therefore we have administrated the questionnaire to fourth year grade middle school students (One class of 40 pupils).The questionnaire took place in April 2015 during the third semester. And the totality who answers it are 40 pupils, the questionnaire was administrated in a friendly and relaxed environment. Additionally the questions were clear enough in order to assist students understanding and consequently providing appropriate and reliable answers.

3.3. Presentation of data

Similarly to teachers' questionnaire the data gathered are presented in the form of tables and graphs.

The Role of Lesson Planning in Classroom Management

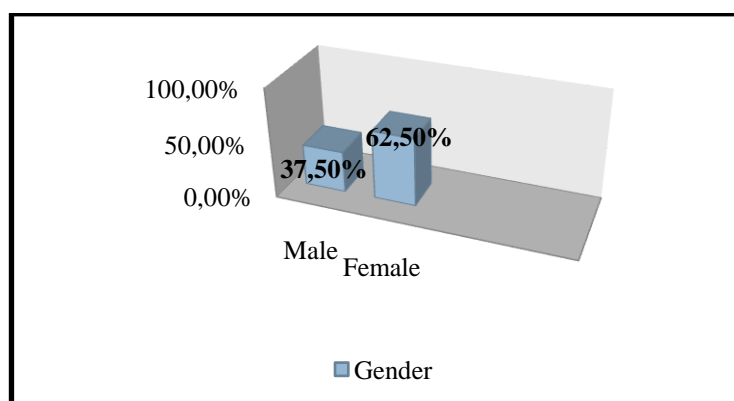
3.4. Data analyses

Section one: General information

Item 01: Gender

		N°	%
A	Male	15	37.5%
B	Female	25	62.5%
Total		40	100%

Table 28 : Learners ' Gender Disrubution



Graph 28: Learners' Gender Disrubution

As noticed above, Female students (62.5%) outnumber males (37.5). We asked this question because we expect that male students appear to be more trouble makers than female students.

Section two: Lesson Planning and Classroom Management.

Before starting the analyses of this section it is worth to mention that the four parts are inspired from scrivener book division "Classroom Management Techniques" (2013), it is assumed that language teaching operation could take place successfully under two conditions; The preparation of lessons and The management of the classroom. The fulfillment of those two conditions relies mainly on four pillars:

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- ❖ **The Lesson** that should be proceeded according to a plan
 - ❖ **The Classroom** environment that should be appropriate and suitable for learning.
 - ❖ **The Teacher** who should apply some effective strategies of planning lessons and managing the classroom
 - ❖ **The Learners** who should be engaged and involved in the lesson.
- If the students' answers are mostly (a) and (b) in four option questions, and (a) in two option questions, this indicates that lesson planning affects positively classroom management.
- If the students' answers are mostly (b) and (c) in four option questions, and (b) in two option questions, this indicates that lesson planning affects negatively classroom management.

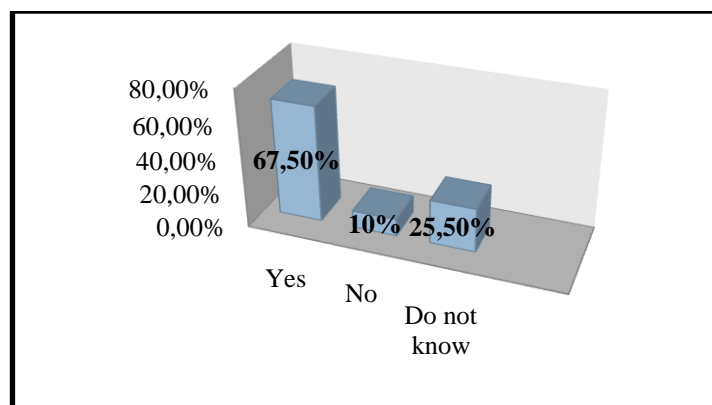
Part A: The Lesson:

Question item 01: Do you think that the English lessons are proceeding according to a plan:

	N°	%
Yes	27	67.5%
No	4	10%
Do not know	9	22.5%
Total	40	100%

Table 29: English lesson plan

The Role of Lesson Planning in Classroom Management



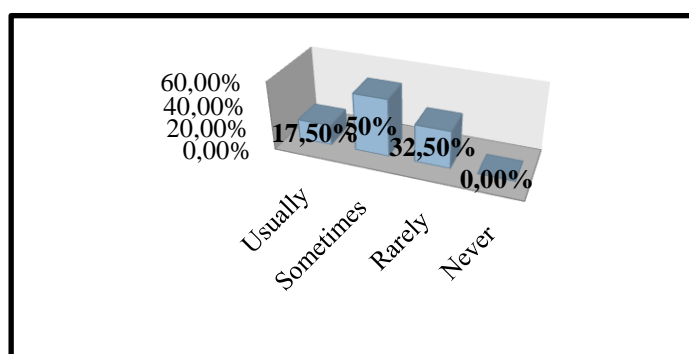
Graph 29: English lesson plan

As noticed above, The majority of students (27) making up (67.5%) affirmed that English lessons are proceeding according to a plan , while (10%) disagree on this belief .The rest (22.5%) are not really aware if their lesson is proceeding according to a plan or not.

Question item 02: Does your teacher use varied activities (listening, speaking, writing, and reading)

	N°	%
Usually	7	17.5%
Sometimes	20	50%
Rarely	13	32.5%
Never	00	0%
Total	40	100%

Table 30: Teachers' use of varied activities.



Graph 30: Teachers' use of varied activities.

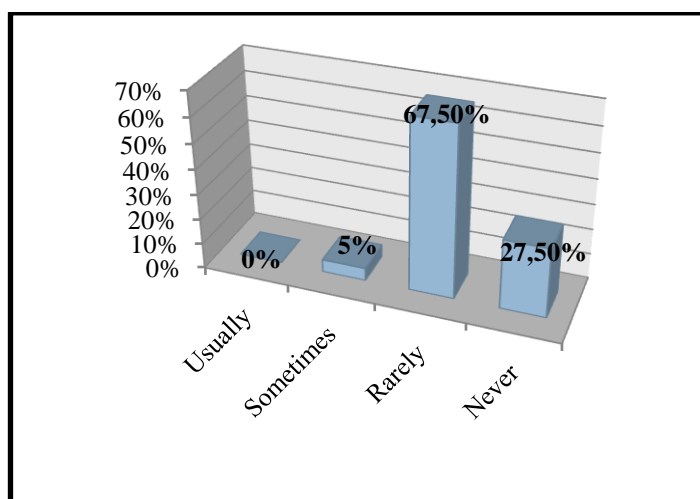
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The lesson should contain varied activities in order to get the learners more engaged this was confirmed by Twenty participants, making up (50%), opted for the fact that their teachers ‘Sometimes’ use a variety of activities, while only seven participants; i.e. (17.5%) opted for always. The rest stand for ‘rarely’

Question item 03: Does your teacher use audio visual aids (pictures, data show, songs.....)

	N°	%
Usually	00	0%
Sometimes	2	5%
Rarely	27	67.5%
Never	11	27.5%
Total	40	100%

Table 31: Teachers’ use of audio- visual aids.



Graph 31: Teachers’ use of audio- visual aids.

The use of audiovisuals is very crucial in reducing disruption. Despite, the vast majority of students (67.5) affirmed they are ‘Rarely’ used in their classrooms ,

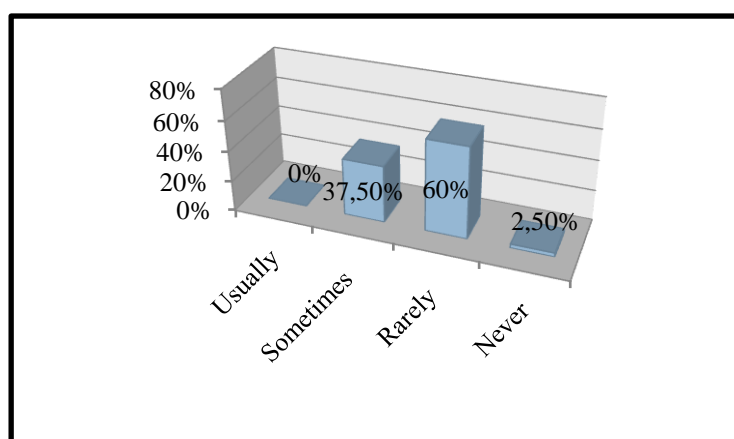
The Role of Lesson Planning in Classroom Management

some of them (27.5) say that they are 'Never' used, while (5%) stand for 'Sometimes'.

Question item 04: How often does your teacher assign homework for you?

	N°	%
Usually	0	0%
Sometimes	15	37.5%
Rarely	24	60%
Never	1	2.5%
Total	40	100%

Table 32: Teachers' assignment of Homeworks.



Graph 32: Teachers' assignment of Homeworks.

It seems from the results obtained at the table above that students are asked for homework sometimes (60%), some of them (37.5) affirmed that they are rarely asked for homework and only few of them (2.5%) claims that the teacher never assign homework for them.

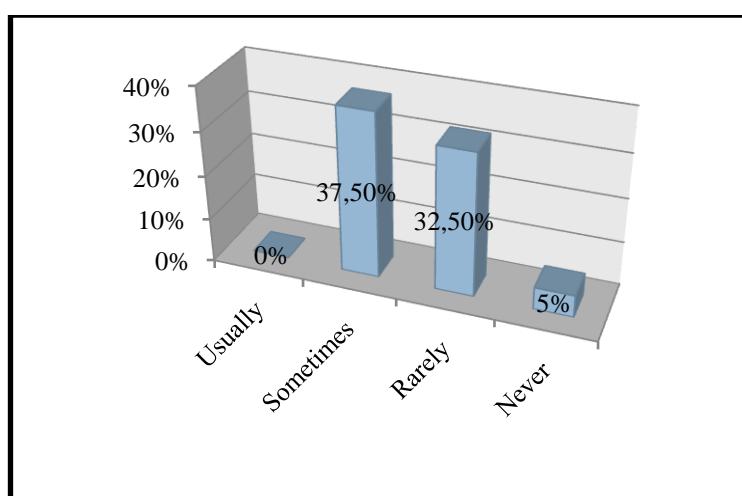
Question item 05: How often does your teacher involve you in the lesson?

	N°	%
Usually	00	00%

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Sometimes	25	37.5%
Rarely	13	32.5%
Never	02	05%
Total	40	100%

Table 33: Students' involvement in the lesson.



Graph 33: Students' involvement in the lesson.

(37.5%) students affirmed that their teachers involve them in the lesson this would get them more engaged and less disruptive, whereas (32%) claimed that they are rarely involved in the lesson, while the rest (5%) stand for never.

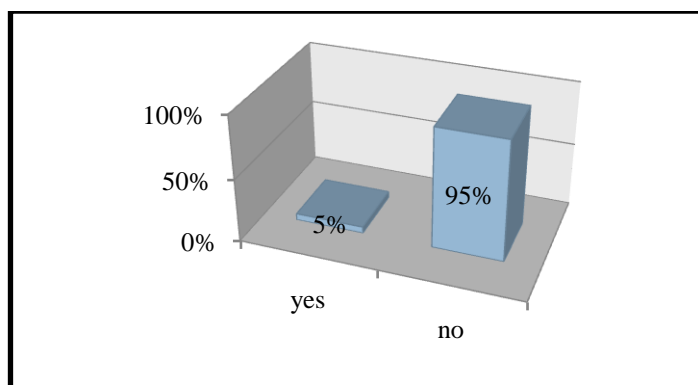
Part b: The Classroom

Question item 01: Do you decorate your classroom?

	Number	Percentage
Yes	38	95%
No	02	05%
Total	40	100%

Table 34: Students' Decoration of the Classroom.

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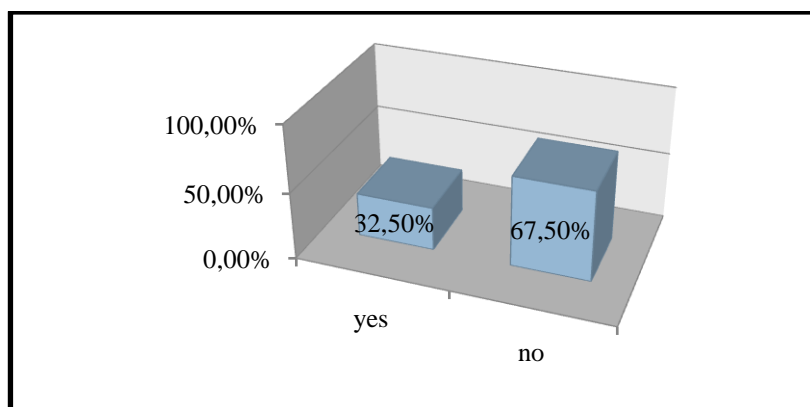
Graph 34: Students' Decoration of the Classroom.

Classroom decoration would reduce the feeling of boredom and tender from the part of students, for that we asked this question to them, fortunately, (95%) of students opted for yes which indicates that they are enjoying learning.

Question item 02: Does your teachers use different classroom layouts?

	Number	Percentage
Yes	13	32.5%
No	27	67.5%
Total	40	100%

Table 35: Teachers 'use of different classroom layouts



Graph 35: Teachers 'use of different classroom layouts

(32.5%) students affirmed that their teachers use different classroom layouts while the majority (67.5%) stand for 'No'. This percentage was not surprising because as noticeable in most middle school classes the average numbers of

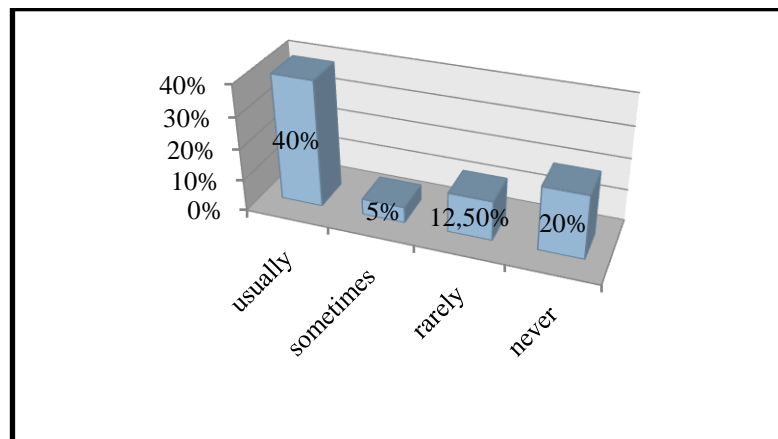
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students are forty which make difficult for the teacher to arrange the classroom, in addition to the time allotment.

Question item 03: How often does your teacher move around the classroom?

	N	%
Usually	2	40%
Sometimes	25	5%
Rarely	5	12.5%
Never	8	20%
Total	40	100%

Table 36: Teachers' movement in the classroom



Graph 36: Teachers' movement in the classroom

(40%) students affirmed that their teacher 'Always' move around the classroom. while (20%) stand for sometimes. this would positively affect the learners engagement since they know that their teacher is keeping an eye on them.

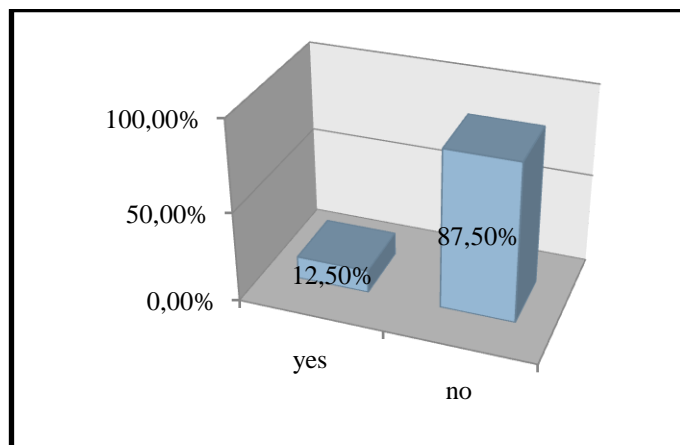
Question item 04: Does your teacher set up the room for specific activities?

	N	%
Yes	5	12.5%
No	35	87.5%

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Total	40	100%
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Table 37: Setting the room for specific activities.



Graph 37: Setting the room for specific activities.

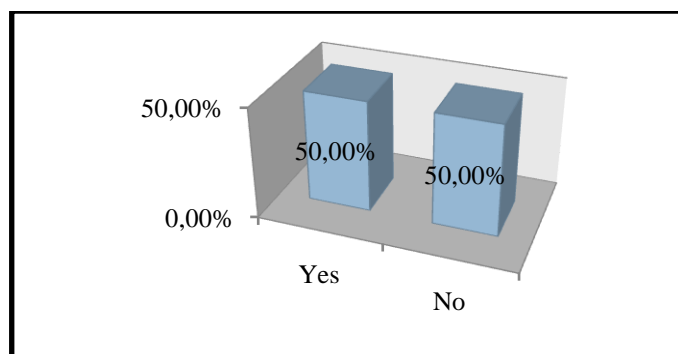
Regrettably, the large number of pupils in some classes compared with the physical size of the room itself, often places severe constraints on teachers in creating an effective classroom layout (kyriacou, 2007), this case is confirmed by most pupils (87.50%) whose answers were ‘No’ when asked about using different classroom layouts.

Question item 05: Do you think that your classroom environment is hospital for learning

	N°	%
Yes	20	50%
No	20	50%
Total	40	100%

Table 38: Students’ attitude towards classroom environment

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Graph 38: Students' attitude towards classroom environment

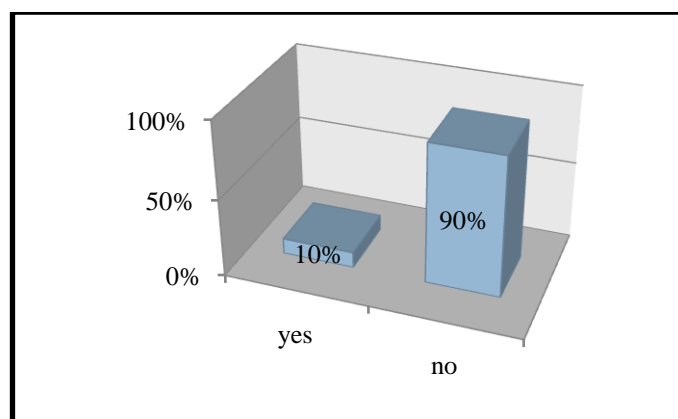
As noticed above, Students are divided into two groups; those (50%) who think that their classroom environment is hospital for learning and those (50%) who do not. we asked this question because if the learning environment is not appropriate for teaching and learning, the learners will think of making disruption.

Part C: The Teacher

Question item 01: Does your teacher use warmers before the lesson (jokes, short activities...)?

	N	%
Yes	4	10%
No	36	90%
Total	40	100%

Table 39: The use of warmers.



Graph 39: The use of warmers.

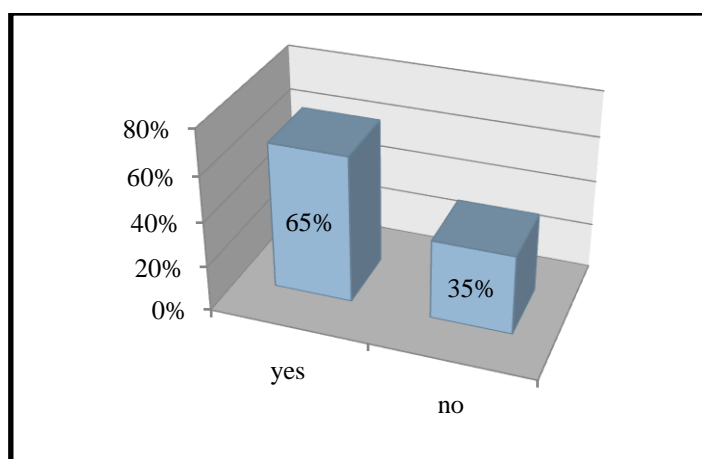
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The result in the table above shows that, teachers do not use warmers (90%) only (10%) of students confirmed that some of their teachers use ice –breakers before the lesson

Question item 02: Does your teacher use gestures and facial expressions to make you understand?

	N	%
Yes	26	65%
No	14	35%
Total	40	100%

Table 40: The use of gestures and facial expression.



Graph 40: The use of gestures and facial expression.

Students may cause disruption in case of boredom and lack of understanding, for that reason the teacher is supposed to use gestures and facial expression to make them understand. That was confirmed by (65%) students who said that their teachers use this procedure while (35%) stand for No.

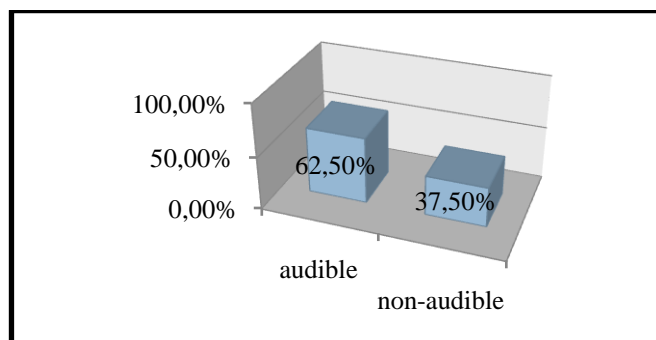
Question item 03: What do you think about your teacher tone (Pitch)?

	N°	%
Audible	25	62.5%

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Non-audible	15	37.5%
Total	40	100%

Table 41 : Students 'attitude toward their teachers' tone



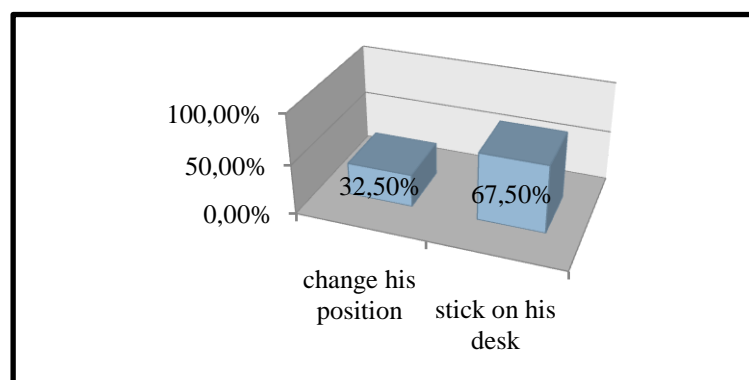
Graph 41 : Students 'attitude toward their teachers' tone

One can imagine a classroom where a teacher voice is very low and everyone is screaming .So the audibility of the teacher voice is a very crucial procedure for the maintenance of discipline .(62.5%)Learners affirmed that their teachers 'voice is audible while , (37.5%) affirm the contrary.

Question item 04: Does your teacher change his position or he stick on his desk

	N	%
Change his position	13	32.5%
Stick on his desk	27	67.5%
Total	40	100%

Table 42 : Students 'attitude toward their teachers' movement



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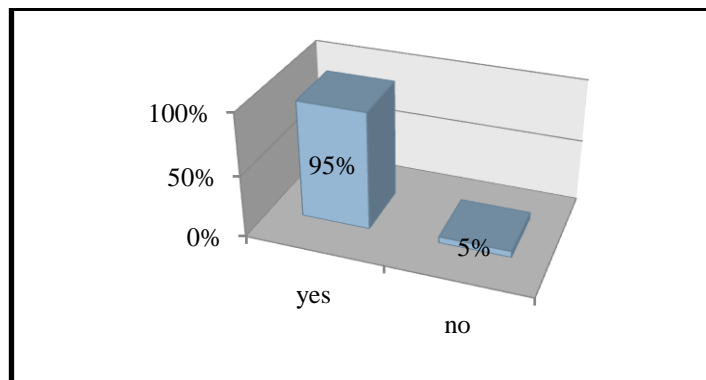
Graph 42 : Students ‘attitude toward their teachers’ movement

(67.5%) students confirmed that their teachers change their position from time to time .while (32.5%) affirmed that they stay on their desks.

Question item 05: Does your teacher write on the board?

	N	%
Yes	38	95%
No	2	5%
Total	40	100%

Table 43: Writing on the board.



Graph 43: Writing on the board.

As shown above, (95%) of participants confirm that their teacher write on the board while few numbers (5%) opted for no. we asked this question because if the teacher write the main element of the lesson on the board the learners would get more engaged.

Part D: The learners

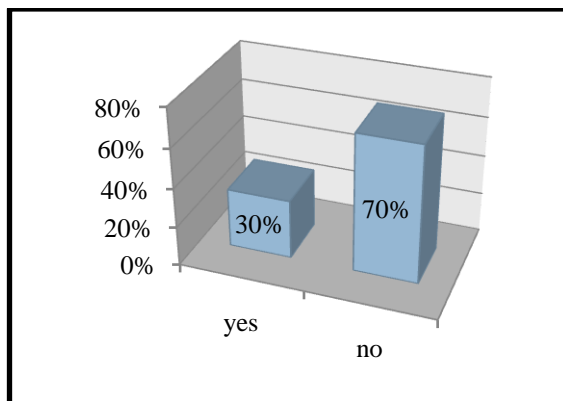
Question item 01: Does your teacher remember your names?

	N	%
Yes	12	30%

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No	28	70%
Total	40	100%

Table 44: Remembering the students 'names



Graph 44: Remembering the students 'names

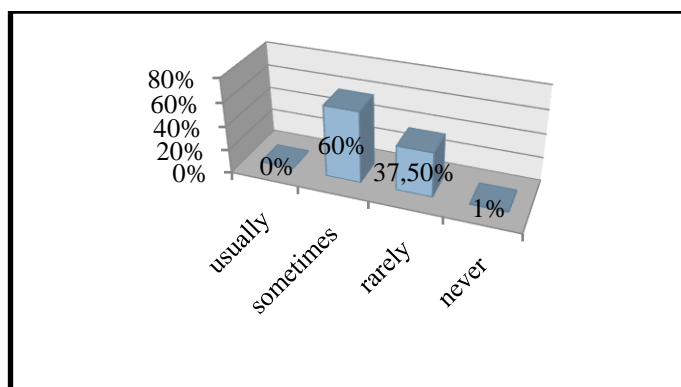
This question revealed the fact that , remembering the students' names would enhance the teachers' and the learners 'relationship and consequently they will not think of causing discipline problems , fortunately , (70%)students affirmed that their teachers remember their names , oppositely(30%) students stand for 'No'.

Question item 02: How often does your teacher check your understanding of the lesson?

	N	%
Usually	00	0%
Sometimes	24	60%
Rarely	15	37.5%
Never	1	1%
Total	40	100%

Table 45: Checking the students' understanding

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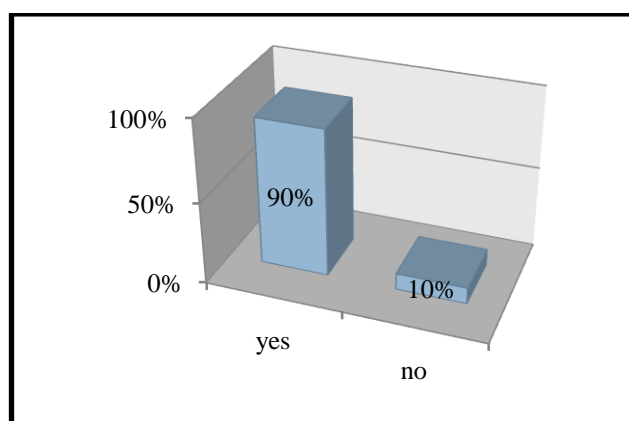
Graph 45: Checking the students' understanding

This percentage;(60%) indicates that EFL teachers check the understanding of their students ' Sometimes' while (37.5%) students stand for 'Rarely ', few of them (1%) opted for 'Never'.

Question item 03: Using reinforcement and punishment is one of your teacher's attribute

	N °	%
Yes	36	90%
No	4	10%
Total	40	100%

Table 46: Using reinforcement and punishment.



Graph 46: using reinforcement and punishment.

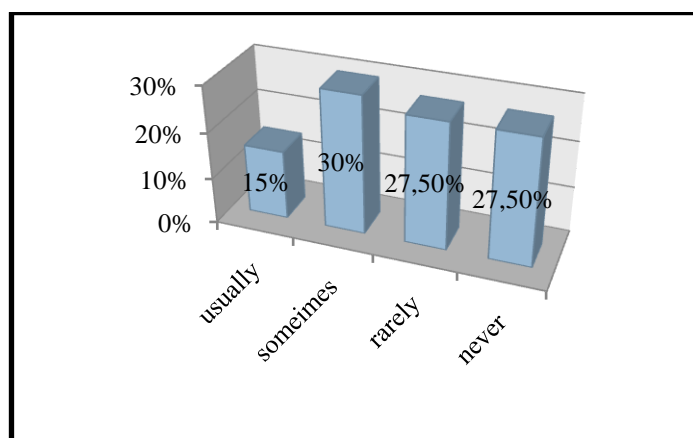
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To manage the learners' behaviors, teachers may use punishment and reinforcement in the classroom. (90%) of students affirmed that they are used by their teachers while (10%) opted for 'No'

Question item 04: How often does your teacher communicate with you?

	N°	%
Usually	6	15%
Sometimes	12	30%
Rarely	11	27.5%
Never	11	27.5%
Total	40	100%

Table 47: Communicating with students.



Graph 47: communicating with students.

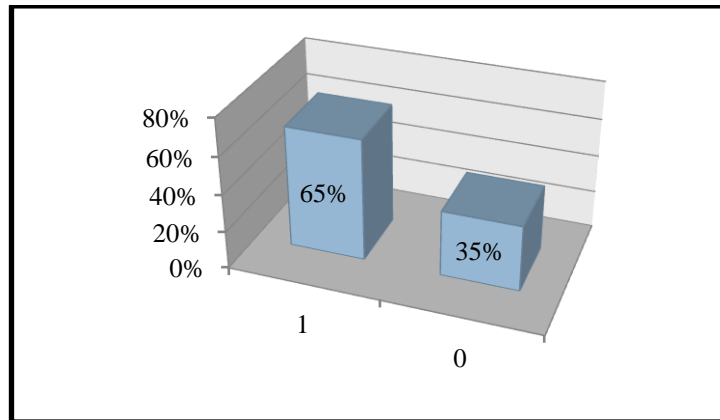
The answer to this question item, as shown in the table above revealed that their EFL teachers communicate with them 'Sometimes' (30%). Others stand for 'Usually' (15%) besides, (27.5 %) opted for 'Rarely' and the rest (27.5%) for never.

Question item 05: Giving feedbacks, encouragement and praises are one of your teacher's attitude.

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	N°	%
True	26	65%
False	14	35%
Total	40	100%

Table 48: Giving feedbacks, encouragement and praises



Graph 48: Giving feedbacks, encouragement and praises

As illustrated above, (65%) students affirmed that their teachers use encouragement, feedback and praises in their classrooms whereas, (35%) opted for false, and this indicates that not all of their teachers have this attitude.

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4. Discussion of the results

The analyses of the students' questionnaire reveal that the production of well designed lessons does really influence classroom management, the learners' answers show that middle school teachers apply some strategies of lesson planning and classroom management, but not all of them. This demonstrates that teachers' preparation may affect classroom management positively or negatively depending on the teacher application of some effective strategies.

- In the first part (the lesson), the learners' answers indicates that English lessons are proceeded according to a plan (67.5%).But unfortunately middle school teachers do not use some strategies such as ; (using varied activities, using audio-visuals ,assigning homework , involving students in the lesson).
- In the second part (the classroom),the learners' answers reveal that they decorate their classroom, which increase their engagement in the lesson and decrease any disruptive behaviors .Nevertheless, some techniques are not applied due to the large number of students and time allocation such as using different classroom layout (32.5%),setting the room for specific activities(12.5%).
- In the third part (the teacher) ,the learners' answers shows that use some strategies as part of his lesson plan such as using gestures and facial expressions (65%), audible tone (62.5%) writing on the board (95%)despite of that some strategies are neglected by the teachers such as the use of warmers (10%)changing the position (32.5%).
- In the fourth part (the learners), the learners answers denote that the learners get a great portion of interest from the part of the teachers for

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instance ;checking the learners 'understanding (60%)using reinforcement and punishment (90%), giving feedback and praises(65%) yet , some techniques are not taken into consideration;communicating with students (30%),remembering students' names (30%).

The teachers 'questionnaire analyses similar to the students' one affirm that the more the teacher plan his lessons, the most effectively his/her classroom would be.

- In the first section, (General information) we noticed that the majority of teachers are female (75%), (50%) of them affirm that they rarely face problems with classroom management (see item 11, p. 123), this confirms pressman (2008) view that female teachers are less directed to discipline problems. Additionally, (75%) of teachers are experienced, (75%) of them affirmed that even experienced teachers need to plan their lessons (see item 4, p. 105).
- In the second section, (lesson planning) all the teachers 'answers (100%) confirm that lesson planning is an important step in the teaching–learning process (item 5); additionally they (75%) affirm that lesson planning affects classroom management (item 10), and reduce disruption (75%) (Item 12).
- In the third section, (classroom management) , teachers confirm that classroom management is related to lesson planning ,despite of that they use few strategies in managing the classroom such as (individualized learning, involving students in classroom arrangement...).

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5. Findings:

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

- The majority of teachers plan their lessons even if they are experienced (75%).
- Teachers of Ahmed Zeid middle school are aware of the importance of lesson planning for both teachers and learners.
- Lesson planning may affect classroom management positively or negatively depending on how well it is designed.
- Disruption in the classroom can be reduced by the preparation of lesson.
- There is a strong relationship between lesson planning and classroom management.
- Students have a positive attitude toward their teachers lesson planning.
- Some students think that their environment is hospital for learning (50%) while others do not.
- Teachers of Ahmed Zeid use a few strategies of classroom management in their classrooms.

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6. General Findings

By designing the teachers' questionnaire the aim was to bring a professional perception of the question under the study, and more importantly to obtain solutions to the problem under investigation. *So teachers are not part of the problem, they are rather part of the solution.* Their opinion and suggestions are analyzed in a constructive manner without destructive criticism, that is to say the current findings are analytical and not judgmental.

The result is that, Middle school teacher's are wholly alert of the importance of lesson planning in maintaining a healthy learning environment that is free from disruption and management problems but they use a few strategies of lesson planning and classroom management. The remedy to this, is that middle school teachers have to re-think about designing a more attractive lesson so that they get their learners more engaged and consequently less disruptive.

Conclusion

The main concern of this chapter is to test our hypothesis (lesson planning affects classroom management) and to arrive to comprehensively answer for the questions we have raised at the beginning of the present research. As a first step, we presented our sample of interest and explained how we proceeded for randomization. Then, we dealt with the tools we have chosen for data collection. We used a formal questionnaire as the most suitable means for our research situation. The results obtained revealed that the most effective the teacher lesson plan is the well managed his classroom would be.

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Recommendations

- Teachers , be it novice or experienced ,have to plan their lessons effectively
- The production of well designed lessons is an effective way of managing classroom environment
- Teachers need to apply some effective strategies to keep classroom environment hospitable for learning.
- Effective teaching and learning could not take place in a disruptive environment; the teachers' role here is to apply some classroom management strategies as part of his /her lesson plans.
- Teachers' lesson plans are not supposed to be an exhaustive description of every single procedure ,but they should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound).
- Maintaining discipline in the classroom is not only the teachers' role, learners should be involved in the classroom activities such as decorating the classroom, arranging the classroom....
- Boredom and lack of motivation and interest are a few reasons ,among many behind students' disruption, consequently the teacher as an effective manager is supposed to plan effective lessons that take into account all the previously mentioned reasons of classroom management problems.
- Having objectives for every lesson is crucial for the teacher to know what to do and for the learners to know what they are supposed to do.
- Learners' needs and differences should be considered by the teacher because if they are neglected, the learners may react negatively especially if they are adolescent.

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GENERAL CONCLUSION

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

1. Are EFL Teachers of English in Ahmed Zeid middle school aware of the Influence of lesson preparation in managing the classroom?
2. Do they (teachers) use planning strategies in their classrooms? And to what extent it does affect their classroom management and their student's discipline?

The above questions led the researchers to take for granted the following hypothesis; Lesson planning is assumed to affect negatively or positively classroom management. For that we assume that, the most efficiently the teachers plan their lessons, the well-managed their classrooms will be. In the same vein; the more the teacher plans his lessons the less trouble will be in his classroom.

In The First Chapter, The researcher discussed the most significant aspect of foreign language teaching that is "The Importance of lesson planning". Throughout this chapter, we tried to answer a group of questions that would turn up in the mind of any novice teacher such as; what lesson planning is for?, what principles the

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lesson plan should have?, what techniques and strategies teachers may use in their lesson plan? What are the main elements that should exist in every lesson?

The Second Chapter dealt with “Management and Disciplines” as being a result of planning and preparation, it mainly focused on the core answer of the following questions; is it really vital for the teacher to manage his classroom? What are the main criteria of classroom management? Are there any applicable strategies and techniques of maintaining discipline? Does classroom arrangement affect the classroom management? What are the main reasons of disruption in the classroom?

In the last chapter, the researcher analyzes the findings of the project using both the quantitative and the qualitative method. It was revealed from the teacher's and learner's questionnaire, that disruption and destruction exist for most in the classroom where the teacher produce ineffective unattractive lessons. The second finding is that Ahmed Zeid middle school teachers use few, if not none, of lesson planning and classroom management strategies.

In essence, “The best classroom management strategy is to plan an interesting lesson that meets all students' learning needs” (McLeod, 2003:44). That is to say that classroom management and lesson planning are highly related in a way that the well preparation of lessons reduce the probability of disruption in the classroom.



CHAPTER ONE

LESSON PLANNING

“Planning is the key to delivering a successful lecture”

(Mc leod et al, 2003 :128).



CHAPTER TWO

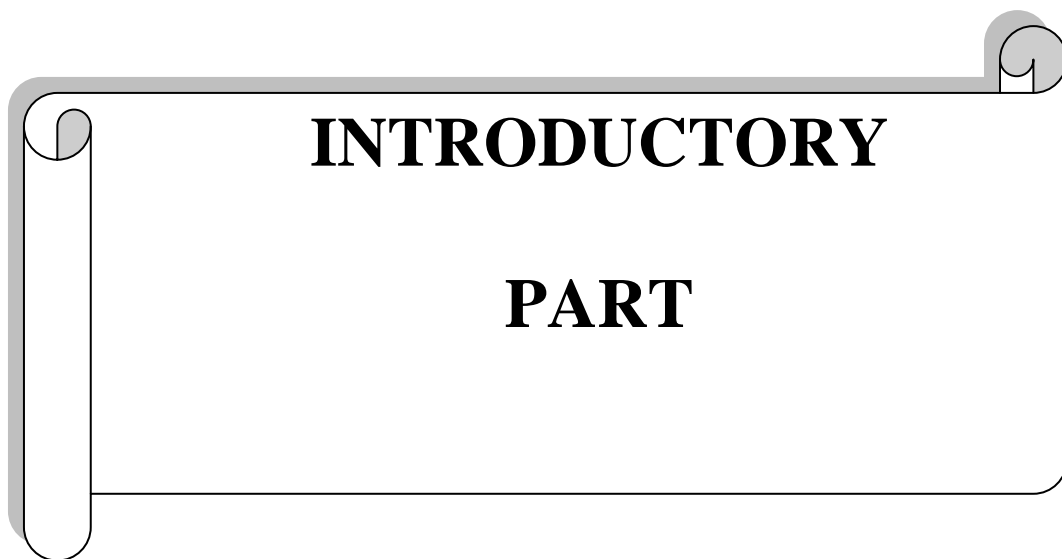
CLASSROOM MANAGEMENT

*The greatest sign of success for a teacher (. . .) is to be able to say,
“The children are now working as if I did not exist.”*

Maria Montessori



CHAPTER THREE
FIELD WORK



INTRODUCTORY

PART

The key to good teaching purposeful classroom management and the achievement of sustained educational development lies mainly in effective lesson planning.

G. Butt (2006).

DECLARATION

I hereby declare that this dissertation has not previously been submitted and will not be, either in the same or different form, to this or any other university for the award of any degree

Mrs. Othmane MERIEM

(Signature)

Date:

____ / ____ /2015

DEDICATION

*In the Name of God, Most gracious, Most merciful, all the pries are due to
God alone, The Sustainer of the entire world.*

To the dearest people to my heart I dedicate this present modest project.

*To My **Parents** for their incomparable love. Care, Understanding.*

*To my sweethearts **Sisters** for their encouragement*

*To my Benevolent **Brother** for his support*

*To my **friends**; for their faithfulness.*

*To the **Post- graduate 2015**.*

*To all my **Teachers***

*Special gratitude is due to all those extraordinary people who have stood by
me in very hard moments.*

Thank you all

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ABSTRACT

The current study aims at describing and investigating the role of lesson planning in improving effective classroom management. It further attempts to examine the effect that lesson planning has on maintaining discipline in the classroom. Thus, we hypothesized that the more effective the lesson plan is the well managed the classroom would be. To confirm this hypothesis we opt for the use of the descriptive study inferred from the results obtained from the teachers and students' questionnaires. The main objectives of this work are investigating the relationships between the two variables and raising the teacher's awareness of the importance of lesson planning. In addition to providing them with the effective strategies that assist them as classroom managers and identifying teachers-learners' role in classroom management and lesson preparation as well. The tools used to reach those objectives are questionnaires administrated to middle school teachers and learners of Ahmed Zeid in Biskra in order to gather the necessary data about the topic under study. The present project is composed of three chapters; the first and the second are theoretical, they represent an overview of lesson planning and classroom management. After shedding the light on one of the main problems that exist in our schools, especially in middle schools where the children go through a new stage that is adolescence. The third part is practically devoted to the analysis of eliciting data. The results obtained which prove the hypothesis are tabulated and analyzed in the last chapter. It revealed that the preparation and planning of lessons affect negatively or positively classroom management depending on the degree and extent of the teacher commitment and the learner involvement in planning lessons and managing the classroom environment.

LIST OF ABBREVIATIONS

%:	Percentage.
4MS:	Manageable, Measurable, Made first, Most important
E.g.:	Example.
EFL:	English Language Learning
L1	First Language
L2:	Second Language
N°	Numbers
Q:	Question
SMART	Specific, Measurable, Achievable, Relevant, Time –bound.
The 3P’S	Presentation, Practice, Production,
The WIPPEA	Warm-up, Introduction, Presentation, Practice, Evaluation, Application.

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Glossary

1. Bloom's taxonomy: Taxonomy of objectives for the cognitive domain (see domain) developed by the American educationalist, B. S. Bloom, and widely referred to in education and educational planning. Bloom's taxonomy consists of 6 levels, ranging from knowledge (which focuses on reproduction of facts) to evaluation (which represents higher level thinking). (C. Richards & Schmidt, 2010: 59)

2. Classroom layout: The arrangement of desks and other items of furniture in a classroom. In language teaching, classroom layout is believed to have an influence on both teaching and learning and has an influence on the teacher's action zone. Typical layouts include the horseshoe (desks in a three-sided square), chairs in a circle, traditional rows, or nested tables in groups. (Ibid: 80)

3. Classroom management: The ways in which student behavior, movement, interaction, etc., during a class is organized and controlled by the teacher (or sometimes by the learners themselves) to enable teaching to take place most effectively. Classroom management includes procedures for grouping students for different types of classroom activities, use of lesson plans, handling of equipment, aids, etc., and the direction and management of student behavior and activity. (Ibid: 81)

4. Lesson plan (ing): a description or outline of (a) the goals or objectives a teacher has set for a lesson (b) the activities and procedures the teacher will use to achieve them, the time to be allocated to each activity, and the order to be followed, and (c) the materials and resources which will be used during the lesson (Ibid: 333)

5. PPP: an abbreviation for **Presentation Practice Production**. a procedure used in traditional British-based language teaching methodology which refers to three stages in a language lesson, particularly one that is grammar-based. (Ibid : 447)

Taken from: "Longman dictionary of language teaching and applied linguistic".

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Teachers' Questionnaire

Dear teachers,

The following questionnaire investigates the role of lesson planning in improving management and discipline in the classroom. It aims to clarify the relationship between “planning lessons” and “managing the classroom”.

Please have the kindness to provide us with the necessary answers to the following questions either by ticking the appropriate boxes (✓) or by making full statements whenever necessary.

Thank you in advance for your collaboration.

Section One: General Information.

1. Gender: (Tick the right answer).

A. Male

B. Female

2. Are you:

A. Novice teacher

B. Experienced teacher

Section Two: The Role of Lesson Planning.

1. For you, what does lesson planning refer to?

A. The teacher's detailed description of the lesson.

B. A short outline or brief notes of what is to be taught.

2. How do you go about planning a lesson?

A. What you believe you are *supposed* to do.

B. What you *actually* do.

C. What you do *next* And so forth.

3. Do you feel, Confident, Secure and comfortable when you plan your lessons?

A. Yes

B. No

4. Do you think that experienced teachers need to plan their lessons?

A. Yes

B. No

➤ Please, justify your answer

.....

.....

5. Is it important for the teacher to plan his/her lessons?

A. Agree

B. Disagree

➤ Justify both answers please:

.....

.....

6. For whom lesson planning is beneficial

A. For the teacher

B. For the learner

C. For both

D. Not beneficial

7. Please describe the best lesson that you have produced thus far. What made it special?

Have you use any strategies? Mention them if any:

.....

.....

8. The effective teacher is the one who plan effective lessons:

A. Agree

B. Strongly agree

C. Disagree

D. Strongly disagree

E. Neutral

9. Preparation is the most important thing a teacher does .where do you stand?

A. With.

B. Against.

C. Neutral.

10. Is there any relationship between lesson planning and classroom management?

A. Yes

B. No

C. Do not know

11. How can the teacher's lesson planning impact the effectiveness of Classroom management?

A. Positively

B. Negatively

C. It depends

12. Does the production of well designed lessons reduce the probability of disruptive behaviors?

A. Yes

B. No

C. Do not know

13. In your opinion, what are the main advantages of lesson planning? (Pick more than one):

A. Controlling class time.

B. Providing the teacher with security and confidence.

C. Providing a framework for instruction.

D. Reducing classroom disruption

➤ If you have others share them

.....

.....

Section Three: Classroom Management and Discipline

1. 'Good teacher have to be good managers 'where you stand:

- A. Agree
- B. Strongly agree
- C. Disagree
- D. Strongly disagree
- E. Neutral

2. Which of the following terms is close to management?

- A. Discipline
- B. Organization
- C. Control
- A. Strongly disagree
- B. Neutral

3. In your opinion, what are the main causes of disruption?

- A. The teacher method and behavior
- B. The learners
- C. The school system.
- D. Poor lesson planning
- E. All of them
- F. None of them.

➤ Others? Please mention them

.....

.....

4. "Bullying is when a child or group of children misuses the power to hurt other children or exclude them". For you, does bullying affect management

- A. True
- B. False
- C. Do not know

➤ Add any suggestions.

.....

.....

5. The key to successful Classroom Management is planning what do you think?

- A. True
- B. False
- C. do not know

6. Are good managers:

- A. Born skillful by nature
- B. Made by implementing certain techniques

7. Which of the following techniques do you think is most appropriate in your classroom?

(Click more than one)

- A. Backtalk
- B. Balancing Authority and Approachability
- C. Commanding Class Attention
- D. Group Punishment
- E. Modeling Correct Behavior
- F. Moral Punishment
- G. Physical Abuse
- H. Rewarding Civil Behavior
- I. Screaming

J. Setting Ground Rules

K. Showing That You Care.

➤ Please classify them in the following table:

Appropriate management strategies	Inappropriate management strategies

8. Which of the following manners you use in arranging your classroom:

- A. Whole class grouping
- B. Group work
- C. Pair work
- D. Individualized learning
- E. All of them
- F. None of them.

9. Does classroom arrangement affect classroom management?

- A. Yes
- B. No
- C. Do not know

➤ How? Justify your answer:

.....

.....

10. Do you involve your students in arranging your classroom?

- A. Usually
- B. Sometimes
- C. Rarely
- D. Never

11 .Did you face problems with classroom management?

- A. Usually
- B. Sometimes
- C. Rarely
- D. Never

12. Maintaining discipline in the classroom is:

- A. The teacher's role
- B. The learner's role
- C. Both.

13. In your point of view, who appears to be more directed to distortions in the classroom?

- A. Male teachers.
- B. Female teachers.
- C. It depend

➤ Please justify your answer

.....

.....

14. Do you think that learning could take place in non-managed classrooms?

- A. Agree
- B. Strongly agree
- C. Disagree

➤ *If you would like to add further comments or suggestions, please write below.*

Thank you for your cooperation

Students' Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire, which is part of a research work on the role of lesson planning in improving effective classroom management. Its major aim is to provide us with insights about the student's attitude toward the affect of lesson planning in maintaining discipline. Also, to help us to determine your opinions about effectiveness of your EFL teacher's lesson plans on your classroom environment.

Section One: General Information.

1. Gender:

- A. Male
- B. Female

Section Two: Lesson Planning and Classroom Management

A. The Lesson

1. Do you think that the English lessons are proceeded according to a plan:

- A. Yes
- B. No
- C. Do not know

2. How often does your teacher use varied activities (listening , speaking, writing , reading)

- A. Always
- B. Sometimes
- C. Rarely
- D. Never

3. How often does your teacher use audio visual aids (pictures, datashow, songs.....)

A. Always

B. Sometimes

C. Rarely

D. Never

4. How often does your teacher assign homeworks for you?

A. Always

B. Sometimes

C. Rarely

D. Never

5. How often does your teacher involve you in the lesson?

A. Always

B. Sometimes

C. Rarely

D. Never

B. The Classroom

1. Do you decorate your classroom?

A. Yes

B. No

2. Does your teacher use different classroom layouts?

A. Yes

B. No

3. How often does your teacher move around the classroom?

A. Always

B. Sometimes

C. Rarely

D. Never

4. Does your teacher set up the room for specific activities?

A. Yes

B. No

5. Do you think that your classroom environment is hospital for leaning?

A. Yes

B. No

C. The Teacher

1. Does your teacher use warmers before the lesson (jokes, short activities...)?

A. Yes

B. No

2. Does your teacher use gestures and facial expressions to make you understand?

A. Yes

B. No

3. What do you think about your teacher tone (Pitch)?

A. Audible

B. Non audible

4. Does your teacher change his position or he stick to his desk

A. Change his position

B. Stick on his desk

5. Does your teacher write on the board?

A. Yes

B. No

D. The Learner

1. Does your teacher remember your name?

A. Yes

B. No

2. How often does your teacher check your understanding of the lesson?

A. Usually

B. Sometimes

C. Rarely

D. Never

3. Using reinforcement and punishment is one of your teacher's attribute

A. Yes

B. No

4. How often does your teacher communicate with you?

A. Usually

B. Sometimes

C. Rarely

D. Never

5. Giving feedbacks, encouragement and praises is one of your teacher's attitudes:

A. True

B. False

Thank you for your cooperation

المخلص

تهدف الدراسة الحالية الى الوصف والتحقيق في دور التحضير للدرس وتحسين الادارة الصفية الفعالة ونحن افترضنا أن المحاولات الأخرى للدراسة مفادها أن التخطيط للدرس يهدف الى الحفاظ على الانضباط في الصف. ولتأكيد هذه الفرضية ارتأينا استخدام المنهج الوصفي الاستدلالي باعتباره أفضل المناهج لمثل هاته الدراسة. وتتمثل الأهداف الدراسية لهذا العمل في تحقيق العلاقة بين المتغيرين، أما بالنسبة للأدوات المستخدمة للوصول الى تلك الأهداف فهي عبارة عن استبيانات وزعت على أساتذة وتلاميذ أحمد زيد في بسكرة، وذلك بغية جمع البيانات اللازمة حول الموضوع. ويتكون المشروع الحالي من ثلاثة فصول، الأول والثاني منها عبارة عن لمحة حول ادارة الصف والتحضير للدرس، وذلك بعد تسليط الضوء على واحدة من أهم المشاكل الرئيسية التي توجد في مدارسنا خصوصا في مرحلة التعليم المتوسط، أين يمر التلميذ بمرحلة حساسة وهي المراهقة، أما الفصل الثالث فكان عبارة عن جانب تطبيقي مخصص لتحليل البيانات الوارد ذكرها. النتائج المتحصل عليها والتي تثبت الفرضية تم ادراجها على شكل جداول وهي أن تحضير الدرس يؤثر سلبا أو ايجابا في المحافظة على الانضباط في القسم وذلك يتعلق بمدى براعة الاستاذ في استخدام تقنيات التحضير للدرس.