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The Importance Of Lesson Planning In Teaching EFL Learners

The case of middle school teachers at Ahmad Zaid and Sadak Boukricha

A Dissertation submitted to the Department of Foreign Languages in partial requirement
for the fulfillment of Master degree in English language: Sciences of
Languages.

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Dedication

I would like to dedicate this work to:

- ✓ *My dear mother for her support and guidance.*
- ✓ *Mr. Ghadab Ramy for his patience and encouragement.*
- ✓ *My sister khouloud*
- ✓ *My sympathetic brothers: Ayoub, Rayan and Abd el karim.*
- ✓ *My grand-mother for her love, and all the members of my dear families Mansouri and Hadrani without any exception.*
- ✓ *My father*
- ✓ *My dearest friends and sisters Marwa and Kahina for their care and help.*
- ✓ *My dear cousins Marwa and Khadidja, and my friends Donia, Soumia and Asma.*

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ABSTRACT

The present study aims to attract the attention of teachers to the big importance of developing a lesson plan after presenting it to learners, in order to know what is more important and what is not important to their learners, and stating the objectives of the lesson as a goal that teachers try to achieve. This work is mainly concerned to shed light on the importance of lesson plan as an attempt to motivate learners to interact with their teacher, and give importance to the lesson content, it also attempts to preset the essential elements of lesson plan in order to present the lesson in a logical order. Our dissertation is based on one main hypothesis is that if the teacher comes to the classroom with his/her lesson plan, he will maintain focus and motivation, which makes the lesson, goes well. The descriptive method has been used in this research, it aims to describe two aspects; lesson plan as the independent variable and its benefits in teaching EFL as the dependent variable. To carry out this research and confirm our hypothesis we administered a questionnaire for middle school English teachers during the academic year of 2015/2016.

LIST OF ABBRIVIATIONS

(ALM) Audio lingual method

(CM) Classical method

(DM) Direct method

(EM) Extrinsic motivation

(ET) Effective teaching

(FL) Foreign language

(IM) Intrinsic motivation

(GTM) Grammar translation method

(L1) First language

(L2) Second language

(LP) Lesson planning

(N) Number

(NA) Needs analysis

(TEFL) Teaching English as a foreign language

(TMs) Teaching methods

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General Introduction

Teaching is the process of giving knowledge and the transmission of information from the teacher to learners who receive and use that piece of information. Teaching is a complex task which does not mean only the existence of the teacher and the learner, but the interaction between them is more important.

The teacher who is the responsible of giving the correct and well organized information should know how to choose the subject that fits the learner's needs, how to organize it, and how to present it well in order to achieve his/her goals, and he should also know how to manage his/her classroom which leads to effective teaching. The teacher also has many roles; he is a controller, motivator, manager, and planner.

Studies in language teaching and learning have addressed the importance of lesson planning, however planning a lesson appropriately is difficult tasks that most language teachers face, lesson planning is the instructor's road map of what students need to learn, and how it will be done effectively during the class time. Not all teachers are interested in preparing their lesson planning before presenting it, may be because they ignore how important it is. Planning a lesson can increase the motivation, productivity, work engagement, and satisfaction of both teacher and learners.

1. Aim of the study:

This study aimed at the investigation of the contribution of lesson planning on raising both learners' and teachers' motivation, and how the teacher can face many obstacles when he/she comes to teach without any plan of what he/she is going to teach.

2. Statement of the problem:

We have noticed that teachers who plan their lessons achieve better than teachers who do not prepare any plan for their lessons. Also they fit with the learners' need which makes both the teacher and the learner succeed in their teaching and learning process. Therefore, the problem of our study is the existing relationship between lesson planning, and successful teaching. And how the teacher can maintain motivation through lesson planning which is the role of the teacher.

3. Hypothesis:

There is an important relationship between teacher's lesson planning, and learner's motivation. Thus we hypothesize that:

If the teacher comes to the classroom with his/her lesson planning, he will maintain focus and motivation which makes the lesson goes well.

4. Research questions:

This study relies on the following questions:

- _ To what extent is the lesson planning important in teaching and learning processes?
- _How can motivation lead to effective teaching?
- _what are the teacher's roles?

5. The significance of the study:

The significance of the present study is investigating the importance of lesson planning, and its effect on the teacher and learners also, and how a lesson planning can help the teacher in achieving his/her goals. Thus, our main purpose is to contribute to our understanding of how and to what extent lesson planning could help teachers at middle schools to succeed in their teaching process.

6. Research methodology:

In this research we used the descriptive method, to know the teacher's attitude toward lesson planning. The data was collected through teachers' questionnaire aims at investigating the teacher's opinions about preparing a lesson plan as a strategy to enhance the learners' motivation. This research is designed for teachers in middle schools to find out whether they give importance to lesson planning or not. After collecting data we would like to analyze them quantitatively.

7. Structure of the study:

This dissertation consists of three main chapters. Chapter one is devoted to lesson planning, its definitions, importance, strategies of making a good lesson plan, motivation and its types. Chapter two represents a review of teaching process, the roles of the teacher, teaching methods and its strengths and weaknesses. The last chapter concerned with the analysis of the collected data through the teacher's questionnaires.

8. Limitation of the study:

It should be noticed that in addition to its theoretical and practical importance, this study also has some limitations that should be taken into consideration when interpreting the findings. Firstly, this study analyzed middle school teacher's opinion about the importance of making a lesson planning; the data is analyzed to investigate the problems in teaching and learning processes. In spite of the limitations stated above, this study provides useful information regarding the problems that the teacher faces when he/she does not prepare a lesson planning.

Chapter one

Lesson planning

Introduction

Teaching English as a foreign language (TEFL) in itself is a difficult task, so what about preparing a lesson planning to make learners understand more and interact more using that foreign language, the first and the last aim of making a lesson plan before coming to teach is to achieve a high development of teaching and learning processes .Lesson planning helps the teacher to keep track of what works and what does not work, so he will be careful of repeating what did not work well with both the teacher and learners, learners respond extraordinarily well to structure and regularity and planning out lessons gives them that structure, each lesson planning sets a discrete achievable goals that the teacher aims for during the presentation phase which judges the success of the lesson during the productive phase .

Making an effective lesson planning takes time, determination, and an understanding of learners' goals and abilities. The goal as with all teaching is to motivate the learners to take in what the teacher gives them and to keep it as much as possible. So the teachers needs to follow strategies in making their lesson plan these strategies vary from one teacher to another because each teacher stats these strategies according to his/her learners' needs.

In this chapter, light will be shed on lesson planning with more details, including its elements, principles, need analysis, motivation and its strategies, and finally the difficulties of making a lesson planning.

Lesson planning

A lesson plan (L.P) is a teacher's detailed description of the course of instruction, a daily lesson plan is developed by a teacher to guide his/her learners with covering the learners' needs. L.P is more complicated than it seems and it involves more than just a written step to introduce a lesson.

*“The lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objectives. Lesson planning helps English as a second language (ESL), adult basic education (ABE), adult secondary education (ASE), and other instructors create a smooth instructional flow and scaffold instruction for learners.”*Barroso,K. and Pon ,S. (2004 sheet N:8). Lesson planning is an important tool that focuses both the teacher and the learner on the lesson's goal, if this lesson plan carefully constructed and followed, the learners will meet their goals

“Lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular assessments”. Duncan, G. and Met, M. (2010). So L.P helps both the teacher and learner in their comprehension and production of the lesson, also it makes the lesson run smoothly.

1.1 Definitions of lesson planning :

L.P is a basic task that the teacher should master ,it is defined as *“planning determines in advance which learning outcomes must be achieved at a specified time in the future and how they will be achieved”* Coetzee, S.A, et al. (p:27).

According to Brown , G. and Atkins, M. (p: 20) *“Explaining, presenting information, and generating interest are major skills related to the goals of understanding, coverage, and*

motivation”. So preparing and presenting the lesson are activities done by the teacher to motivate his/her learners and to make them interact with the lesson.

Harmer, J. (p: 133) claims that “*a plan helps to remind teachers what they intended to do, especially if they get distracted or momentarily forget what they had intended*». Lesson planning guides the teacher to present his/her lesson following a specific order, and it is like a road map that helps him to stay on the correct way.

“*preparation will involve understanding the intended learning outcomes of the course of module for the students in relation to the subject knowledge required for the particular session as well as determining the session aims ,objectives and outcomes*” Nicholls, G. (2002 p:41). Lesson plan is beneficial for both teacher and learners because it helps the teacher to introduce his/her lesson in a particular order in which the learners will understand well.

1.2 Elements of lesson plan:

Making a L.P is not something easy; it needs time, concentration and flexibility in following specific order. Preparing a L.P is one of the teachers’ roles to attract and motivate their learners starting from thinking about the topic that fits with their learners’ needs and ending by the evaluating the learners’ understanding to determine if they succeed in presenting the information. “*teachers assess prior knowledge, provide a broad overview of the content/concepts to be taught, introduce vocabulary, teach content/concepts, check comprehension, combine the content and vocabulary through guided practice, evaluate student performance, and provide an application activity. Instructional strategies vary depending on the lesson content and skill areas, and the needs of the learners*”. Barroso, K. and Pon, S. (2004, Sheet No. 8).

The diagram below shows the steps of course design:

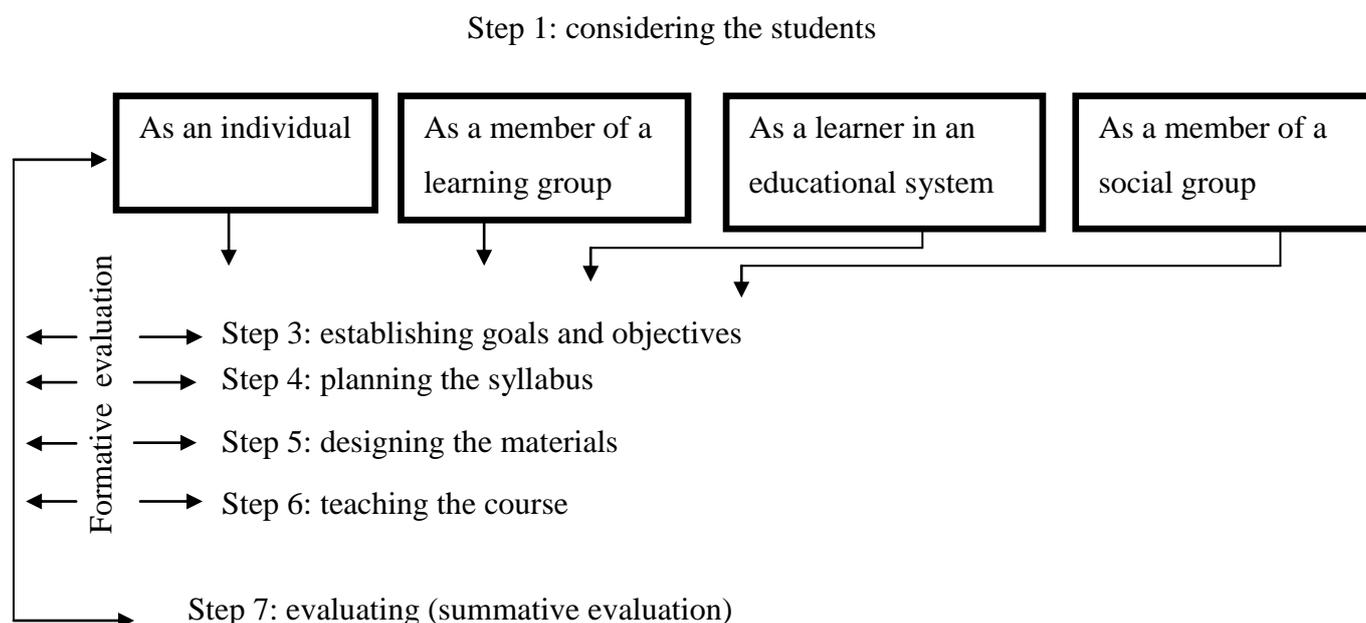


Figure 10.2: Steps in course design for general English courses by (Hedge, T. p: 342).

In the first step teachers should know their learners' needs to help them in achieving their objectives in the learning process. In the second step the teacher tries to know who the learners are and what their interests are. In the third step teachers will state specific objectives and goals that they want to reach at the end of the lesson. After this step the teachers start planning the syllabus in which they should be flexible in following specific order, after teaching the lesson, teachers should give their learners an activity that allows them to put what they learned into actions, then assessing them if they understand what the teacher have presented so far, if the results are good, it is great, if no try to present it with different ways.

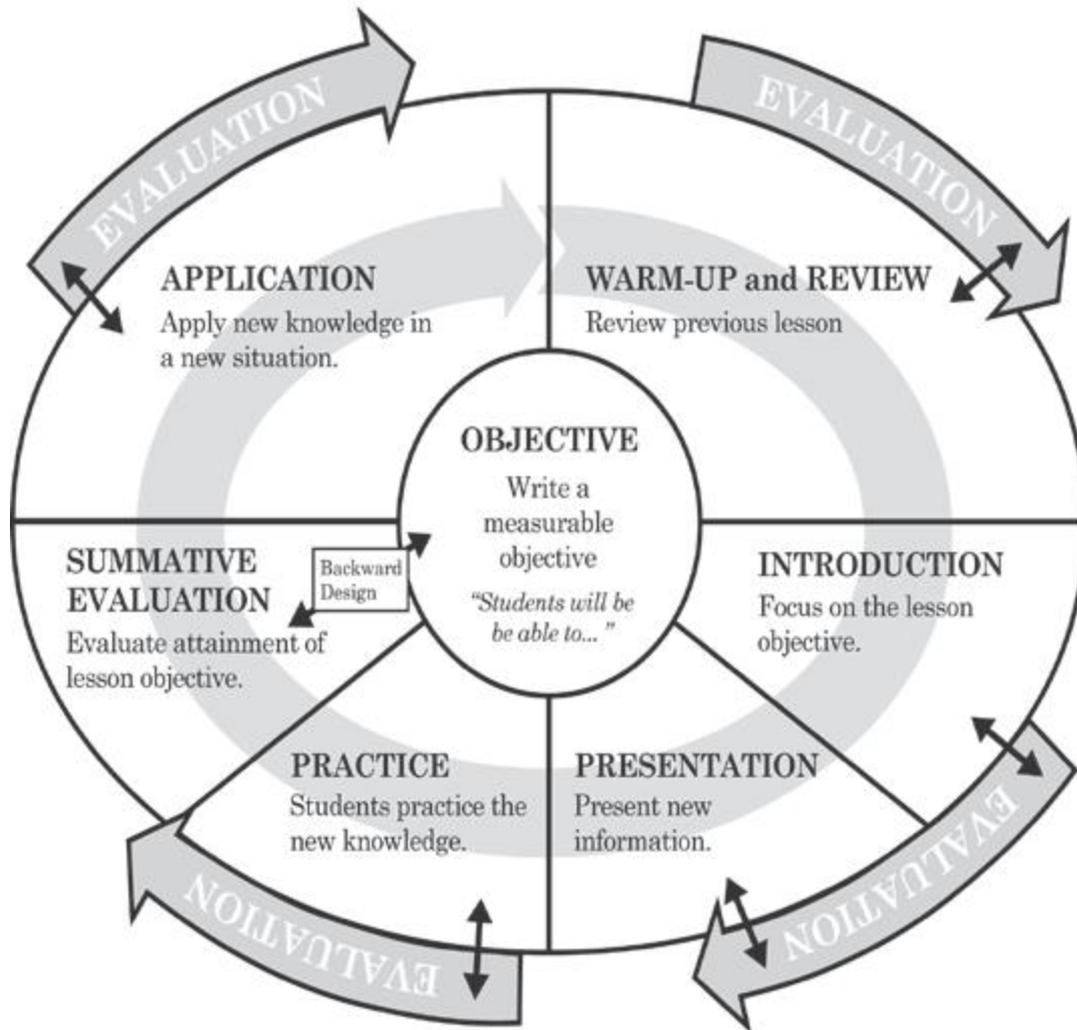


Figure 1: Planning wheel by (Barroso, K. and Pon, S. 2004).

Before presenting the lesson, teachers start with the planning process. During this process they set the lesson topic from which they can know the lesson objectives which means what the teachers expect their learners can do at the end of the lesson, then they start warming up to know if learners have a prior knowledge about the topic that they are going to present. After this, the teacher starts introducing the new lesson, trying to attract learners' attention on it and discussing the lesson content and objectives. Then he/she starts presenting the lesson by giving information using any technique he/she sees appropriate and checking learners understanding. In the practice the teacher introduces different activities to work on. After this

he/she will evaluate learners to know if the objectives are achieved or not. Finally the teacher tries to apply their learning to new situation and connect it with their own lives.

1.3 Guidelines for ordering components of a lesson:

Ur, P. (1996) suggested five strategies to order the components of a L.P:

- 1. Put the harder tasks earlier:** learners are more energetic at the beginning of the lesson and they start losing their energy with time, teachers should put the hardest tasks at the beginning of the lesson and he/she can move gradually to the easier ones.
- 2. Have quieter activities before lively ones:** it is difficult to make learners calm for an hour specially children and adolescents, so it is better to put quiet activities first and move to the energetic ones.
- 3. Think about transitions:** the teacher should try to move from one activity to another different one, for instance: from say, a reading _writing activity to an oral one, or from a fast moving one to a slow one.
- 4. Pull the class together at the beginning and the end:** try to give them activities that make them working together like general greetings, which contribute a sense of structure.
- 5. End on a positive note:** this does not mean that teachers should end the lesson with a joke or fun activities, it may mean something serious like a summary of the lesson or giving a task that help the learners to understand more to make them feel good.

1.4 Making an effective lesson planning:

Experienced teachers know more about the principles of lesson planning and what makes it appropriate to the learners. These principles can differentiate from one teacher to another depending to the topic in its self and the level of both the learners and the teachers, but there are some principles that are generally good and used by the majority of seasoned teachers. Celce_Murcia, (p: 406) claims that coherence, variety and flexibility are the

essential principles of a good teaching which are useful for all teachers not just second/foreign language teachers. A good lesson should be coherent and smooth which means all the units of the lesson should be related, a good lesson also shows variety, to avoid boredom and weariness. Teachers should give to their learners each day something different and create some enjoyable teaching ways. Teachers should be flexible in presenting their lesson not just following the plan to be able to change the activity when it is necessary. Also they should know how to deal with learners' questions during the lesson. According to Ur, P. (1996, p: 215) for making a good preparation to the lesson, teachers should follow specific steps to help themselves to be able to prepare any lesson effectively and also to help learners understand better:

Lesson preparation: Ur, P. (1996) suggested that teachers should ask themselves several questions while preparing a L.P, which are:

1. How long before a specific lesson do you prepare it?
2. Do you write down lesson notes to guide you? Or do you rely on a lesson format provided by another teacher, the course book, or a teacher's book?
3. If so, are these notes brief (a signal page or less) or long (more than one page)?
4. What do they consist of?
5. Do you note down your objectives?
6. Do you actually look at your notes during the lesson? If so, rarely? Occasionally? Frequently?
7. What do you do with your lesson notes after the lesson?

After asking those questions, the teacher tries to answer them by himself.

Interview: Now interview at least two language teachers who are experienced and conscientious and competent professionals. This means that after answering the previous

seven questions by the teacher, now he/she should ask knowledgeable teachers to know what they used to do in a daily practice.

Results: if you are working in a group and have each interviewed different teachers share your results; if not, put together the different answers you got from your own interviewees. From this the teacher will conclude if he/she can make any formulation or lesson preparation seems to be peculiar.

Conclusion: think about or discuss the evidence you have gathered from interviews and/or from my responses in the notes to make a conclusion, after this try to assess critically the relevance and usefulness of this conclusions for your own practice.

Personal application: here the teacher will refer to his/her answers and write notes under each one which may help him in future lesson planning. According to Harmer .J. variety and flexibility are two important things that teachers should put in mind while preparing a L.P, variety is preparing different types of activities “*children, especially, need to do different things in fairly quick succession since they will generally not to be able to concentrate on one activity for a long stretch of time*”. Flexibility comes during the presentation of the plan in the classroom; what the teacher has prepared may not be understood by learners, so teachers must be flexible so that they can change the plan when necessary “*lesson plan is the art of mixing techniques, activities, and materials in such a way that an ideal balance is created for the class*”.

1.5 Needs analysis:

- Before determining the lesson objectives, teachers should know their learner’s needs by doing a small test to discover their personality, interest and prior knowledge, after those teachers can develop their lesson plan based on these needs. Branden (2012) as cited in Richard, and Rodgers, (p: 374) “*The design of a task based syllabus preferably starts with an analysis of the student’s needs. What do these students need*

to be able to do with the target language? What are tasks they are supposed to perform outside of the classroom? Using different sources and different methods (such as interviews, observations and surveys) a concrete description of the kinds of tasks students will face in the real world is drawn up. This description, then, serves as the basis for the design and sequencing of tasks in the syllabus”. Huhta, M. and Hall, D. (2013) believed that, teachers try to teach their learners tasks which are familiar with from their knowledge in the foreign language to complete them. A need can be something that the learners have a problem in and teachers try to fulfill that needs as Wearmouth, J. (2009 p: 16) suggested that needs can be defined as an individual’s lack of something which may create a frustration and also mean what individual can do to satisfy that lack. Syllabus designers focus on learners needs to work on them by making lesson activities that are related to those needs to meet them. Nunan (1988) as cited in Haque, N. (2014) Needs analysis (N.A) is designing a syllabus by gathering information about learners and classroom tasks. A primary goal of learning and teaching processes is to satisfy both the teachers and learners, therefore teaches should know their learners strengths and weaknesses in all subjects, and then prepare a lesson objectives to work on that weaknesses. Allman, B. et al. (2000, p: 60) suggested some ideas for gathering diagnostic data:

- Create a diagnostic information sheet. Include the student name, age, grade level, medical data, achievement test scores and dates, patterns of behavior, interests, special talents, abilities, contributions, and achievements.
- Record observations about your students in a journal. Observations about a student’s behavior in specific situations can help you predict the student’s future reactions to given situations.

- Create a check sheet for obtaining and recording information about each student's current level of performance. Not only you can learn from this information, but you can use it as a base from which to inform parents about their student's performance and progress.
- Encourage your students to evaluate themselves. This will help you find out where each student feels insecure or confident with the curriculum.
- Give diagnostic tests to all of your students. Begin testing the students at the level at which you feel they will succeed. Then move to more difficult tests until you discover their general instructional level.

1.6 Motivation:

Lesson planning can help teachers to motivate their learners through preparing teaching materials that can motivate them, also; teachers should encourage them because motivation is an essential point which should exist in the classroom. Motivation is the behavior of giving potency to someone and makes him feel that he/she can do what he/she wants, and also giving him the desire to succeed. Allman, B. et al (2000, p: 80) suggested some helpful tips that can help teachers in motivating their learners:

- Establish an atmosphere of ownership, community, and shared responsibility in your learning environment. Teachers can do that by using some words that show them that they are part of the teaching and learning processes.
- Explain to students that it is their job to learn and prepare themselves for the next level you are there to help them. By saying to them that they are here to work on themselves, to raise their levels and the teacher is just a guide who shows them the correct direction.
- Let your students know that you accept, care about, and believe in them do not just think it, say it. Teachers can show this to their learners by accepting their opinions

- Do things with your students. Teacher participation is a real motivator for students. For example, if your students are playing a group game, be one of the participants. When your class is painting, paint your own picture too.
- Give your students opportunities to make decisions about some aspects of their learning. Let them choose the topic of the lesson to know their interests.
- Balance your instructional program to include individual, partner, small-group, and whole-group instruction.
- Encourage students to work together cooperatively and to offer help to one another to benefit from each other's information
- Vary your teaching methods—lecture, discussion, experimentation hands-on activities, and so on. Help your students understand why a particular lesson has value to them.
- Keep parents informed and involved as much as possible; invite them to take active roles in their children's learning.
- Hold mini-conferences with your students to discuss the progress.
- Develop a fair reward system for excellent effort, work, and behavior. Rewards some times are good in making learners more motivated, they will try to answer and participate to obtain a reward.

Harmer, J. (p: 98) defines motivation as “*at its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something*”. Motivation may be the major reason for success in any task; learners cannot succeed unless there is somebody or something that motivates them. Brown, D.H. (2000, p: 162) argues that “*Motivation is probably the most frequently used catch_all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is “motivated”*”. Motivation is one of the roles of teachers, through which they can create a successful teaching and learning environment, motivated learners are those who like to learn

and participate, also they have a desire to succeed. Oxford dictionary of current English as cited in Mackay, A. (2007, p: 20) defined motivation as “*motivate.1 supply a motive to; be the motive of.2 cause (a person) to act in a particular way .3 stimulate the interest (of a person in an activity)*”. Graham, S. and Weiner, B. (p:63) believed that “*In the context of academic achievement, motivational concerns would be addressed if we were to ask, for example, why some students complete tasks despite enormous difficulty, while others give up at the slightest provocation, or why some students set such unrealistically high goals for themselves that failure is bound to occur.*” According to Ryan and Deci (2000. P: 54) as cited in Saeed, S. and Zyngier, D. (2012. P: 02): a motivated person is that who have inspiration, and tries always to do something. According to (ismdhanbad.ac.in/learning/notes/definition_of_motivation) motivation is the process of inducing people to work, willing with confidence and integrated manner to achieve desired goals, this means that learners cannot work by forcing them, but they can achieve better by helping, guiding and presenting the lesson in ways that make them motivated, for example teachers can encourage learners to participate in the presentation of the lesson, or making group work to give them chance to exchange their ideas. Saeed .S. and Zyngier .D. (p: 01) believed that “*motivation is seen as a prerequisite of, and a necessary element for student engagement in learning*” so motivation may lead to a higher achievement from the learner. Motivation reasons can come from the inside or the outside of the learners; which means that the learner may have a great desire to do something, or he may do it in order to gain something. Mackay, A. (2007, p: 21) believed that “*motivation concerns action, and the internal and external forces that can influence a person’s choice of action, in terms of the forces that can influence an individual to take an action, the generic choices of a manager might include: positive reinforcement, effective discipline and punishment, treating people fairly, satisfying employee needs, setting work related goals, restricting jobs, and basing rewards on job performance*”. Broussard and Garrison (2004) as cited in Emily, L.R. (2011 p: 5) broadly defined motivation as “*the*

attribute that moves us to do or not to do something”, so motivation is the desire that pushes us to succeed in doing something.

1.7 Types of motivation:

It is clear that if someone succeeds in any activity is because he/she is motivated and has/have the desire of success. Motivation differs from one person to another; it can be:

a) Intrinsic motivation (I.M): Deci (1975) as cited in Brown, D.H. (2000, p.166) defined intrinsic motivation as *“Activities for which there is no apparent reward except the activity itself, people seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback.”* These means that, when learners are doing certain activities for pleasure, self satisfaction and think that the activity in its self is a reward for them, this is intrinsic motivation.

b) Extrinsic motivation(E.M): is when learners are doing an activity just for an outside reward given by the teachers or parents, and the activity is not important for them. Ur, (p. 1996) said that *” intrinsic motivation is the urge to engage in the learning activity for its own sake, and extrinsic motivation derived from external incentives. Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence. Intrinsic motivation is in its turn associated with what has been termed “cognitive drive” which is very typical of young children and tends to deteriorate with age”*. So according to Ur, (P. 1996) both of I.M and E.M exists in classroom motivation and the age plays a major role. Mahadi, T.S.T, and Jafari, M.S, (2012) states four types of motivation which are:

- **Integrative and instrumental motivation:** *“means learning the language with the intention of participating in the culture of its people”*. This type of motivation focus on learning the

language of a group of people to know their own culture and in order to interact with them effectively.

- **Intrinsic and extrinsic motivation:** “suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning”. These two types of motivation explain why learners need to learn something, they may learn for an intrinsic or extrinsic reason.

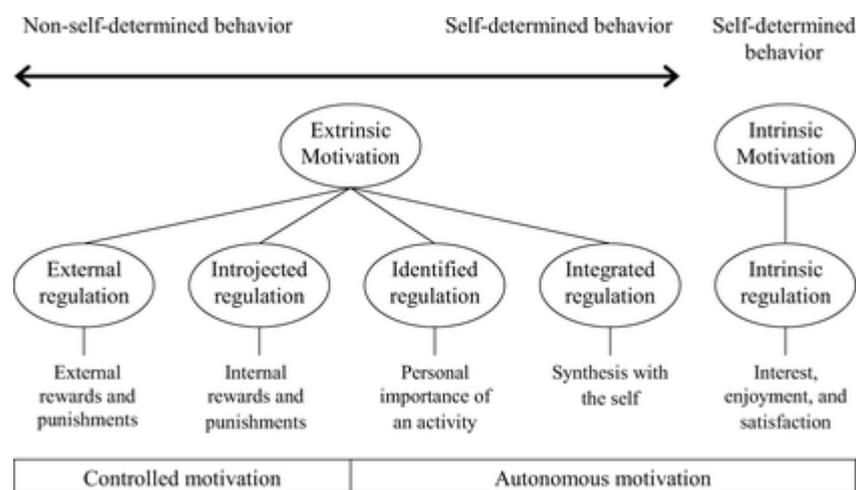


Figure1. Ryan and Deci’s Self Determination Theory Model (van Beek, Taris, Toon & Schaufeli, 2011) from Journal of Education and Learning; Vol. 1, No. 2; 2012 p: 4.

The diagram above shows that E.M comes from external regulation that pushes the learner to do something, like a reward or finding a job. I.M comes from internal regulation; in which learners are motivated because they just like the activity, and self enjoyment. Broussard, and Garrison (2004) as cited in Emily, L.R (p: 05) defined I.M as “is motivation that is animated by personal enjoyment, interest or pleasure”, and the E.M as “the motivation that is governed by reinforcement contingencies”. Many researchers think that learners with I.M achieve better than those with E.M, because it comes from the inside of the learner and it is their real desire, Deci et al (1999) as cited in Emily L.R (p: 05) claimed that “traditionally educators consider intrinsic motivation to be more desirable, and to result in better learning outcomes than extrinsic motivation”, Wigfield and Eccles,(2002); Wigfield and Wager, (2005) as cited Saeed, S. and Zyngier, D.

(p: 03) also believed that *“Numerous research studies have shown that intrinsically motivated students have higher achievement levels, lower levels of anxiety and higher perceptions of competence and engagement in learning than students who are not intrinsically motivated”*.

Conclusion:

To conclude this chapter; we have attempted to provide an overview about lesson planning in EFL classes which is considered as an important and difficult process, also we focused on various lesson planning definitions, elements, and guidelines for ordering components of a lesson and how to make an effective lesson plan. Moreover, we try to explain how needs analysis is helpful in preparing a lesson plan. We concluded the chapter by introducing how lesson planning and motivation are interrelated, and how lesson planning can help many teachers in motivating their learners. Lesson planning is an essential element in the teaching process; it helps teachers to present their lesson in a systematic way in order to achieve a specific goal.

Chapter two

Teaching EFL

Introduction:

Teaching is a complex and very important task; it means education, development and technology, in which the teacher is the responsible of presenting knowledge for learners who are the responsible for the production of that knowledge, teaching is not just a science, it is an art also which happens inside and outside the classroom; lesson planning, assessing, correcting, selecting teaching materials all of these activities happen outside the classroom

The teacher should not give answers to his/her learners but should develop their curiosity and challenge to discover the correct answer by themselves, teaching does not mean working with a specific learner, but working with the whole class and trying to make the passive learners active ones, the teacher cannot work in a negative classroom atmosphere so he/she should create strategies to manage his/her classroom

Teachers try to follow the principles of a specific teaching method, in order to make their learners capable to master those principles, but in fact teachers should not say that this teaching method is the best, in contrast they should select the appropriate principle from each teaching method, the principles that they think that it is beneficial for their learners and helps them in the process of teaching English as a foreign language.

1. Definitions of teaching:

English Dictionary: Pioneers in dictionary publishing since (1918) defined teaching as “*teaching is the art or profession of a teacher, (sometimes plural) something taught; percept, (modifier) denoting a person or institution that teaches, (modifier) used in teaching*”.

During the process of teaching, teachers influence their learners’ way of thinking and behaviors, especially pupils who think that teachers are idols for them and trying to imitate everything they do, so teachers are obliged to control their behaviors. It is defined as” *After everything else has been done and provided the money raised; the schools erected; the curricula developed; the administrators, supervisors, and teachers trained; the parents and other citizens consulted, we come to teaching, where all of it makes contact with students, and the teacher influences students’ knowledge, understanding, appreciations, and attitudes in what we hope will be desirable ways. Teaching is well-nigh the point of the whole educational enterprise and establishment aimed at producing student learning*” Gage, L.N.(2009, p: 18).

Goldhaber, D. (2002. p: 6) assumed that “*Good teaching is clearly important to raising student achievement. In fact, most research suggests that the benefit of improving the quality of the nation’s teaching workforce is far greater than other policy interventions, such as lowering class size*». So good teaching operation makes learners work and achieve more”

According to Stronge, J.H, et al (p: 7) “*effective teaching is a continual learning process, and each year schools bring changes to which competent teachers must adapt. Changes can happen in terms of students, curriculum, building issues, colleagues, administrators, finances, health and safety concerns, families, communities, and a host of other influences on the daily lives of teachers*”. Teaching is not a fixed process; responsible can make changes each year in order to improve teaching and learning processes. Teaching is not a fixed process, changes may happen each year by the responsible in order to improve teaching and learning processes.

www.merriam-webster.com/dictionary/teaching states a simple and a full definition of teaching:

- Simple definition: teaching(noun):is the job or profession of a teacher

: Something that is taught, the ideas and beliefs that are taught by a person or religion.

- Full definition: the act, practice, or profession of a teacher.

Something taught; especially doctrine (the teaching of Confucius).

According to Spangler, M.M. (1998, p: 4) “*teaching moves from known to unknown: teaching is a process which must be built on the knowledge possessed by the student. According to what the philosopher (Aristotle) says (poster, i, 1.) all teaching and all learning proceed from previous knowledge*”. This means that teachers should give information that the learners have an idea or previous knowledge about. Aquinas as cited in Spangler, M.M.(1998, p: 5) described teaching as a process in which the instructor helps another “*toward knowledge by leading him step by step from principles he already knows to conclusions hitherto unknown to him* “. So to be effective, the process of teaching must move from the known to the unknown.

1.1 Teacher’s roles:

Teachers have many responsibilities which make them obliged to have a good characteristics; in order to make the lesson works well, and tries to build a good relationship with their learners. According to Stronge,J. Negative behaviors avoided by teachers determine their good effectiveness in the classroom and learners achievement. Teachers are the representatives of the lesson content, and they have many other characteristics that help them in the transmission of knowledge correctly.

Stronge, J.H. et al.(p: 8) said that Research suggests that the following prerequisites are linked to effective teachers:

- **Verbal Ability:** has a positive effect on student achievement (Darling_Hammond, 2000; Haberman, 1995; Hanushek, 1971).

- **Content Knowledge:** as measured by majoring or minoring in the subject area or participating in professional development in the content contributes to increased student learning (Fetler, 1999; Wenglinsky, 2000).
- **Educational Coursework:** is a stronger predictor of teaching effectiveness than grade point average or test scores (Ferguson & Womack, 1993). For teachers who embrace the concept of life-long learning, continued professional development in their field results in increased student achievement (Wenglinsky, 2002).
- **Teacher Certification:** regardless of the type of certification held, results in teachers being more effective than their uncertified counterparts (Darling-Hammond, 2000; Darling Hammond, Berry, & Thoreson, 2001; Goldhaber & Brewer, 2000; Hawk, Coble, & Swanson, 1985).
- **Teaching Experience:** up to a point, is influential in teacher effectiveness particularly in the areas of planning, classroom management, questioning, and reflection (Covino & Iwanicki, 1996; Fetler, 1999; Reynolds, 1992).

Teachers should be able to make learners listen to their pieces of advice, and transform it into actions, expert in the field, educators, and they should also have an experience to be able to deal with everything happening in the classroom.

Miller, P. (1987) states ten characteristics of a good teacher, which are:

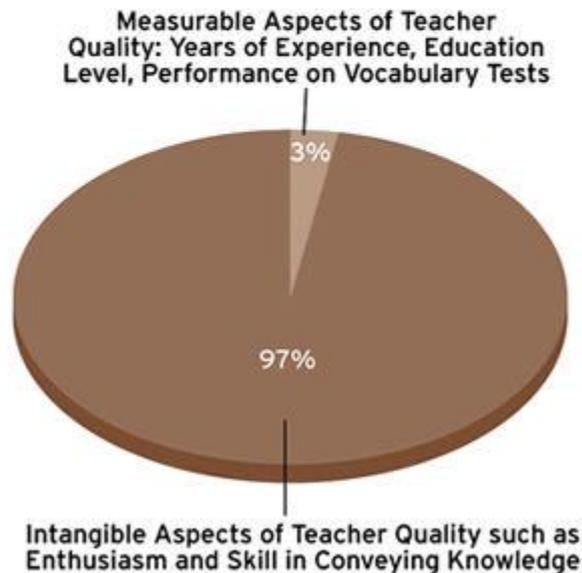
- **Teacher who has a contagious enthusiasm for his teaching:** One who loves his/her job and learners, and tries to do his/her best to make learners understand the lesson.
- **Teacher who is creative:** Teachers should have their own rules, and should not be a slave of a specific theory or follow only the text book.

- **Teacher who can add pace and humor to the class:** teachers can make fun sometimes to reduce learner's nervousness and fear, and to change the atmosphere. This can make learners love learning and the teacher.
- **Teacher who challenges me:** challenging learners can make them ambitious, and raise their desire to learn.
- **Teacher who is encouraging and patient, and who will not give up on me:** teachers should not give up; they should be patient with their learners; if they cannot understand an idea try to explain again.
- **Teacher who will take an interest in me as a person:** teachers should try to know the topics that their learners like to discuss, so they will feel that they are interested in them.
- **Teacher who knows grammar well and who can explain something on the spot ^{if} necessary:** teachers also should explain everything, and should not be shy to tell them that they do not know the answer of something, and you will search about it.
- **Teacher who will take a minute or two to answer a question after class:** before starting the lesson, teachers should try to listen to learner's questions about the previous lesson, and answer them, or correct something they have done.
- **Teacher who will treat me as a person, on an equal basis with all the members of the class:** teachers should avoid working with a group of learners and ignore the others, try to treat all the learners equally.
- **Teacher who will leave his emotional baggage outside the classroom:** Teachers should let their personal problems outside the classroom, and try to think only about the lesson and how to make it easy to understand.

Elusive Qualities (Figure 1)

The teacher characteristics that we can measure—experience, education level, certification status, and so on—only explain 3 percent of the differences in student achievement that are attributable to their teachers' influence.

% of Teachers' Influence Attributable to Various Characteristics



SOURCE: Dan Goldhaber et al., 1999

Figure 01: elusive qualities by Goldhaber .D. et al (1999 as cited in Goldhaber, D. Sunday, March 10, 2002 P: 3).

The diagram above shows teacher's characteristics that influence learner's level of achievement. Although teacher educational level, experience and performance on vocabulary tests are important and also easy to measure; but they are a weak evidence. Enthusiasm, the ability to convey knowledge and making learners react with the topic is more evident.

Hedge (2000) as cited in Mokhtari, R. (2015) identifies important roles the teacher can play.

“As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair-work.”

- Controller: teachers control learner's behaviors, and try to improve it.
- Assessor: this done through evaluating learners and their development; by telling them their strengths and weaknesses in order to know their level.
- Corrector: by correcting their work when it is appropriate.
- Organizer: here teachers should know how to organize themselves, classroom and learners, and teach them how to respect each other.
- Resource: teachers can be a resource by answering learner's questions, and doing their best to be their source of knowledge.
- Feedback provider: teachers should give their feedback on learner's work, and correct him

1.2 Principles of effective teaching

Good teachers help their learners to achieve their goals, and to make a real difference in their lives, so they feel that their responsibility is to make their learners understand everything they do not know. Killian, S. suggested ten principles of effective teaching (E.T) which are:

- Care about helping your kids to do the best that they can: teacher should build a good relationship with their learners and working together in order to achieve a common goal.
- Understand but do not excuse your learners: as a teacher try to understand your learner's obstacles, encourage them in order to work well, and do not excuse misbehavior and laziness.
- Be clear about what you want your learners to learn: teachers should explain and share the objectives of the lesson with their learners.
- Disseminate surface knowledge and promote deep learning: teachers should develop learners critical thinking, and the deep understanding of the information

- Gradually release responsibility for learning: good teachers ask their learners to perform what they have shown to them
- Give your students feedback: good teachers give their learners feedback which shows to them how they are working, and encourage them to do better
- Involve learners in learning from each other: teachers should give them activities like cooperative learning, which makes them together and share the correct information
- Manage your learners' behavior: as a good teacher try to minimize bad behaviors, and make them focus on learning
- Evaluate the impact you are having on your learners: assess your learners in order to know at what extent you affect them, if the results are negative, try to change your strategies until you obtain good results
- Continue learning ways that you can be of even more help to more learners: effective teachers are those who love their job, and always search for the reliable information, they are also mindful and innovative.

According to Jafari, F.M. (p: 6) “*careful designed researcher has consistently revealed several behaviors associated with E.T these include: lesson clarity, instructional variety, task involvement, careful praise, periodic feedback and consistent classroom guidelines*”.” So to be an effective teacher the lesson and its objectives should be clear to learners; in order to achieve the desired results, teachers also should present different types of activities in order to learn different things at the same time and to avoid boredom, rewarding may create problems in the classroom because learners will participate just for one reason which is the reward, giving feedback is very important in teaching and learning because it encourages learners to learn more, and helps them to know their strengths and weaknesses and they will try to avoid them next time. E.T guides his/her learners and takes them to the correct way”. As cited in Jafari, F.M. (p: 7) Rosenshine and Stevens (1986) identified six teaching functions which are: make

sure that your learners understood the previous lesson, in each day try to present new information, give your opinion and remarks on their work, give them an activity to work on without your help, and evaluate them weekly or monthly; in order to make them feel the somebody care about them. Philip, G. (2007) suggests five factors that provide a foundation for a good teaching which are:

- **Teacher knowledge, enthusiasm, and responsibility for learning:** E.T is honest, prepared to avoid prejudices, and tries to present various types of activities.
- **Classroom activities that encourage learning:** C.A also helps learners to experience and explore more, and it makes them work cooperatively in order to share knowledge.
- **Assessment activities that encourage learning through experience:** E.T makes assessment as a part of the learning environment in order to make them work well.
- **Effective feedback that establishes the learning processes in the classroom:** critical assessment is very meaningful for learners because it encourages them to work harder.
- **Effective interaction between the teacher and the learner, creating an environment that respects, encourages, and stimulates learning through experience:** E.I is very important in the classroom in order to share knowledge with colleagues, and make learners feel comfortable when communicating with each other.

1.3 Teaching methods:

Brown, H.D. (p: 31) defines method as a “*generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles, behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials, they are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts*” teaching methods (T.Ms) give a big importance to the teacher and the learners roles because they are the foundation of teaching and learning

processes, after this it focus on the content, objectives and the teaching materials used in presenting the lesson.

According to Brown .D.H states three (T.Ms) which are:

a) The grammar translation method: in the western world foreign language learning in schools was synonymous with the learning of Latin or Greek, Latin was taught by means of what has been called the Classical Method which focuses on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts, doing written exercises, language were not being taught primarily to learn oral/aural communication, but to learn for the sake of being scholarly or for gaining a reading proficiency in a foreign language, in the nineteenth century the Classical Method comes to be known as the Grammar Translation Method (G.T.M). Prator, and Celce_Murcia (1979:3)As cited in Brown, D.H listed the major characteristics of G.T.M, which are:

- Using the mother tongue and a little of target language in the classroom
- Focusing on teaching vocabulary through presenting words in isolation
- A detailed explanation of grammar
- Grammar focuses on constructing sentences, and teaching often gives importance to conjugation of the words
- It starts early with reading difficult texts
- It gives little importance to the content of texts
- The only exercise is Translating individual sentences from T.L into M.T
- Do not take pronunciation into consideration

The G.T.M is used nowadays in many educational systems; it is popular because it is easy to teach and to correct in exams.

b) Gouin and the series method:

Brown .D.H (p: 34) stated that modern foreign language teaching begun with Francois Gouin who is a French teacher, Gouin has decided in mid-life to learn German, he began residency in Hamburg for one year he was attempting to master the language, and in order to be able to make a successful conversation with natives, so he felt that he should memorize a German grammar book he did this in only ten days, and hurried to the university in order to test his knowledge, but he wrote "*I could not understand a single word, not a single word!*" Gouin (1880 p: 11) as cited in Brown .D.H (p: 35). He returned to the isolation of his room in order to memorize the German roots and the grammar book, but the result was the same as before. In the course of the year in Germany, Gouin memorized 30,000 words in German dictionary. Only once he tried to make a conversation he caused people to laugh at him. At the end of the year Gouin, having reduced the classical method to absurdity, was faced him to return home a failure, after returning home Gouin discovered that his three years old nephew had during that year gone through the stage of child language acquisition; so Gouin spent a great deal of time observing his nephew and other children, and came to the following conclusions "language learning is primarily a matter of transforming perceptions into conceptions. Children use language to represent their conceptions. Language is a means of thinking, representing the world to one self. These insights were formed by a language teacher more than a century ago so Gouin set about devising a teaching method that would follow from these insights. The series method was created in which learners are taught directly without translation, grammatical rules, and explanations.

c) The direct method:

Brown .D.H (p: 63) assumed that approaches of Gouin and a few of his contemporaries did not take hold immediately, applied linguistics finally established the credibility of such approaches, so the Direst Method (D.M) which is similar to Gouin's series method became

known and practiced, the principles of the D.M are lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and a little or no analysis of grammatical rules.

d) The audio lingual method:

In the first half of the twentieth century, the D.M did not make hold in the US the way it did in Europe, while one could easily find native speaking teachers of modern foreign languages in Europe. Moreover, US educational institutions had become firmly convinced that a reading approach to foreign languages (F.Ls) was more useful than an oral approach. The highly influential Coleman Report (Coleman 1929) had persuaded (F.L) teachers that it was impractical, oral skills and the reading should become the focus thus schools returned in the 1930 G.T.M In the World War 2 the US was thrust into a worldwide conflict, heightening the need for Americans to become orally proficient in the language of both their allies and their enemies, so the US military provided the impetus with intensive language courses that focus on oral/aural skills, which is known as the army specialized training program (ASTP), which come to be known in the 1950s as the audio_ lingual method. According to Molina, T.G, et al. (p: 04) the word method includes the approach, design and procedures in Richards and Rodger's model. Molina, T.G, et al. (p: 06) also stated that G.TM concentrates on *"the knowledge of grammar constitutes the core, and translation is the most important type of exercise"* which means that the sentence and grammar rules are the essential units. Memorization and translation also are features of the G.T.M which present a special content, objectives, materials, procedures and assessment to the learners, which are well explained in the table below:

Content	Linguistic notions: rules and exceptions Morphology of words Syntax: parts of the sentence Simple and complex sentences
Objectives	The study of literary works is the ultimate goal The reaching of conversation is postponed and underestimated Extra _linguistic goal: mental gymnastics
Materials	The grammar book The dictionary
Procedures	Explanations in the mother tongue by the teacher who has a central role Meta_language used for grammatical notions Practice exercises to apply the notions in a deductive way Memorization of long vocabulary lists Reading comprehension and vocabulary exercises of a text Translating of literary texts Compositions
Assessment	Exams to evaluate the capacity to understand written texts and to translate sentences

Methodological features of G.T.M by (Molina .T.G. p: 06)

Molina, T.G. (p: 7) assumed that G.T.M has been criticized by several authors because it did not prove to be efficient in everyday language conversation, after the known experience of Gouin, he created the series method. A similar conclusion on how first language is acquired takes Berlitz to direct method. Gouin and D.M characterized by several features in its content, objectives, materials, procedures, and assessment as explained in the table below:

Content	Spoken everyday language Gradual sequence
Objectives	Capacity to ask questions and to answer Listening and speaking communicative skills
Materials	Posters, real objects, regalia and texts
Procedures	Direct techniques with no use of L1: immersion questions and answers Small groups and native speakers
Assessment	Conversation and interview exams

Methodological features of Gouin and D.M by (Molina, T.G. p: 08).

Molina, T.G. (p: 11) claimed that the audio lingual method (A.L.M) gives more importance to speech rather than writing skill, and the language is a matter of habits and conversation.

Those are the features of the A.L.M:

Content	Grammar structures
Objectives	In terms of separate skills: listening, speaking, reading, and writing Priority of oral skills
Materials	Language laboratory Recordings
Procedures	Direct techniques: without reference to the mother tongue Mimicry and memorization: mim_mem techniques Structural pattern drills: active and simple practice Artificial dialogues to introduce the structures
Assessment	Skill objectives tests Multiple choice and cloze tests

Methodological features of A.L.M by (Molina .T.G. p: 11).

Strengths and weaknesses of language teaching approaches:

Language (T.Ms) are many, and all of them have strengths and weaknesses, but there are no best and worst teaching methods, since teaching a foreign language is a very complex task teachers may refer to those methods to find which one is appropriate for their learners.

Mondal , K.N. (2012) suggested many advantages and disadvantages to G.T.M “*G.T.M helps students to profoundly understand abstract meaning of foreign words and complex sentence structures; systematic grammatical knowledge develops students’ clear grammatical concepts, exact understanding of words and translation capacity; extensive reading and recitation of original works cultivate students’ reading and writing abilities. Foreign language teaching is inclined to be instrumentality-oriented teaching and people have paid increasing attention to the practical use of language learning or the improvement of communicative ability*”. In the one hand G.T.M has many advantages such as mastering grammar rules of the F.L, and also the ability to translate from L2 to L1, on the other hand “*Students taught with the grammar-translation method have displayed some problems, such as emphasizing written language only while lacking in oral expressive ability or even suffering from long-term deaf-mutes to a foreign language, developing the habit of relying too*

much on translating everything into the mother language hence influencing their ability of communicating in a foreign language". So the biggest problem here is that learners are not able to express their selves orally. The D.M also has advantages and disadvantages as (Dr, Abdullah, (2013) stated "It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different. The teacher and the students are more like partners in the teaching/learning process. The teacher is as the facilitator of the language and the students are the active learners who are active in learning and exploring the target language". DR, Hamidah, B.T. (2009/2010) stated that "audio lingual method (ALM) does develop the aural/oral skills of learners; learners through the ALM are able to participate in situational contexts competently, In addition, learners are more aware of the phonetic aspects of the language. Through modeling and mimicry, learners pay more attention to proper pronunciation and intonation. Although the drills that are the ALM's distinguishing feature may be considered one of its strengths, they are also its weakness. Such drills leave no room for creativity, causing learners to lose interest or feel bored in the classroom. When learners lose their motivation, it negatively affects their progress in second language learning". So ALM helps learners to be a good communicators but it can also make them bored because of repetition. Finally, Gouin and the series method English Study Program (Saturday, April 16) suggested that "Gouin and the series method can help the children produce their sentences easily and emphasis to present how teaching item is a context makes their meaning, but it was just study with mother tongue and for children that start to learn the language" .

Conclusion:

Teaching process is the most important and difficult task which need a knowledgeable and responsible teacher, it involves teacher and learner relationship in order to build a successful teaching and learning atmosphere. The teachers are a controllers, assessors, and

examiners, and they have many other roles, so they try to present to their learners the correct knowledge and also they try to build a good relationship with their learners in order to make them participate and benefit from the lesson, in addition to that various teaching methods can influence teachers' way of teaching, not all teachers follow a specific teaching method, so no teaching method is the best and no teaching method is worst each teaching method has its strengths and weaknesses.

Chapter three

Field work

Introduction

This research is about eliciting teachers' opinion about the importance of lesson plan in teaching EFL, teachers are the main variable of this study, their view and opinions are very important in order to test the stated hypothesis. The appropriate instrument to investigate that is through addressing a questionnaire to teachers. The teachers' questionnaire is intended to investigate the teachers' opinions about encouraging teachers to develop a lesson plan as a strategy to enhance learners' motivation and achievement.

1. The Teachers' Questionnaire

1.1 The sample:

The questionnaire is administrated to eight (8) Middle school English teachers. The selection of such sample was based on the consideration that middle school English teachers will benefit us more than other teachers since they have to prepare a lesson plan before presenting a specific lesson which is our concern.

1.2 Description of the Questionnaire:

The teachers' questionnaire consists of (20) questions which are divided into three (3) sections. The questions are either closed questions, requiring from teachers to choose yes or no responses, or to pick up the appropriate answer from a number of choices, and open questions where teachers are supposed to give justifications. Section one is about general information, this section is devoted to get general information about the chosen sample of teachers. In the first question (1), they are asked to specify their gender, and the second question (2) is about their ages, the third question (3) is about their degrees, this question held to if the high degrees are needed in effective teaching. In the fourth question (4) teachers are asked how many years they have been teaching, and in the fifth question (5) teachers are

asked if they are satisfied with their work because if they are satisfied with their work everything will go well.

Section two, the objective of this section is to investigate teachers' knowledge of good teaching. They are asked if they prepare their lesson plan before coming to teach (Q6), which is a very necessary task. (Q7) is put to know whether middle school teachers develop a school curriculum or a part of it. In (Q8) teachers are asked if they present a short summary of the previous lesson at the beginning of the new lesson. (Q9) shows teachers' opinions about the obligation of need analysis before planning lessons. In the (Q10), teachers are asked to give their opinions in asking learners to suggest or to help them in planning classroom activities or topic, and they are asked to justify. (Q11) is about whether teachers think that the elements of lesson plan differ from one teacher to another or not, and explain why if their answer is yes. (Q12) is about if teachers think that the elements of the lesson plan should be the same or not. In (Q13) teachers are asked about which strategy they are following in order to motivate their learners and to give other strategies they think they are beneficial. (Q14) is about asking teachers whether they think that lesson plan maintains motivation in classrooms or not, and explain how.

Section three is about EFL teaching. The aim of this section is to obtain information from middle school teachers about the difficulties they face, because any teacher has faced many obstacles during teaching process. Teachers then are asked to give the difficulties did they faced during teaching English as a foreign language (Q15). (Q16) is designed to know the problems are faced by teachers when they were novice teachers. In (Q17) teachers are asked how much they are agree or disagree with long experience as a characteristic of good teachers. Teachers are asked in (Q18) about what makes an effective teaching. Moreover, teachers are asked in (Q19) if they are agree or disagree with asking learners about the

previous lesson before presenting the new one. The last question (Q20) is created to know whether following a specific teaching method differ from one teacher to another.

1.3 Analysis of the Results:

Q1: Specify your gender

- a- Male
- b- Female

option	N	%
A	2	33%
B	4	66%
total	6	100%

Table 4: Teachers' Gender

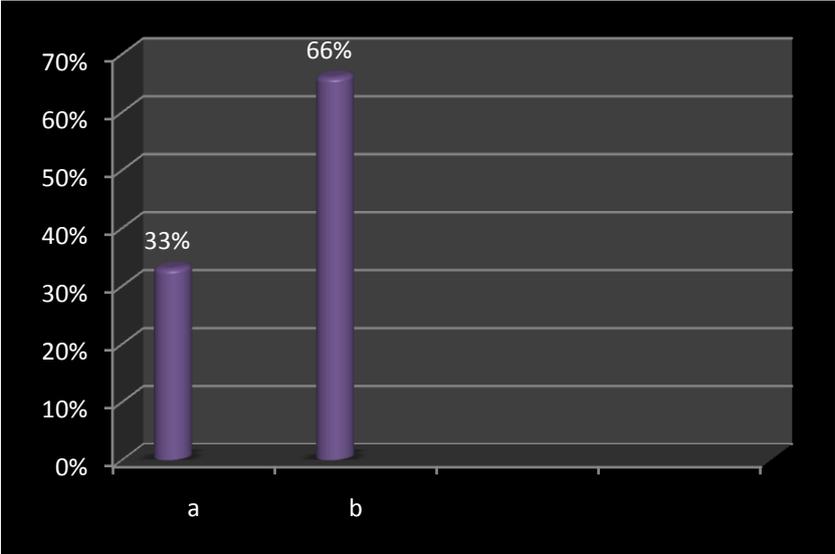


Figure 5: Teachers' Gender

We notice from the responses, the table and the figure above that the majority of middle school English teachers are females (66%). whereas, only (33%) of them are males.

Q2: How old are you?

Option	N	%
26 years old	2	33%
37 years old	1	16%

42 years old	1	16%
49 years old	1	16%
51 years old	1	16%
Total	6	100%

Table 5: Teachers' age

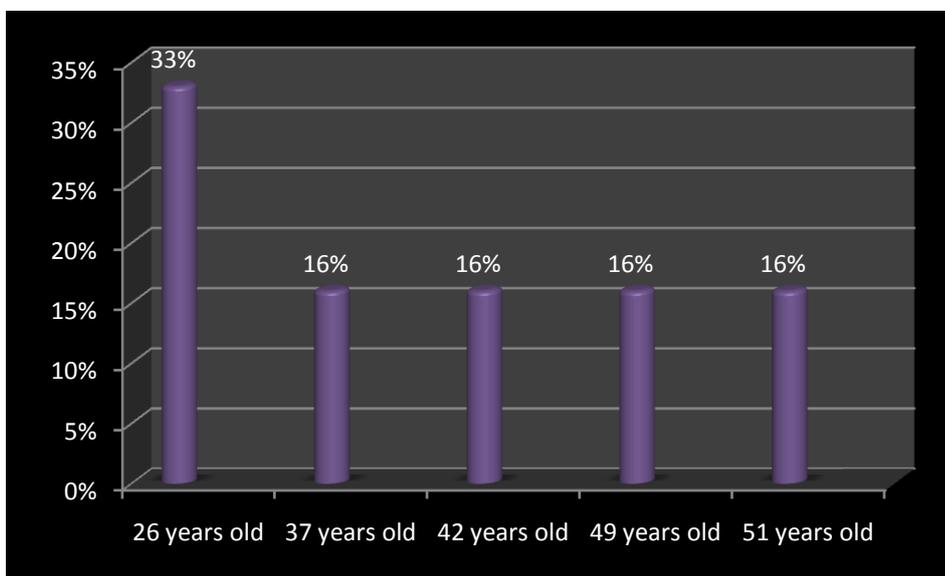


Figure 6: Teachers' age

From the table and the graph above, we notice that the participants are young (33%), and (16%) are old teachers, from this we can say that new generation are interested with English language.

Q3: what is your degree?

- a. BA (License) b. MA (Master) c. PhD (Doctorate)

Option	N	%
a	4	66%
b	2	33%
c	0	0%
total	6	100%

Table 6: Teachers' Degree

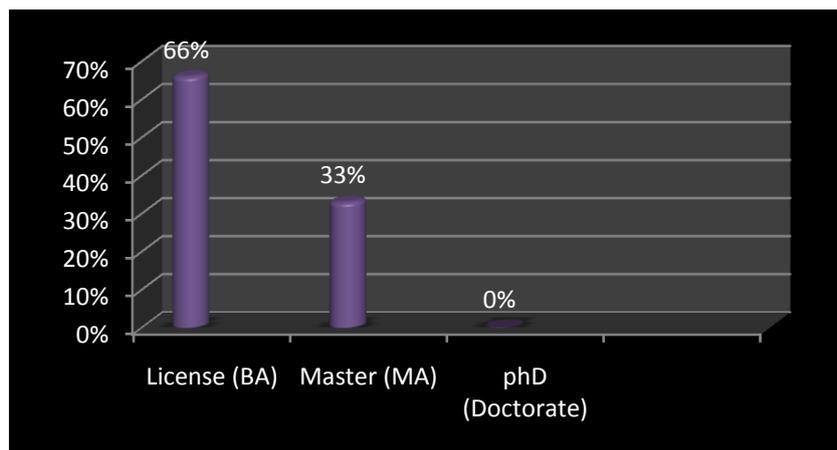


Figure 7: Teachers' Degree

From the table and the graph above, we notice that most of the middle school English teachers (66%) have a License degree and only (33%) have a master degree, but no teacher have a PhD. This means that their level is to some extent not reliable.

Q4: How long have you been working as a teacher?

Option	N	%
A	0	0%
B	1	16%
C	2	33%
D	0	0%
E	0	0%
F	3	50%
Total	6	100%

Table 7: Teaching Experience

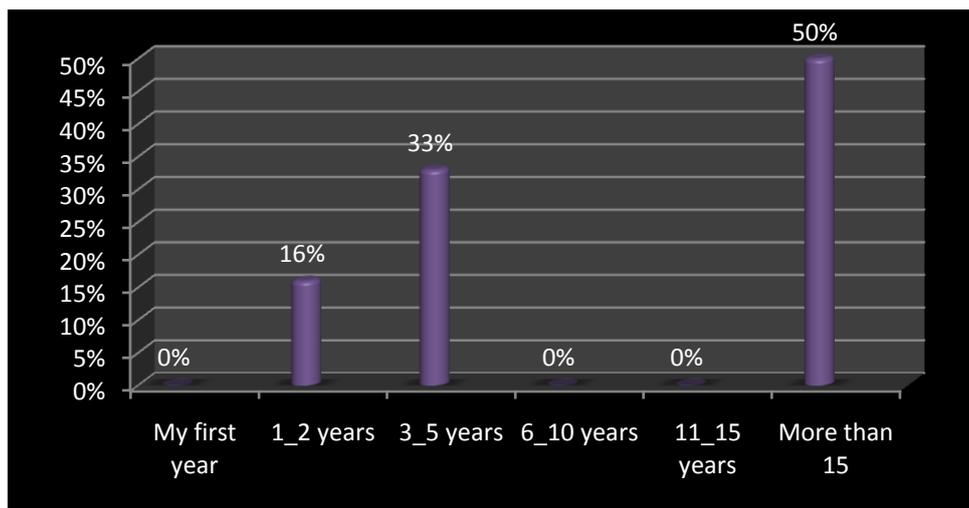


Figure 8: Teaching experience

From the table and the graph, we notice that the majority of teachers have a long experience (more than 15 years) which means (50%), and only (33%) of them have been teaching from (1_2 years). This implies that those teachers have a long experience concerning teaching English which can help the learners to benefit better.

Q5: are you satisfied with your work?

Option	N	%
A	3	50%
B	3	50%
Total	6	100%

Table 8: Teachers' work satisfaction

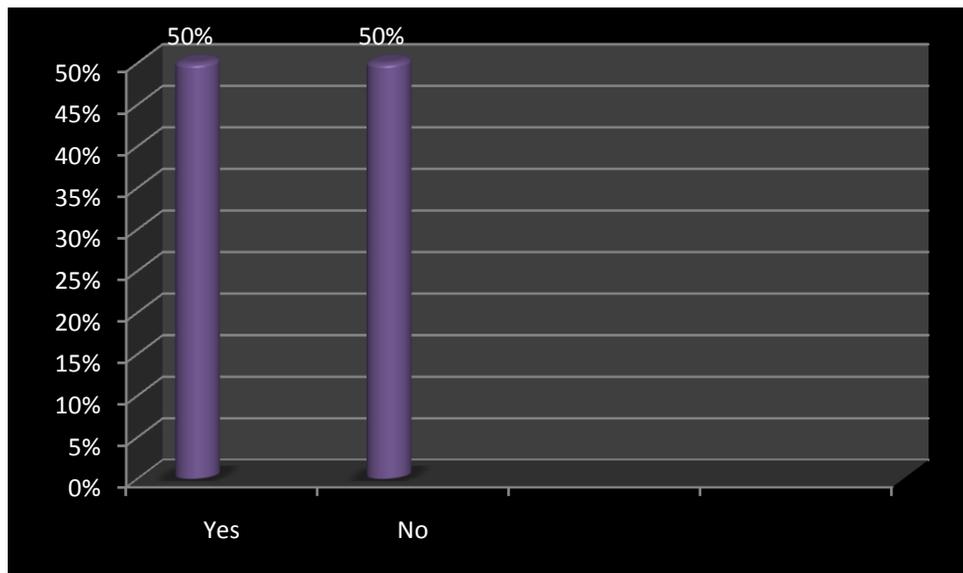


Figure 9: Teachers' work satisfaction

From the table and the graph above, we notice that the number of teachers who are satisfied with their work is similar to those who are not satisfied with their work; the reason of teachers' work satisfaction is learners' achievement and behaviors.

Q6: Effective teachers prepare their lesson plan before coming to teach

Option	N	%
A	0	0%
B	0	0%
C	0	0%
D	6	100%
Total	6	100%

Table 9: preparing a lesson plan is a characteristic of effective teachers.

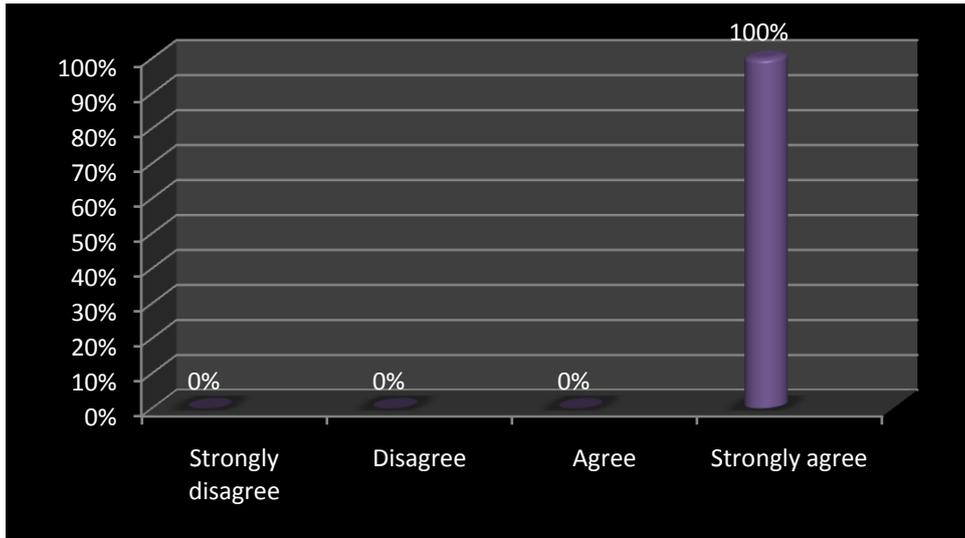


Figure 10: preparing a lesson plan is a characteristic of effective teachers.

From the table and the graph above, we notice that all teachers are with the idea of preparing a lesson plan before coming to teach it is a characteristic of effective teachers(100%), which may mean that the teacher who comes to teach without a lesson plan will face many problems with his/her learners.

Q7: Do you develop a school curriculum or a part of it?

Option	N	%
A	2	33%
B	0	0%
C	2	33%
D	2	33%
E	0	0%
Total	6	100%

Table 10: Developing a school curriculum

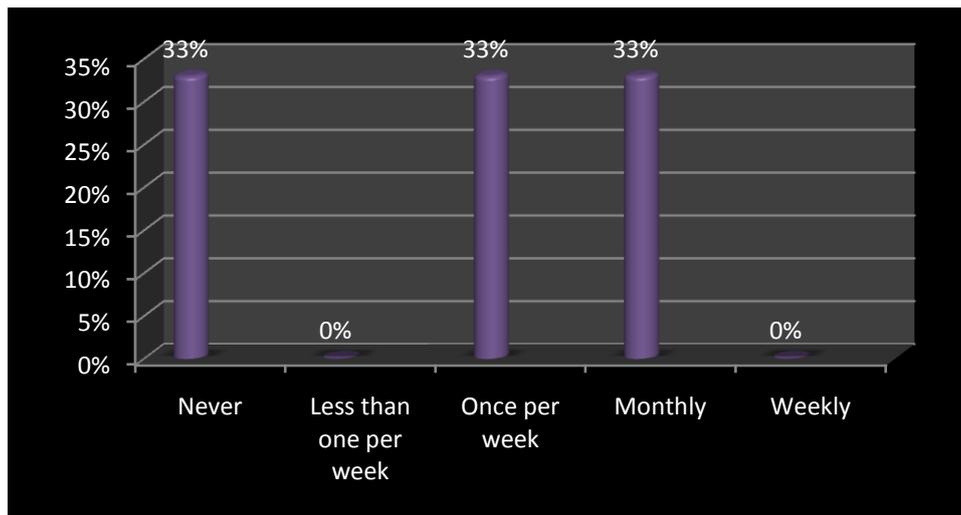


Figure 11: Developing a school curriculum

From the results, we notice that (33%) of teachers do not develop a school curriculum, (33%) develop it monthly, and (33%) develop it once per week, and no one (0%) develop a school curriculum weekly or less than one per week.

Q8: At the beginning of the lesson do you present a short summary of the previous lesson?

Option	N	%
A	0	0%
B	4	66%
C	2	33%
Total	6	100%

Table 11: presenting a short summary of the previous lesson

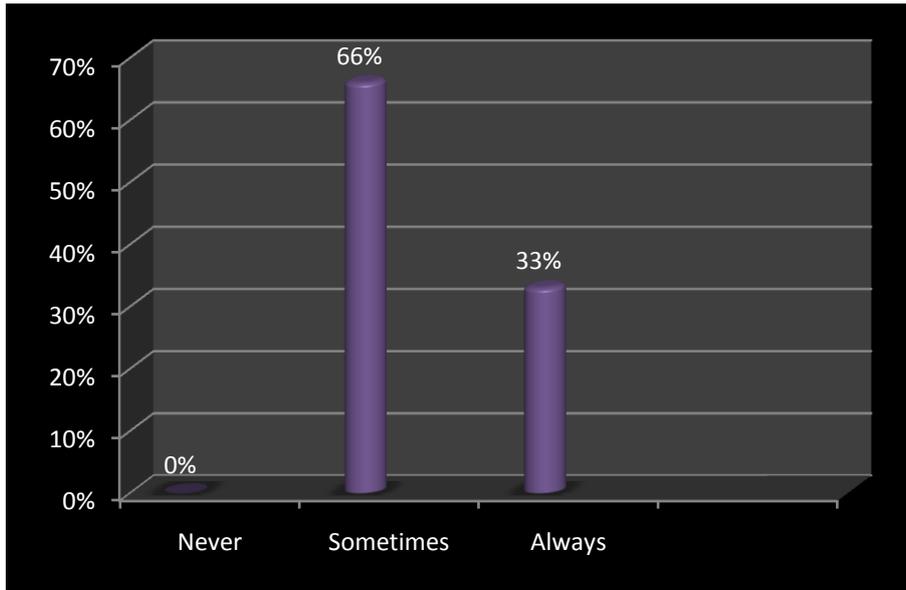


Figure 12: presenting a short summary of the previous lesson

According to the results in the table and the figure above, the majority of teachers sometimes present a short summary of the previous lesson (66%), (33%) of teachers always present a short summary of the previous lesson which is a very good thing, because learners always need somebody who reminds him about the previous lessons in order to not forget, and (0%) of teachers do not present a shot summary of the previous lesson.

Q9: Learners needs analysis is obligatory before planning lessons

Option	N	%
A	0	0%
B	1	16%
C	2	33%
D	3	50%
Total	6	100%

Table 12: the obligation of learners' needs analysis

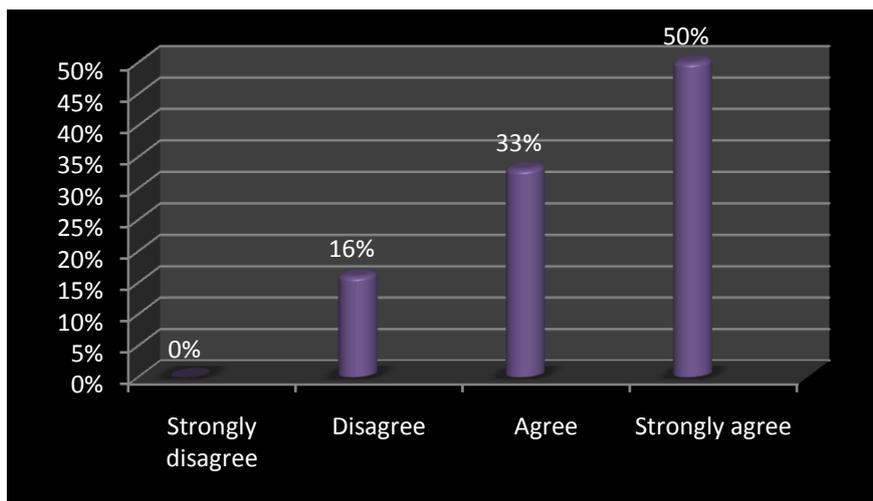


Figure 13: the obligation of learners' needs analysis

From the table and the graph above, we notice that the majority of teachers are strongly agree with the idea which say that learners needs analysis is obligatory before planning lessons (50%), (33%) agree, (16%) disagree with that idea. This results show how learners' needs analysis is important but some teachers says that the length of the program stands as an obstacle.

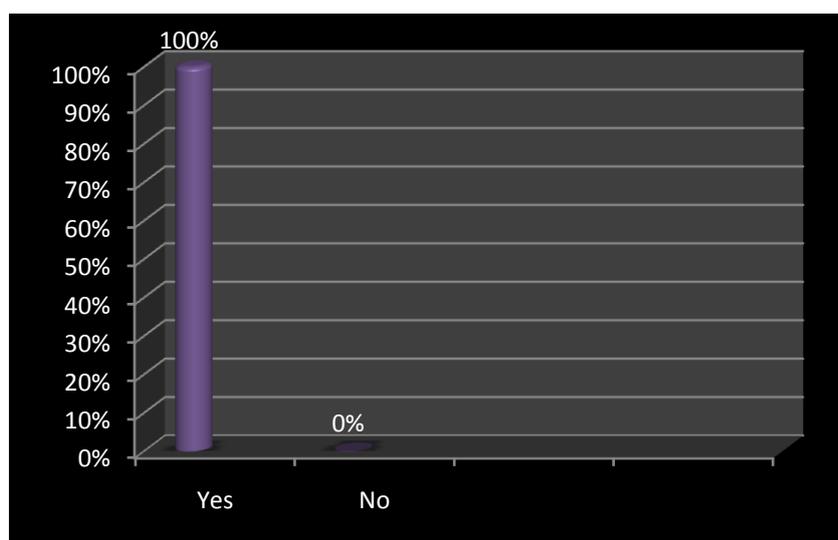


Figure 14: Asking for learners' help in planning classroom activities or topic

According to the teachers' answers in the table and the graph above, all teachers (100%) think that asking for learners' help in planning classroom activities or topic is beneficial. Teachers explained their answers as the following:

- When there is a certain communication between learners and the teacher is enough, thus the learners suggest or inform the teacher about what they need and the teacher will take this into consideration in their lesson planning.
- In order to know their level and involve them.
- In order to determine some points according to their needs.
- Sometimes learners provide the teacher with the appropriate way that fits them.
- When learners collaborate in lesson planning, teachers will be recognizing their deficiency in many language aspects according to the lesson goals.
- This enables me to identify my learners' needs and interest.

Q11: Do you think that the elements of lesson plan differ from one teacher to another?

If yes why?

Option	N	%
A	3	50%
B	3	50%
Total	6	100%

Table 14: The difference in the elements of lesson plan from one teacher to another

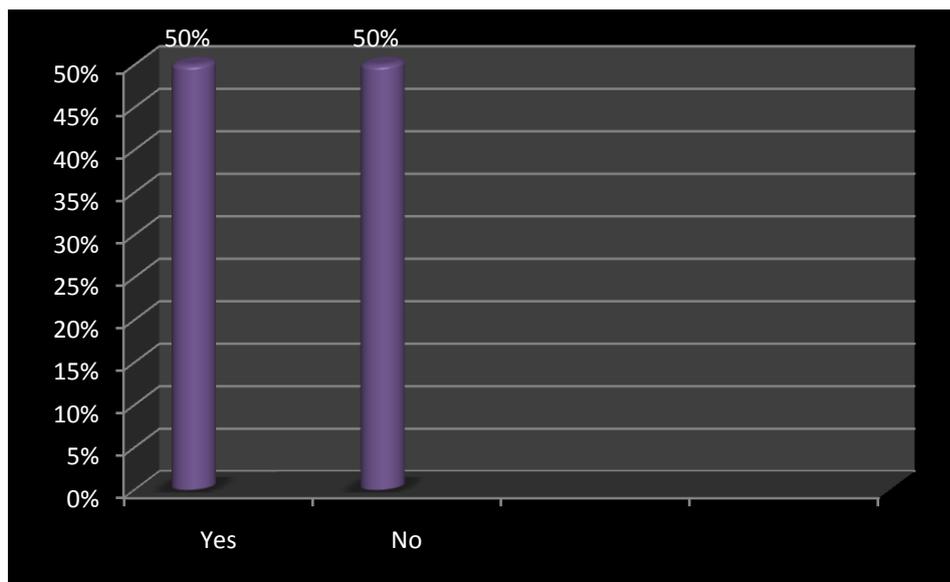


Figure 15: The difference in the elements of lesson plan from one teacher to another

From the responses of teachers, we notice that (50%) of teachers said Yes and (50%) said No, which means that there is a different opinions between teachers.

Teachers who say yes explained their answers as follow:

- Because each teacher has his point of view in how to prepare a lesson and gives importance to some elements more than others.
- Every teacher has his own method and technique even the learners' needs and level are not the same.
- Teaching should be personalized according to our learners' level, capacities, and needs.

Q12: The elements of the lesson plan should be on a specific order?

Option	N	%
A	3	50%
B	3	50%
Total	6	100%

Table 15: The order of lesson plan elements

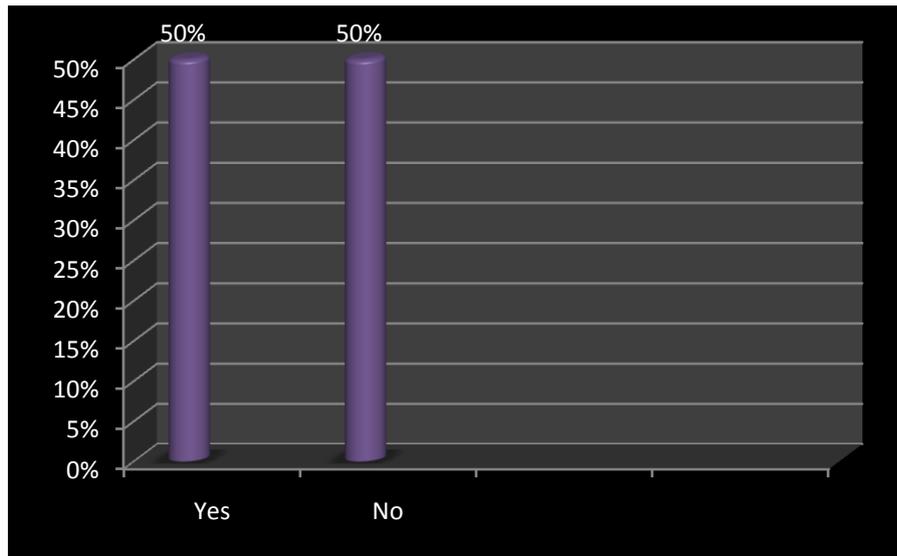


Figure 16: The order of lesson plan elements

The responses tabulated above reveal that (50%) of teachers said yes, and think that the teacher should follow a specific order. Also (50%) of teachers said no, and think that teachers can order those elements as they wants.

Q13: Which strategy do you follow in order to motivate your learners?

Option	N	%
A	1	16%
B	0	0%
C	1	16%
D	0	0%
B & D	1	16%
All of them	3	50%
Total	6	100%

Table 16: Teachers' motivational strategies

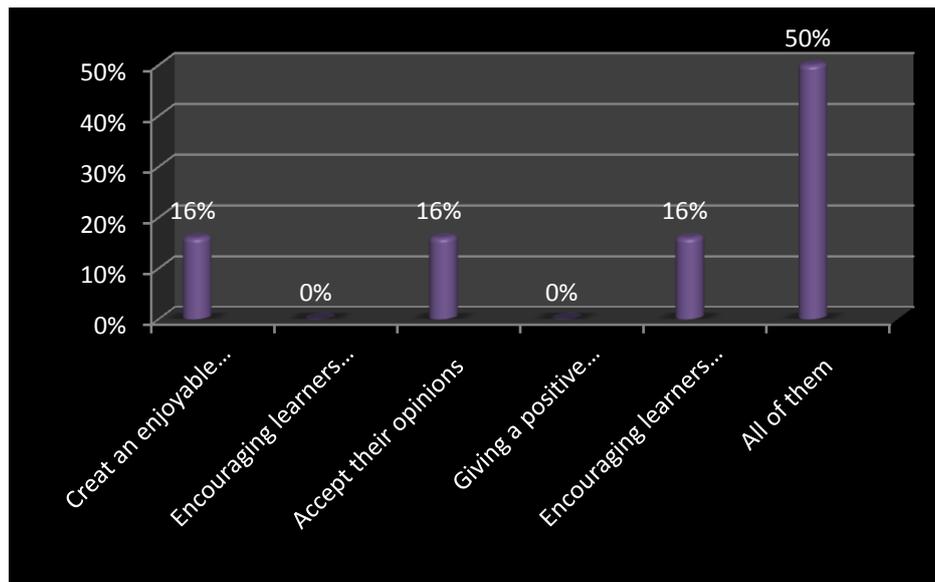


Figure 17: Teachers' motivational strategies

The table above illustrated that (50%) of teachers follow all the strategies in order to motivate their learners, (16%) follow the first strategy the same for the second and the third strategies, and also (16%) follow the second and the fourth strategy together. (0%) follow the second and the fourth strategies alone.

Many teachers stated many other strategies that they are using in their classrooms in order to motivate their learners:

- Using visual aids to attract learners' attention, modify the course books activities to break the routine, vary between oral and written tasks, the teacher should be an actor/actress to obtain the learners confidence.
- Sometimes I motivate them with marks or small presents
- Group work, physical involvement, non didactic situations, facilitating situations, safe classroom environment, problem solving.

Q14: Do you think that lesson plan maintains motivation in classroom?

If yes how?

Option	N	%
A	5	83%
B	1	16%
Total	6	100%

Table 17: motivation maintenance through lesson plan

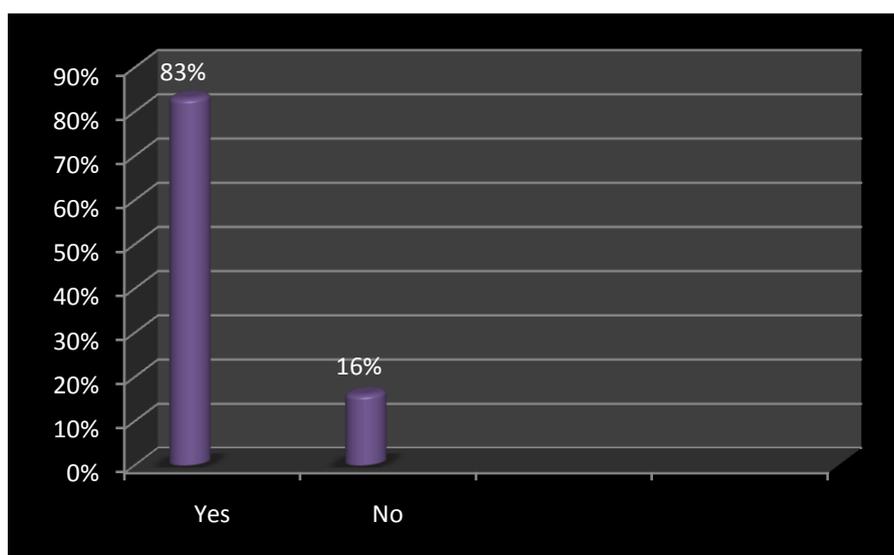


Figure 18: motivation maintenance through lesson plan

The majority of teachers (83%) state that they can maintain motivation in classroom by a lesson plan, and (16%) of them say that it is impossible to maintain motivation in classroom by a lesson plan.

Teachers who say yes explained their answers as following:

- When you plan you should bear in mind all the items mentioned in the previous question (Create an enjoyable atmosphere, encouraging learners to participate, accept their opinions, giving a positive feedback).
- If the lesson plan is interesting and well prepared during the given time, your class will be passing smoothly with an active motivation.
- The order and organization of the lesson avoid getting them bored.
- A good lesson plan helps teachers in doing their work easily. To move from a phase to another without any gaps or hesitation. To get organization, accomplish the teaching points, and interact with learners.

Q15: What are the difficulties did you face during teaching English as a foreign language?

Option	N	%
A	0	0%
B	2	33%
C	3	50%
B & C	1	16%
Total	6	100%

Table 18: Teachers' difficulties during teaching English as a foreign language

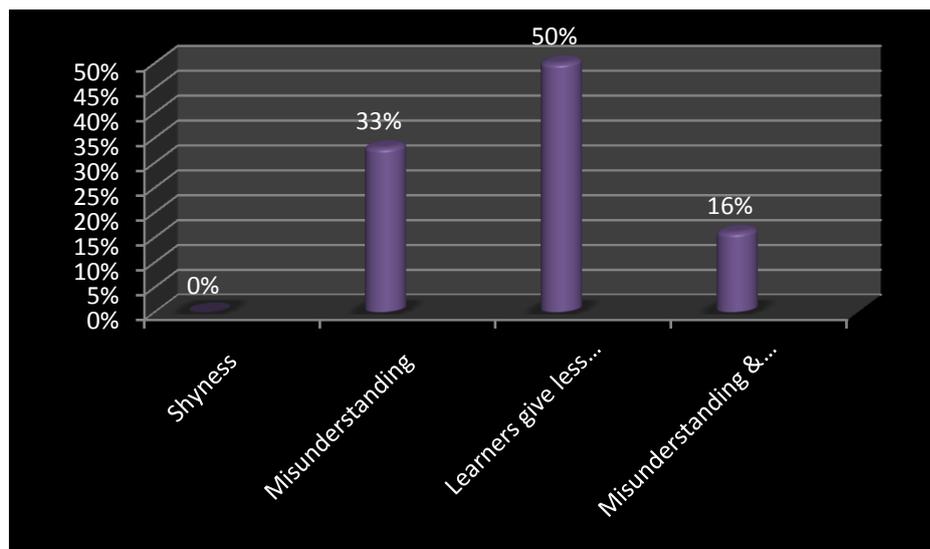


Figure 19: Teachers' difficulties during teaching English as a foreign language

The results in the table and the figure above denote that, (50%) of teachers face the problems of giving a less importance to the second language, (33%) face the problem of misunderstanding, misunderstanding and giving less importance to the second language stands an obstacle for (16%) teachers.

Many teachers stated many other teaching difficulties which are:

- Learners' background. Learners' environment. Other programs make learners neglect English language. Teachers' personality.
- The curriculum is really inappropriate and the timing is not enough
- I did not find who help and guide me to the right pat, and there is no collaboration between English teachers.

Q 16: When you were a novice teacher which of the following was a problem for you?

Option	N	%
A	0	0%

B	0	0%
C	2	33%
D	1	16%
A, B & C	1	16%
B & D	2	33%
Total	6	100%

Table 19: Novice teachers' difficulties

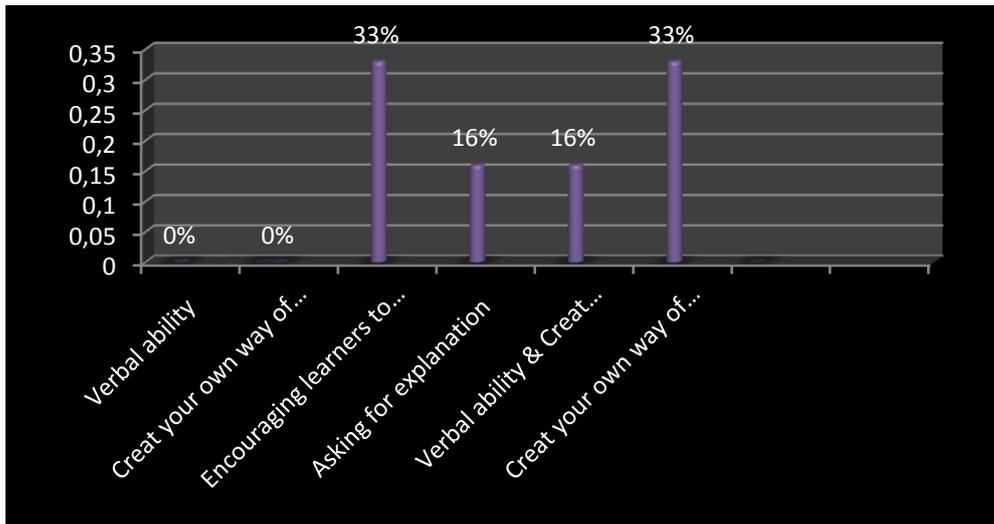


Figure 20: Novice teachers' difficulties

(33%) of teachers find the way of behaving with learners as a problem, also (33%) state that creating their own way of teaching with asking for explanation was an obstacle for them, and (16%) of teachers say that asking for explanation with verbal ability, creating their own way of teaching, and how they behave with learners are problems which face them.

Q17: Good teachers are those who have a long teaching experience

Option	N	%
A	1	16%
B	1	16%
C	4	66%
D	0	0%
Total	6	100%

Table 20: Teachers’ long experience

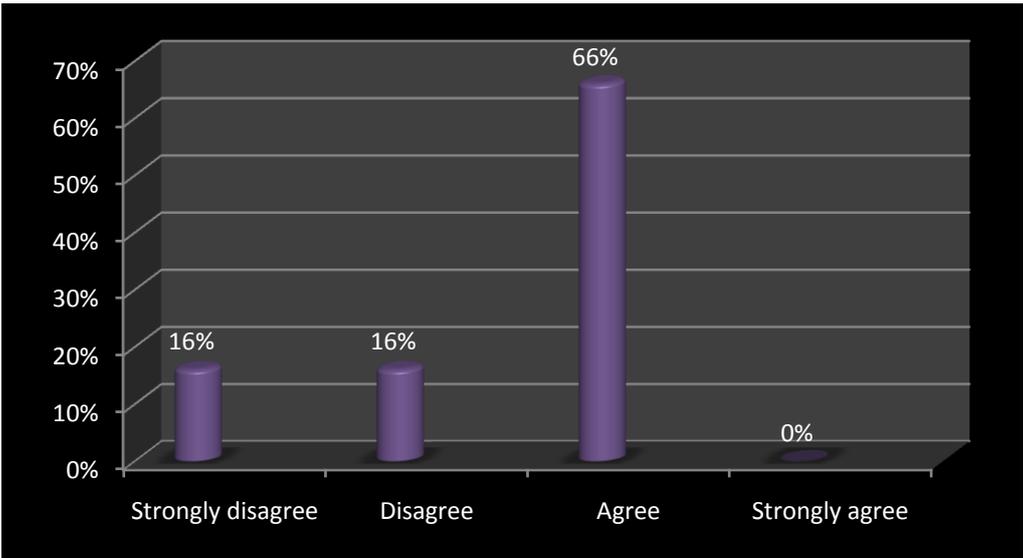


Figure 21: Teachers’ long experience

The results in the table and the figure above denote that (66%) of teachers agree with the idea which says that good teachers are those who have a long teaching experience, (16%) disagree with that idea, and also (16%) strongly disagree. There is no a big agreement with that idea because many teachers think that there are new teachers with good pronunciation, way of teaching and strong personality.

Q18: What makes an effective teaching?

Option	N	%
A	1	16%
B	0	0%
C	0	0%
D	0	0%
A & C	1	16%
A & D	1	16%
A, B & C	1	16%
All of them	2	33%
Total	6	100%

Table 21: Effective teaching

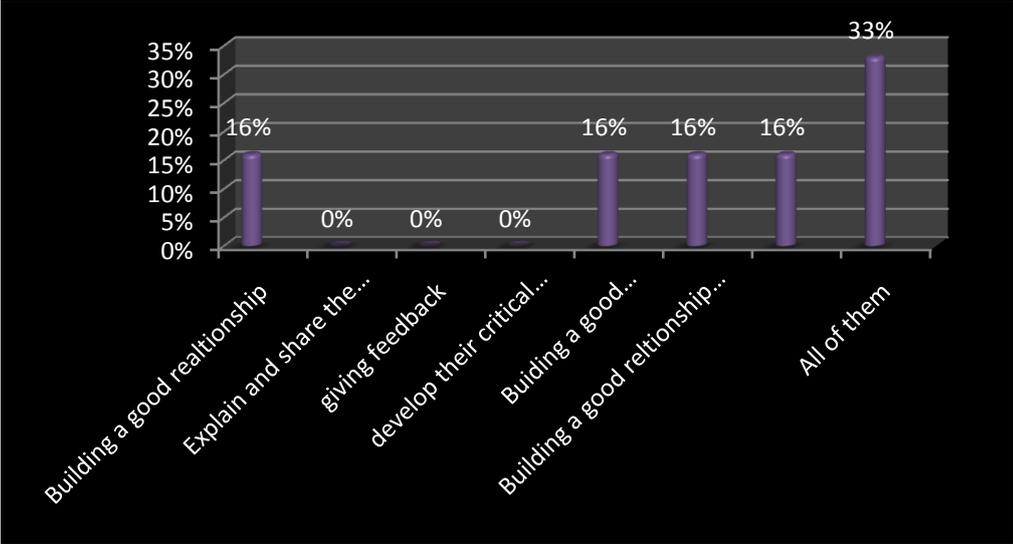


Figure 22: Effective teaching

(33%) of teachers think that they are using all those strategies in order to make an effective teaching, (16%) prefer building a good relationship with their learners, also (16%)

prefer building a good relationship with their learners with giving feedback, (16%) think that building a good relationship with their learners develop their learners' critical thinking is the best way, (16%) prefer using building a good relationship with their learners, explain and share the objectives of the lesson with their learners and giving feedback together as a good strategy for effective teaching.

Q19: Before presenting a new lesson, teachers must ask learners about the previous lesson

Option	N	%
A	0	0%
B	3	50%
C	1	16%
D	2	33%
Total	6	100%

Table 22: Asking about the previous lesson

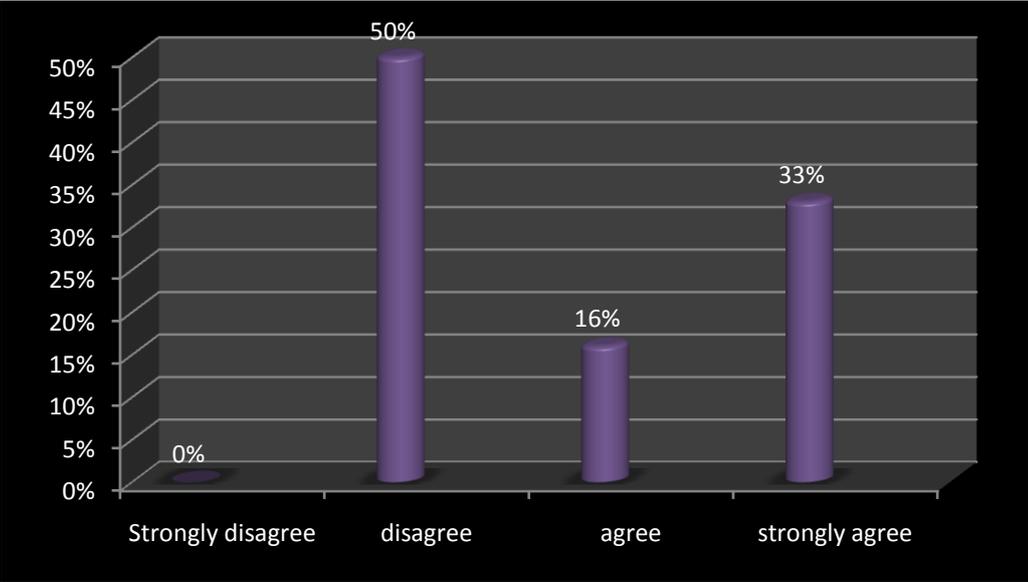


Figure 23: Asking about the previous lesson

The majority of teachers (50%) disagree with asking about the previous lesson, but (33%) are strongly agree with that idea, (16%) teachers are agree.

Following a specific teaching method differ from one teacher to another

Option	N	%
A	0	0%
B	0	0%
C	5	83%
D	1	16%
Total	6	100%

Table 23: Following a specific teaching method

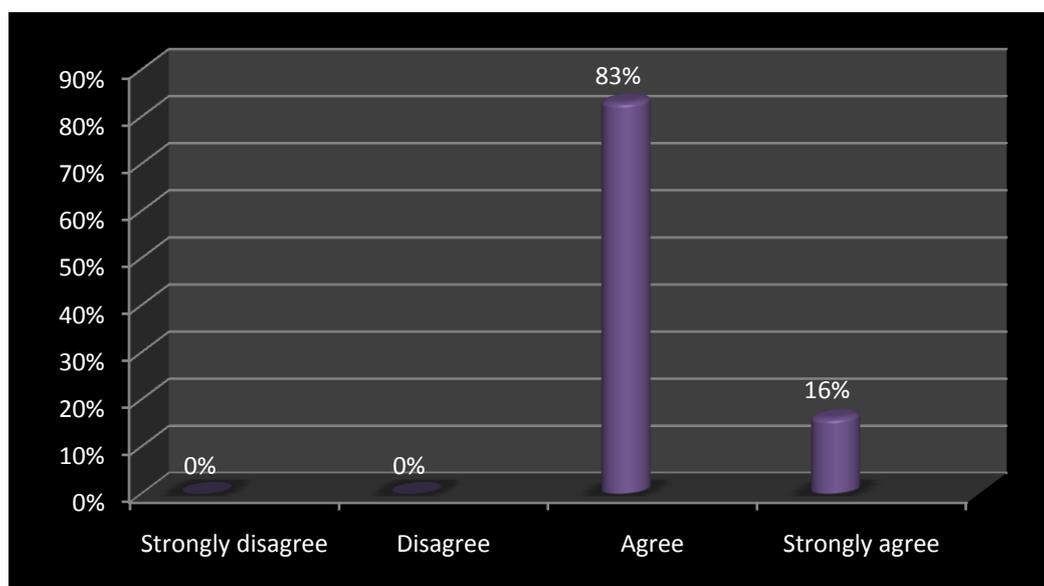


Figure 24: Following a specific teaching method

The table above illustrated that (83%) teachers agree with the idea which says following a specific teaching method differ from one teacher to another, (16%) strongly agree. Each teacher follows a specific teaching method that he/she sees appropriate for him/his self and for learners.

1.4 Interpretation of the Results

Teachers' questionnaire is divided into three sections; the first section is about teachers' general information. According to the answers of the teachers we notice that the number of female teachers is higher than males. This due to the fact that teaching is

considered as a feminine job, because women are more interested in teaching English language. The majority of English teachers are young which means that English is a modern language. Most teachers have BA (license) degree; this denotes that teaching English language is not a very difficult task. Concerning the teaching experience of those teachers it is a short experience. This indicates that those teachers have a long experience in teaching English in which learners need great deal of motivation. Fifty percent of teachers are satisfied with their works may be because English language is an energetic language and loved by many learners, the other fifty percent are not satisfied with their work may be because of administration decisions.

In lesson planning, the responses reveal that all teachers are agree that effective teachers prepare their lesson plan before coming to teach, because the teacher who comes to teach without any plan for the lesson is a failure. Also the majority of teachers develop a school curriculum because teachers are the ones who know the strengths and weaknesses of learners. Sometimes teachers present a short summary of the previous lesson, which is an important strategy in order to make learners aware that each lesson is an important one. Learners' needs analysis is totally forgotten in our schools, from the teachers' responses we notice that the majority are strongly agree with that idea but there is no practical decisions. All teachers are trying to let learners suggest or help them in planning classroom activities or topics and they say that is a beneficial strategy which helps them in identifying their learners' level and interests. Fifty percent of teachers' state that the elements of lesson plan differs from one teacher to another and the other fifty percent say the opposite because they are dealing with different types of learners. Also fifty percent of teachers say that the elements of lesson should be on a specific order and fifty percent say that the elements of lesson plan differ from one teacher to another. The majority of teachers prefer using all the strategies mentioned to motivate their learners, each teacher has his/her own way of motivating learners like giving

presents, using visual aids, and many others strategies. More than a half of teachers' state that lesson plan maintains motivation in classrooms because if the lesson is well prepared, the class will pass smoothly with an active motivation.

Teaching English as a foreign language needs a great focus from the teacher in order to facilitate the process. A high percentage of teachers state that they face a difficulty of giving less importance to the second language by learners, which is common in our country. Any novice teacher faces many problems, so the majority of teachers say that they face the problem of creating their own way of teaching, encouraging learners to participate and giving positive feedback. A big number of teachers say that good teachers are the experienced ones. The majority of teachers state that they are using all the mentioned strategies in order to make an effective teaching. A lot number of teachers denote that they are not obliged to ask learners each session about the previous lesson before presenting the new one and a little number of teachers are agree with that, may be because of the lengthy program. In the last question the majority of teachers agree with following a specific teaching method differ from one teacher to another and each teacher has his/her own teaching method.

Conclusion

To conclude this chapter, we can say that lesson planning is one way that can be used to facilitate the process of teaching and learning foreign languages and to make it an enjoyable process. Since we were analyzed teachers' questionnaires, we have realized how important and helpful the lesson plan is in motivating both the teacher and learners. Teachers need to make a lesson plan of his/her lessons and state the objectives behind that lesson and try to achieve those objectives, and also try to make learners participate more. Lesson plan reduces teachers' errors or hesitation and help them to move from one step to another correctly.

Recommendations

From the results that we are obtained in our study, these recommendations seem to be appropriate:

- Teachers should prepare a lesson plan before coming to teach.
- Teachers should present a short summary, warm up, or a picture of the previous lesson at the beginning of the new lesson.
- Teachers should try to know their learners' needs.
- Teachers should collaborate with learners in planning classroom activities or topics.
- Teachers should create the appropriate strategies in order to motivate their learners.
- Teachers should follow the correct way to be effective teachers.
- Teachers should follow a specific teaching method which they see appropriate for their learners.

GENERAL CONCLUSION

Lesson planning plays an important role since it is designed to help teachers in presenting their lessons smoothly, and transmit information in the correct way, it is considered a very complex activity to be acquired easily that's why many teachers find difficulties to prepare a good and helpful lesson plan, and they find difficulties in how to make learners motivated and accept the lesson's topic.

This study which highlights some important aspects of the process of foreign language teaching and learning. Through this research, we hypothesized that if the teacher comes to the classroom with his/her lesson plan, he/she will maintain focus and motivation, which makes the lesson goes well. We believe that lesson plan is essential for developing both teaching and learning process because it creates a situation where learners are expected to be motivated and react with the topic.

We have tested our hypothesis through the use of questionnaire for middle school English teachers. The results obtained in this study showed that teachers give a great importance to lesson planning and try to develop a lesson plan before presenting the lesson. Even if teachers still have not time to make a test to know their learners' needs However, the results showed that teachers want to reduce progressively that problem.

Teachers showed a considerable awareness about the effect of lesson planning on developing teachers' way of teaching through helping them to move from information to another without making error and prepare an explanation for any expected misunderstanding. Moreover, lesson plan makes learners receive the correct knowledge with making them participate.

Finally, our research has led us to conclude that lesson planning is very important in the process of teaching and learning foreign languages because it helps teachers to improve their

way of teaching. Also, it leads us to know that motivation is very necessary for both the teacher and the learner because when the teachers cannot make their learners motivated, the lesson will be boring and the teacher cannot go on.

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APPENDICE

Teachers' questionnaire

Dear teachers,

I am conducting a research for my Master degree at the University of Mohamed Kheider of Biskra, I would like to ask you for your opinions on my topic which is the importance of lesson plan in teaching EFL .To help me please fill-in this questionnaire based on your experience. All information will be anonymous and treated in the strictest confidence.

Thank you very much.

Section one: general information

➤ Please tick the appropriate answer or provide written answers.

1. Your gender:

a. Male b. female

2. How old are you?

3. What is your degree?

a. BA (License) b. MA (Master) c. PHD (Doctorate)

4. How long have you been working as a teacher?

a. This is my first year

b. 1_2 years

c. 3-5 years

d. 6_10 years

e. 11_15 years

f. More than 15 years

5. Are you satisfied with your work?

- a. Yes b. No

Part two: lesson planning

6. Effective teachers prepare their lesson plan before coming to teach?

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree

7. Do you develop a school curriculum or part of it?

- a. Never
- b. Less than once per week
- c. Once per week
- d. Monthly
- e. Weekly

8. At the beginning of the lesson do you present a short summary of the previous lesson?

- a. Never
- b. Sometimes
- c. Always

9. Learners needs analysis is obligatory before planning lessons

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree

If yes how?

.....
.....

Section two: EFL teaching

15. What are the difficulties did you face during teaching English as a foreign language?

- a. Shyness
- b. Misunderstanding
- c. Learners give less importance to the second language
- d. Others

.....
.....

16. When you were a novice teacher which of the following was a problem for you?

- a. Verbal ability
- b. Create your own way of teaching
- c. How to behave with your learners
- d. Asking for explanation
- e. Others

.....
.....

17. Good teachers are those who have a long teaching experience

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree

18. What makes an effective teaching?

- a. Building a good relationship with your learners
- b. Explain and share the objectives of the lesson with your learners
- c. Giving feed back
- d. Develop their critical thinking

19. Before presenting the new lesson teachers must ask learners about the previous lesson

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree

20. Following a specific teaching method differ from one teacher to another

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly agree

Thank you for your collaboration
Miss: Mansouri Boutheyna

ملخص

تهدف هذه الدراسة إلى جذب انتباه المعلمين لأهمية وضع خطة الدرس، لكي يستطيع معرفة ما هو مهم للمتعلمين داخل القسم، تسطير أهداف الدرس هو ما يحاول الأستاذ تحقيقه. هذا البحث يسلط الضوء على أهمية خطة الدرس في محاولة لتحفيز المتعلمين على التفاعل مع الأستاذ، وإعطاء أهمية لمحتوى الدرس، يحاول هذا البحث أيضا تقديم العناصر الأساسية لخطة الدرس من أجل تقديم درس متجانس. و استندنا على فرضية رئيسية واحدة هو أنه إذا كان المعلم يأتي إلى الفصول الدراسية و معه خطة درس بأهداف مسطرة مسبقا فانه سوف يحافظ على التركيز والتحفيز داخل القسم، مما يجعل الدرس يقدم على أكمل وجه لقد تم استخدام المنهج الوصفي في هذا البحث، فإنه يهدف إلى وصف جانبين خطة الدرس كمتغير مستقل وفوائده في تدريس اللغة الإنجليزية كلغة أجنبية كمتغير تابع. للقيام بهذا البحث وتأكيد الفرضية التي لدينا قمنا بتقديم استبيان (مجموعة من

الأسئلة) لمدرسي اللغة الإنجليزية في المتوسط خلال العام الدراسي 2016/2015

