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**Lesson Planning and its Impact in Improving
Effective Classroom Management.**

The Case of First Year students of English at Mila University

**A Dissertation Submitted in Partial Fullfillment of The Requirements
for Master Degree in Science of The Language**

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Dedication

*To the first person who taught me the alphabet, **my father***

*To the light of my eyes who encourages me, **my mother***

*To all **my brothers***

*To all **my teachers** throughout my years of study*

*To all **my friends***

To all who know me

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Abstract

The current study aims to investigate the impact of lesson planning in improving effective classroom management. It attempts to examine the influence of lesson planning on maintaining discipline in the classroom. Therefore, our hypothesis is that if the teachers plan their lessons effectively, they will better manage their classrooms. To confirm this hypothesis we adopt a descriptive methodology based mainly on the students questionnaire. The main objectives of this study is to shed light on the relationship between lesson planning and classroom management and also to show the role of lesson planning in maintaining discipline and help the teachers to conduct their lessons in confidence. The tool used for gathering data for this study is a questionnaire administered to first year of English at Mila University Center. The current research contains three chapters, The first and the second represent theoretical parts about lesson planning and classroom management. The third chapter is a practical one and it is devoted to analyse the elicited data. The result obtained which confirm the hypothesis are tabulated and analysed in this last chapter. They reveal that lesson planning effect either positively or negatively classroom management depending on the teacher commitment and also the student involvement.

List of abbreviations

4MS : Manageable, Measurable, Made first, Most important.

EFL: English Language Learning.

L1 : First Language.

L2: Second Language

The 3P'S : Presentation, Practice, Production.

The WIPPEA : Warm-up, Introduction, Presentation, Practice, Evaluation, Application

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Introduction

Planning for the classroom is an important part of educating and behavior management. Proper classroom planning will keep you organized and on track while teaching, thus allowing you to teach more and manage less. It is important for classroom planning to have set rules and consequences. Not only do you know what is going on in this situation the students know, and there is not any guesswork. This gives the students one less distraction and helps to keep them focused on the lesson;in addition it gives the teachers an absolute control on their classes.it is difficult to maintain a really classroom when planning is poor;unless classroom activities are well and carefully planned, students are likely to show undesirable classroom behaviours and frustrations as a result of not knowing where to direct their mental and physical energy.on the other hand when teachers have well developed plans,students are likely to become engaged in the productive activities for the most of school days. In this research, we worked to prove that there is a strong relationship between Lesson Planning and Classroom Management as being two crucial aspects of efficient foreign language lessons. Lesson planning is the foundation of classroom management, in a way that a good lesson preparation is a cornerstone for a well-managed classroom.

The reason for choosing this topic is that any novice teacher would think about two ways when starting teaching:the manner that the lesson is going to plan and how to manage the classroom proficiency.

2.Statement of the problem

Lesson preparation is very important to classroom management, good planning lesson minimize management problems. Furthermore poor lesson planning creat a negative learning envirenement. Teachers with no good lesson planning are going to make their classes so difficult to control ,because their planning is poor and the students will feel frustrated;Thus will affect on the whole classroom enviroment.

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

3.Research Questions

The study intends to answer the following main questions:

- 1.What is the relationship that exists between lesson planning and classroom management ?
- 2.How can lesson planning help teachers conduct their classes ?
- 3.Does effective lesson planning contribute in improving students language proficiency?

4.Hypothesis

Lesson planning affects either negatively or positively classroom management. For that, our hypothesis is that, if the teachers plan their lessons effectively, they will better manage their classrooms .

5.Aims of the Study

The study aimed to show the role of lesson planning in maintaining discipline, and help the teachers to plan their lessons with confidence in order to avoid any type of disruption problems the teacher may face when planning and managing hisclassroom. It is also aimed to investigate the relation between lesson planning and classroom management. In addition

it make teachers recognize the importance of lesson planning and provide them with effective strategies of classroom management.

6. Significance of the study

The significance of the current study is to make teachers aware about the importance of lesson planning in establishing a successful classroom atmosphere by avoiding any kind of disruption problems.

7. Research methodology

In the present study, we choose the descriptive method to find the relation between lesson planning and classroom management. For this we decide the use of the descriptive method' in order to identify the relation between lesson planning' and classroom management', and moreover, to collect the needed data about the subject under investigation

8. Research tools

The tool used to conduct this descriptive study is the questionnaire because it is the most appropriate tool for our study. The questionnaire will be administrated to pupils of First year English LMD.

8. Population and Sampling

The participants of our study are students of First Year English LMD learners at Mila

9. Limitation of the study

Along this study we predict that we will have some obstacles such as time allotement cause student and source availability .The study will limited to the First year of English at Mila University.

10. Structure of dissertation

The current study is composed from two basic elements which are lesson planning and

classroom management. We will start by a general introductions (statement of the problem, research questions, hypothesis, aims of the study, significance of the study, research methodology, research tools, population and sampling, limitation of the study; structure of the study).

Chapter one

Lesson Planning

Introduction

This chapter is concerned with the notion of lesson planning ; that has taken a huge interest of different scholars and researchers (Woodward, 2004; Mahon, 2011),since planning is the first and the most basic step that must be provide in any education process due to it is advantages.

Throughout this Chapter we start with lesson plan as concept that has take great deal of attention from researchers in addition to stating the essential elements of a lesson planning. Another important issue are the steps of good lesson planning. Moreover, we deal with the models of lesson planning that every teacher should consider while planning. Besides, we would like to highlit the importance of lesson planning. Additionally, we set up a number of strategies that teacher should take for a good lesson planning Finishing up with samples of lesson planning.

1.1 Definitions of LessonPlanning

Lesson planning is a special skill that is learned in much the same as other skills. Simply, we can say that a lesson plan is a description and outline of the objectives a teacher has set for a lesson ,the activities and procedures the teacher to be followed, the materials and sources achieve will be used.

Lesson plan is a plan or a frame work of how a topic is to be taught to the students in a classroom .A daily lesson plan is developed by a teacher to guide class instruction. the details of the plan will vary depending on the preference of the teacher. Lesson planning is a special skill that is leaned in much the same as other skills. A lesson plan is a a description and outline of objectives a teacher has set for a lesson.

In other word , Harmer (2006: 308) provides more simplified definition to lesson planning ; it is—the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize , work with and react toll .

Moreover Sarosdy (2006 :110) puts forward the view that plans are proposals for action rather than a little map to be followed blindly. That is to say that, before designing a lesson the teacher need to consider a number of crucial factors such as the learner's level, their cultural backgrounds, their degree of motivation, their learning style and strategies...ect.

A good plan and good classroom practices can help you and your learners get more from your lessons. Most teachers have an intuitive understanding of how to plan and manage a class. This course sets out an approach more formally, based on well-recognised best practices, using techniques that ensure lessons have clear aims and measurable outcomes, appropriate materials, and helpful staging – with warmers, fillers and closures to learning points. It will help you explore your own practices and enhance them with proven methods – giving you more confidence, and getting the best out of your learners.

According to Mahon (2011 :04) a lesson plan is an organized outline for single instructional period , it tells the instructor which teaching method is to be used for the lesson, what is to be taught , and in what sequence to present information‘

Lesson planning is one of the core skills that are part of professional preparation. These skills are usually taught in schools or colleges of education in a series of modules or presentations that initially involve developing a learning objective based on a curriculum, or set of explicit subject-matter goals. The next step requires sequencing a number of activities in which the teacher and students interact in some way

1.1.1 Bloom's taxonomy and lesson planning

Teachers are usually use Bloom's Taxonomy theory in their palnning lesson to creat multiple objectives as the following:

- **Cognitive Domain:** which deals with cognetives issues like thinking and understanding
- **Affective Domain :**it deals with the emotions and all what have a relation with learner's psychhological sides.
- **Psychomotor Domain:**it has a relation with physical skills as well as articulation.

1.2 Strategies for effective lesson planning

A lesson plan is the instructor's road map of wha students need to learn and how it will be done effectivelyduring the class time. Before plan a lesson ,we need first to identify the learning objectives for the class meeting .then,you can design appropriate learning activities and develop strategies to obtain feedback on students learning.A successful lesson strategy integrates the following components:

- Objectives for student learning
- Teaching /learning activities
- Strategy to check student understanding

1.3 Elements of lesson planning

Elements of lesson plan are narrowed down to five (5) essential elements; although, everyone has their own lesson plan format that they use or feel comfortable with, and It is important to ensure that all lesson plans include five elements to ensure a successful learning experience. These five are linking prior knowledge, engaging and educating,

active learning, reflecting, and extending learning. According to Navarro(2005 :75) ,lesson plan includes five elements :

1.3.1 Objective

All lessons must have an aim, purpose or objective. The instructor must be clear about the objective to get a successful learning outcome for any block of time. In order to choose an appropriate lesson aim, the instructor must work "backwards" in each curriculum area. For example, what are the general purposes of science education by the end of high school? This should include enhancement of curiosity about the natural universe, development of a modern scientific attitude including skepticism and familiarity with criteria of proof, and knowledge of basic findings and their applications in the several sciences. Instructors articulate this level of general purposes as a first step in lesson planning.

1.3.2 Pre-assessment

This component of the lesson plan determines the appropriateness of a specific primary objective. It involves evaluation of the level of skill and knowledge called for determination of the difficulty of the lesson.

determination of the difficulty of the lesson: too easy, too hard, or just right. We may not be able to make that determination accurately until we are in the midst of the lesson. For this reason, unit planning necessarily precedes lesson planning. The instructor must be able to move on quickly (or in greater depth) if the lesson is too easy (or slow down, of course, if it is too hard). Adults bring life experiences to their roles as students and often have background knowledge that can be tapped.

Pre-assessment is not just of the group we call a class, but of subgroups and of individuals. Instructors must develop a sound way of knowing where each student is in each curricular area, as well as how to construct small learning groups. Pre-assessment is best understood as individualization in the context of group learning. Pre-assessment includes the allotment of time. A class period is an administrative unit which may not provide an appropriate teaching unit .. Pre-assessment is best understood as individualization in the context of group learning. Pre-assessment includes the allotment of time. A class period is an administrative unit which may not provide an appropriate teaching unit.

1.3.3 Motivation

Motivation is a psychological state within each student of wanting to learn what the instructor wants to teach. As such, motivation should not be a mere gimmick at the lesson's start; it must be an attitude sustained throughout the lesson. When lapses occur the lesson cannot continue according to plan. Unmotivated students are not likely to be learning what we intend. Sound motivation comes from a hierarchy of motivators. First, the subject matter is to be intrinsically motivating. Relevance or pragmatic utility may be apart of intrinsic motivation.

The second motivator is instructor enthusiasm. It flows from an understanding of intrinsic motivation and adds to it. Authenticity is important; pupils can tell when teachers are feigning. Good acting ability, however, may help.

Thirdly, we come to focusing events. These may be of use in particular lessons. Usually the first two motivators will suffice. A focusing event must not only gain the attention of the students, but it must be a natural lead-in to the lesson, and relevant. It may be the first activity of the lesson rather than a special event, since active learning is itself

engaging. Dull lessons not only fail to achieve their objectives, they tend to dull students to the class.

1.3.4 Techniques and Sequencing

Specific planning is needed to determine what teaching techniques will the instructor use for the lesson. Sequencing of lecture and activities another important consideration that The instructor needs to think though the use of whole group or small group configurations and how to move the class in and out of these. Also part of the lesson planning is the gathering of materials for instructional use, before the lesson is taught. The instructor must think through how much time each facet of the lesson will take with the goal of fitting the lesson objectives within the allotted time. A good deal of time and thought goes into preparing smooth learning experiences.

1.3.5 Application, Evaluation, Follow-up

These concluding parts of the lesson plan speak to the matters of utility, effectiveness, and the place of the lesson in the learning sequence. Aristotle emphasized utility in his thinking on education; educators who ignore utility risk irrelevance. Modern ideas about applications are not, however, limited to the concrete, economic or practical; we understand utility to include the development of thoughtfulness, aesthetic sensibility, and democratic attitudes, among other aims. The instructor must, in planning, know the place of each lesson with regard to one or another application.

Evaluation of a lesson provides information as to its effectiveness, the degree to which it has achieved its primary and additional learning aims with each student. The instructor cannot successfully continue with the lesson if students do not achieve the performance objectives. There are many assessment devices, formal and informal, individual and group. Each device has advantages and limitations. Some are more useful in

particular curriculum areas. There are many assessment devices, formal and informal, individual and group. Each device has advantages and limitations. Some are more useful in particular curriculum areas. Whatever the device, the lesson plan must always address the issue of evaluation.

The idea of follow-up emerges from the very fact of a lesson's embeddedness in a unit and in a curriculum. Lesson time blocks are arbitrary in regard to the curriculum: learning is not neatly packaged in fifty-five minute parcels. Each lesson should be meaningfully connected to the next in its subject (and, where possible, to other subjects). The planning process must provide for those connections.

1.4 Steps of lesson planning

The teacher should know who their students are , their ability levels background , interest levels , attention spans, ability to work together ingroups , prior knowledge , and learning experiences, special needs or accommodations , and learning preferences, This will not happen as quickly as the teachers would like , but it is important for designing instruction that will meet the needs of their students. That is a key insuccessful teaching and learning. Here some of the steps of lesson planning according to Kelly (2007 :65) :

1. Teachers should know their content. It is important for them to research the subject – matter that they will be teaching They should also utilize curriculum guides published by the institute in which they teach .
2. They should know the materials that are available to help them teach for success. They should take and keep an inventory of the criteria and resources that are available to them as teachers, , For example : technology, software , audio visuals, teacher mentors , or any materials that can assist them in teaching. Besides, teacher must assign his /her lesson objectives from the beginning , Thus; it will help him to deal with the content smoothly and avoiding any confusion from the students part.

1.5 Types of lesson planning

1.5.1 Long term planning : when a teacher design his plan throughout a long term planning (YearPlanning). The long term plan supports the instructor to predict and use the best formats that he thinks it works efficiency .Long Term Planning includes information about: (A Guide to effective literacy instruction: Planning and Classroom Management, np).

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

1.5.2 Short term planning : This is the second one after the teacher established the long term plan. a short term plans (Weekly and Monthly) contain the content of the lesson in details.it help the teacher to concentrate on the outcomes that are to be taught.

1.5.3 Daily planning: It is a brief summary about what a teacher is going to teach in daily.It drive him through the session till the end.The Daily Planning contains:

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

instruction: planning and classroom management, np,nd).

Morover; it Keeps track of daily tasks,and stores important events to remember. It drive the teacher through the session till the end;it is like a path for him that guiding him to the objectives.

1.6. Models of lesson planning

1.6.1 The 3Ps model of lesson planning : the lesson unit consists sequence of activities (PPT) or Presentation,Practice.and Production .Santrock(2011) :

1.6.1 At the Presentation stage : the instructor introduces a new vocabullary and then

1.6.1 At the Practice stage : the students practice those new vocabularies either individuallyorgroups.

1. 6.1 At the Production stage : the learners use those items that they are learned in free way because they understand it's meanings.In this stage students are supposed to engage in the productive activities by using what they have already known to deal with the exercices that they have given to them.

1.6.2 The “WIPPEA” model of lesson planning

The WIPPEA is an acronym for **W**arm-up, **I**ntroduction, **P**resentation ,**P**actice, **E**valuation and **A**pplication. it is considered as an instructional framework the teacher must follow to establish an effective lesson plan . Richard &Schmidt(2010:448).

- **Warm-up:**it is a period or act of preparation a session involving gentle exercises or practice from the teacher it helps to review the previously activities learned.
- **Introduction:**it is the next stage and is the introducing of the topic concerning of what the learners are going to learn ,at this stage the teacher must establish aims and objectives of the learned material and discuss the content of lesson with both learners.

Presentation:at this stage the instructor introduce the lesson content and concepts by giving activities ,then he may introduce the information throught audiovisuals to see weather the students are understand or not. He may design an activity to present new concepts or attributes,and then he may introduce information through audiovisuals aids to verify the learner's comprehension of the new items being

represented by the teacher . At this stage the teacher is supposed to present the lesson content.

- **Practice:**the students practice the activities that have already learned , in this level the teacher also can use technology and permit the student to work individually ;in groups or in pair.
- **Evaluation:**the teacher evaluate the learners understanding of the activity or the content by designing and making tests for them either written or oral formally or informally.
- **Application:**the student apply what have learned by putting their comprehension into operation. (E.g. the teacher ask students to prepare workshop about what have learned and present it in the next session) .(Cited in: Barroso, K. & Pon, S.,2004 :45) .

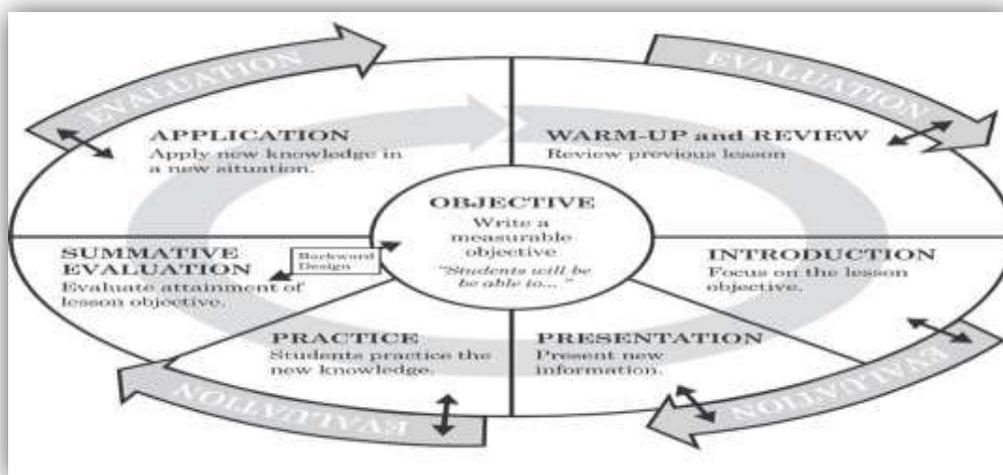


Figure 02: The WIPPEA model. (Cited in: Barroso, K. & Pon, S., 2004).

1.7 Principles of lesson planning

As with any skill ,lesson planning becomes easier over time.As teachers gain experience in the classroom ,they learn certain principles about lesson planning.kiran (2000:80) suggests the following characteristics of good lesson planning::

1. A good lesson planning has the sense of coherence and flow. This means that the lesson hangs together and is not just a sequence of discrete activities. On a macro level, links or threads should connect the various lessons over the days and weeks of a course. On a micro level, students need to understand the rationale for each activity

2. A good lesson planning exhibits variety. This variety needs to be present at both the macro and micro levels. While for most students, a certain degree of predictability in terms of the teacher, the texts, classmates and certain administrative procedures is comforting. However, to avoid boredom and fatigue lesson planning should not follow the same pattern day after day. On a macro level, there should be variety in terms of topics (content)

3. A good lesson planning is flexible. Lesson plans are not meant to be tools that bind teachers to some preordained plan. Good teachers think on their feet and know when it is time to change an activity, regardless of what the lesson plan says

1.8 Techniques of lesson planning

In his book "Teach Like a Champion" Lemov (2010) has classified lesson planning techniques into several ones:

1.8.1 Begin with the end technique

The teacher establishes the objectives from the beginning of the lesson, it means that they have to start their lessons by turning back and revising anything they are not sure if their students had mastered it or not. That is how lessons will be related in terms of a larger sequence of objectives the teacher desires to achieve. 'Begin with the end' means that teachers should commence their lessons by turning back and revising anything they are not sure if their students had mastered it or not in the day before. Therefore, it is very

vital for the teacher to ask about the outcome he wants to accomplish throughout his lesson plans before even starts teaching.

1.8.2 The 4M technique

It is an acronym composed from Manageable, Measurable, Made first and Important.

Manageable: Means that teachers objectives should cope and fit the size and the duration of the lesson by paying attention hugely on the time consuming for activities.

Measurable: teachers should define the objectives that they want to reach throughout the lesson, and measure these objectives better to see whether they are achieved or not.

Made first: The teachers must think and organize the objectives according to the needs of the students in the way which the first objective is going to achieve throughout the activities.

Most important: The lesson must be based on what is hugely important and useful for the learners; here means ranking the importance of the lesson.

1.8.3 Post it technique

After reaching the academic goals, the teachers post their objectives from the lesson in the classroom in a visible way where every body can see it. (A Guide to effective literacy instruction: planning and classroom management, np,nd).

1.8.4 Shortest path technique

Teachers take a Shortest Path technique to achieve their goals and objectives, it is not important if they achieved through a group work, discussion or whatever. This technique enhances the students comprehension of the content material very easily. Thus it is not important if he achieves it through a group work or a discussion or a normal lecture. Shortest path does not necessarily mean that the shortest path you choose is an approach sustained

for forty five minutes, champion teachers are generally inclined to make their lessons motivating.

1.8.5 Double plan technique

The instructors create a double plan throughout two channels :the teacher and the learner.

1.9 The importance of lesson planning

For the classroom is an important part of educating and behavior management. Proper classroom planning will keep you organized and on track while teaching, thus allowing you to teach more and manage less. Ibid (2011:78).

It helps teacher determines the curriculum , that is , what the students will learn, what they are able to do upon completing the activities or work a lesson. Haynes (2010) develops the claim that planning the lesson improves the teacher confidence by asking specific questions in advance such as; What to teach (The subject), How to teach (The method), and with what to teach (The materials). Furthermore, it gives the teacher something to communicate with pupils and to colleagues. the teacher determines what the students already know , before beginning the lesson, that can lead in to the new curriculum of the day. Lesson- Planning gives the teacher greater assurance and greater freedom in teaching. The teacher who has planned his lesson wisely, enters the class-room without anxiety, ready to embark with confidence upon a job he understands and prepared to carry it to a workman like conclusion.

According to Clark and Yinger (1978:88) lesson planning is an important part of the daily classroom routine, it normally has lots of benefits the following are some proposed by Clark and Yinger (1987:88)

- Planning to meet immediate personal needs (e.g: reduce uncertainty and anxiety , to find a sense of direction , confidence and security)
- Planning as means to an end of instruction (e.g.: to learn the materials, to

collect and organize materials, to organize time and activityflow).

It is also provides for adequate lesson summaries, ensures a definite assignment for class, and availability of materials for lesson when neededand It ensures association between various lessons in the same main, unit, the selection and organisation of subject-matter, materials and activities.

In aaddition lesson planning enables the teacher to know the most desirable type of teaching procedures and to prepare tests of progress and checks for judging the outcomes of instruction ,Besides it prevents waste because it helps the teacher to be systematic and orderly and saves him form haphazard teaching.

1.10 Samples of lesson planning :teachers are almostly use kinds of samples in planning heir lessons,these samples may varried and connected to the type of skills and activities they want to achieve.

1.10.1 Planning speaking activities

Teachers should include and use speaking activities in planning their lessons because of its fruthfull impact for the learners ,For instance , it helps learners to express their ideas easily rather than writing; it is also increases the learner’s speaking or oral performances as well as.

The following is a good example of Planning Speaking sample tasks

	Sample lesson « 13 »	Sample lesson « 14 »
Type of activity	Discussion	Role play

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

Table 1: Planning Speaking Sample Activities adapted from (J. Hard field &H. Hard field, 2011:109).

1.10.2 Planning listening activities

It is so important that teachers must be careful in planning listening activities samples for their learners especially learners of foreign languages by taking in the account what the learners want and like to listen and according to their capacitie and in the same way by giving his students.the chance to listen different voices.

The following is a good example of Planning Listening Sample task.

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

Table 02: Planning Listening Sample Activities adapted from (J.Hardfield & H.Harhdfeld, 2011: 82)

1.11 Planning and preparation

Kyriacou (2007: 29) draws a clear distinction between planning and preparation as two main aspects of the lesson _clearly planning and preparation go hand in hand, and many planning decisions are taken while preparation is going on. Nevertheless, there are a number of important skills involved in preparation that are worthy of attention and maybe crucial to the effectiveness of the lesson'. That is to

say, despite the fact that the two terms may interconnect in some cases, but there remains a slight difference which can be noticed between the two terms;

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

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



Figure3: The Three steps approach to teaching as a spiral (Adapted from: Haynes, 2010:02).

Conclusion

Lesson planning is a special skill that is learned in much the same the other skills. A lesson plan is a a description and outline of objectives a teacher has set for a lesson, the activities and procedures the teacher will use to achieve them and the order to be followed , and the materials and sources achieve will be used. it communicates to learners what they will learn and how their goals will be assessed, and it helps instructors organize content, materials, time, instructional strategies, and assistance in the classroom. A lesson plan is a teacher's detailed description of the course of instruction, or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students There may be requirements mandated bypassed the school system regarding the plan. A productive lesson plan is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other. That is to say the lesson plan may not work as well as it has been expected because of a number of extraneous reasons. So the teacher should not get discouraged or frustrated it happens to even the most experienced teachers.

Chapter Two

Classroom Management

Introduction

Student misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviors in the classroom are intolerable and stress-provoking and they had to spend a great deal of time and energy to manage the classroom .

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

Research shows that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect, it has been found that teachers facing such issues fail to plan and design appropriate instructional tasks. They also tend to neglect variety in lesson plans and rarely prompt students to discuss or evaluate the materials they are learning. According to Froyen (2008): « student's comprehension or seatwork is not monitored on a regular basis.in contrast strong consistent management and organizational skills have been identified as leading to fewer classroom discipline problems »

This chapter focuses in particular on how teachers manage the classroom activities and the strategies they use to ensure that the classroom provides a context to support and facilitate learning.

2.1 Definitions of Classroom Management

Classroom management is the term educators use to describe methods of preventing misbehavior and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom. Classroom management is one of the most feared parts of teaching for new teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. For the teacher, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession. According to Bellon, Bellon, & Blank (1992:68): “The term ‘classroom management’ and ‘discipline’ are often used interchangeably”.

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

Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a

common denominator is making sure that students feel they are in an environment that allows them to achieve.

classroom management is the term we will use to highlight all of those positive behaviours and decisions teachers make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules Tan, Parsons, Hinson, & Sardo-Brown, (2003).

In the same context, “School and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Thus academic achievement, teacher efficacy, and teacher and student behaviour are directly linked with the concept of school and classroom management”. Froyen(1999).

Hence, the idea of classroom management is an effective discipline which providing a safe , comfortable learning environment and building student’s self esteem.

2.2 Classroom management instructions

Classroom Management is the key component in any educational setting.if students are in a safe environment, then learning can take place.This doesnot necessarily mean punishing behavior problems but rather a combination of setting the tone in a class, preventing behavior problems with interesting and engaging curriculums and effectively including all students in the classroom so that their needs are met. Having the right environment for all students to learn is the major goal of implementinga good classroom management--without it the students would not be able to learn.

2.2.1 Philosophical statement

In order to help all students feel welcome and comfortable, It is better to know their names and interests right away and have informal conversations with them. All students' interests, strengths, and cultural backgrounds are welcomed and valued. Treat all students equitably and interact and communicate with them to make them feel cared for, listened to, and respected. In addition, encouraging students to participate in classroom in order to learn from each other. Pamela (2002). It is a vital. Students need clear, consistent and proactive structure to maintain a class environment conducive to learning.

2.2.2 Room arrangement

To make the room stimulating and visually appealing by decorating it with science/math materials as well as examples of student work. The plants and animals in science classroom are designed to bring in natural life and attract students' interest. At the same time, to minimize student distraction, these stimuli are positioned on the periphery or in the back of the room. Having the tables in a circle will create an environment rich in discussions. It is very important to engage students in discussion to try to draw out and challenge ideas and let the class learn from each other. No one is sitting behind the circle or on the sides of the room; the class enjoys the eye contact and facial expressions of everyone as they share ideas. The circle of tables encourages discussion and in turn, students learn from each other (Bigelow, p. 439). When the classroom is well arranged; the students will give his best and engage in the productive activities. Generally having the tables in a circle will create an environment rich in discussions. It is very important to engage students in discussion to try to draw out and challenge ideas and let the class learn from each other. In this way students are likely to engage in the learning process.

2.2.3 Classroom rules

Rules for student are those simple things that make classroom manageable. Rules should be introduced on the first day of class and the teacher should continue to teach and reinforce them throughout the school year. Engaging student in establishing overall classroom rules and procedures is often a successful to encourage student involvement Morzano(2003),it concerned with how students behave in classroom.

Here some of these rules as the following :

- Bring all needed materials to class.
- Be in your seat and ready to work when the bell rings.
- Respect and be polite to every one.
- Respect other peoples properties.
- Being consistant about consequences of breaking rules is important because it will ensure that the rule system is respected by student and avoid to be strict.

2.2.4 Classroom procedures

From the time students enter your classroom, they must know your expectations. Procedures dictate what students are to do and how they will work. A procedure explains how you want something done, and it is your job as the teacher to clearly explain it. Procedures are necessary for several reasons. First, they are needed to effectively function in your classroom. Second, they reduce classroom interruptions and discipline problems because they tell students how things will work. Classroom procedures are those rules that make it manageable and organised in the way that make student responsables . They facilitate teaching and learning

2.3 Using the steps to teach all procedures

There are examples of using steps to teach procedures for students to in order to keep the learning atmosphere in the classroom in a good way :

2.3.1 Procedures for entering the classroom

Teacher must explains to his students to put off all their stuff away before starting the lesson in addition to that ;he should shows a model to students about how he wants it look Then make all students practice his procedures.

2.3.2 Procedures for using the restroom

Teacher informs students that if they need use a rest room ,they must stand up quietly without any kind of distraption to the other classmates.

3.3.3 Procedures for seeking help

Teacher gives instructions to student who wants to asks him that the first thing to do is to think about the question ,then he asks his question to someone next to him ,and finally he must show to the teacher that he needs help by showing some kind of gestures and signs(rising hand).

2.4 Strategies of keeping discipline in the classroom

Maintaining the decorum of any classroom is one of many difficult challenges a new teacher can face in his /her daily life career. To be an effective classroom manager ,the teacher must learn how to use strategies to keep descipline in classroom and to accomplish the desire academic result and maintains essential classroom norms.Classroom discipline management strategies is one aspect of the teaching process,that any teacher should master in his /her early car.

2.4.1 Be specific

It is better for teacher to give specific and clear instructions to students in a simple language without any kind of complexity ,because ;student and especially young one 's find it very difficult to follow instructions, when itwill give in non clear language that may creat ambiguity for them.By giving clear directions and instructions ,the student will understand fastly what he is supposing to do.

2.4.2 Be consistent

Teacher should be consistent aabout consequences of breaking the rules as well as they ensure that these rules are respected by all students. In addition ; teacher should not be tolerant with the students misbehavioral issues.

2.4.3 Add a hint of humor

A good laugh at the begining of the session helps the the teacher to bring the audiance attention .Moreover using humor during teaching and learning process has an extra advantages to creat a good learning and a healthy atmosphere for both students and teacher.

2.4.4 Treat every one with quality

It is the teacher responsibility to be fair with all his/her students by dealingwith them in an equall way ,and putting feelings and special preferences away ,because students are aware and so sensitive to any kind of teacher way of behavaving with them.

2.4.5 Start afresh

One of the best things about teaching is that each day is a fresh start ;and in that new day teacher can reinvent the entire classroom. Teacher does not put in his mind any preconceived notions about the class's and start each day with the hope that the class will behave decently.

These strategies may be difficult for the implementation during first weeks, but throughout time it will be more easy to establish.

2.5 Approaches to classroom management

There are many different classroom management approaches that any teacher can follow to make his classroom manageable, and minimizing misbehavioral problems as well as engaging student in the process of learning by direct their mental capacities. Jane (2004 :105).

2.5.1 The self-discipline Approach

This approach is focused on the belief that any student are able to control one's own behavior by him/his self. Students are likely responsible who can modify and changing their behaviors. self-discipline gives the power to the student to stick decisions and follow them through without changing their minds. Matthew (2016 :189).

2.5.2 The Assertive Approach

This approach is based on the idea that teachers have the ability to control and asking students by possessing a high level of domination. In this approach the teacher acts as a boss with his students but in a firm of positive manner. Moreover ; the teacher has the right to decide what is good for his students. the idea of this approach also is that no student should prevent the teacher from teaching , or keep another student from learning.

2.5.3 The Behavior Modification Approach

Teachers who using this approach are looking for the main reasons that lead students to create misbehavioral problems. In this stage teachers strive their involvement in the occurrence of appropriate behavior throughout systems of punishment /reinforcement and rewarding. is a treatment approach, based on the principles of operant conditioning, that replaces undesirable behaviors with more desirable ones through positive or negative

reinforcement

2.6 The importance of classroom management

Classroom management plays a vital importance in engaging students in the learning tasks, and providing a healthy atmosphere for both teacher and students to work collaboratively to seek the same objective. A teacher with a poor classroom management will not be able to direct his students in the right way that he wants. Here are some of the importances of the classroom management. According to Colin J Smith (2002 :165) :

- To optimize student learning and achievement :

Classroom management affects student achievement by creating a positive learning environment that makes students feel safe. Moreover, teachers provide students a well-organized learning opportunities in the way that make all students succeed by taking into consideration the diversity of students' needs and goals.

- To successfully engage students :

Unless a classroom is well managed, students are likely to show undesirable classroom behavior and frustration as a result of not knowing where to direct their mental and physical energy. Engaging students in lectures by asking them questions, moving around, varying methods of teaching, and ensuring that students are paying attention, as well as students taking more from the learning experience than simple facts.

- To maintain a positive classroom atmosphere :

A good classroom manager provides a positive classroom environment for learning. A teacher must be careful, observant, a facilitator, and a manager. In addition to that, a teacher should arrange the classroom environment conditions before the

occurrence of any disruption problems by creating a relaxed atmosphere and be friendly with students.

- To manage classroom resources effectively :

A competent classroom manager maximizes the classroom physical space to allow teacher and students move easy comfortably as well as varying the seating arrangement in a different forms (squares ,U-shapes) that makes the classroom more conducive to learning and evokes a more positive climate.

- Sound behavior management to avoid indiscipline :

Sound behavior management establishes the environmental context that makes a good instruction possible .A trainer must be fair and consistent towards students ,he must comes to class prepared for the lesson at hand and make transitions between parts of lessons smooth . Movict De Leon (2014).

2.7 The teacher's roles inmaintaining discipline

Effective classroom management is being to implement and maintain classroom discipline. It is the teacher role to help maintaining a good discipline and management in the classroom.In addition the role of a teacher is to acquire professionalism and ethics and abide by their own moral code and that of their school, while maintaining a commitment to confidentiality between students, colleagues. Here some of the most roles of teacher in keeping discipline in classroom according to Robert (2002) :

2.7.1 Careful :planning of the lesson ,because ; it is difficult to maintain a really good classroom when planning is poor.Teacher should be careful about what he is going to teacher his /her students ;cause it is so important in order to gain students attention.

2.7.2 Consistency : means everything that a teacher do in his classroom such as how organizing the time place ,time , students larning material and everything else that surrounds learning.

2.7.3 Attitude : teacher does not have a negative attitudes toward learning because ; a teacher with this types of attitudes will make his students dsisrespect him

2.7.5 Methodology :teacher should vary the method ,techniques ,time,activities carefully to engage students make student focus more and away from all kinds of behavioral problems.

2.7.6 Be professionalist :an effectively managed classroom is conducted with a good professionalism and adequate structure.Students who are presented with a good authority figure who has a plan and follow i twill fit in to structure nicely. Florence(2014 :85).

2.7. 7 Be alert :teachers who are always aware of what is going in their classroomare likely to have controlled the classroom.

2.8.Factors affecting behavior in classroom

There are many factors that creat misbehavioral problems for students in the classrooms ; the following are some models proposed by Saunder's (1979), Kyriacou (1998), and each one of them states the main factors of students disruption:

1. Saunders" model(1979)

Saunder's model(1979) has stated nine factors of disruptive problems.

2.8.1Antipathy to school: Some students think that there has no goal and objective for them when they go school. In this case teachers must try to change this view by convince them by making schoolwork more interesting.

2.8.2.Social dominance:Some pupils need for continuous reinforcement from their peers .If teachers does not pay attention to that kind of students ,they will cause disruptive problems.

2.8.3. Social isolation: Studnets need to be noticed by others.In this case teacher role is to achieve soul of collectivity and belonging between them so they adopt to the group's behavior.

2.8.4.Inconsequential behaviors: Some times students are acting without thinking about the consequences of their actions, because ; they are just behave casually and spontaneously.

2.8.5.Ignorance of the rules: Young students are intelligent ,they know that rules are in form of two kinds actual and verbal ,the first one need to be implemented and the second one is written on papers.Breaking rules by students provoke descipline problems in classroom.

2.8.6.Conflicting rules:Teachers try to help and support students in order to solve their conflicts either in school or even at home.

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

2.8.8. Anxiety: It is one of the most causes that creates disciplinary problems for students.Students with this feeling will react negatively upon their teachers and peers.

2.8.9.Leadership styles :Misbehavioral problems are not always due to students, there are kind of teachers whose styles of leadership can provoke disciplinary problems rather than solve them. (Cited in, Cohen et al,2004).

2.Kyriacou“ Model(1998)

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

2.8.1 Boredom: when a chosen topic or activity is inappropriate ,not interested or difficult ;students show their lack of interest by behaving badly.

2.8.2 Prolonged mental effort:it is the teacher role to provide student with short activities that need long period spend on doing it.

2.8.3 Inability to do the work:teacher should make it clear to the students what are supposed to do ,or they will not engage in the tasks.

2.8.4 Being sociable :teacher must exchange ideas and interact with wtudents in every lesson,in order to make learning atmosphere more easy.

2.8.5 Low academic self-esteem :low confidence will creat academic failure.In this case disruptive behaviors would take place.

2.8.6 Emotional difficulties : Either out or even in school ,For instance ;bullying which leads to attention seeking behavior.

2.8.7 Poor attitudes : A negative attitudes of students toward school and learning in ginerally would show indesirable behaviors ,Thus it twill effect classroom.

2.8.9 Lack of negative consequences for disruptive behavior:teacher has to be strict in order to stop any kind of disruptive behavior when it comes to his classroom.

All of these models is aimed to answer the question of what are the factors of desciplinary problems. Sárosdy (2006 :147) suggested a number of factors for behavioral

problems that occur in classrooms and which can be as students reaction to their teacher's behavior alternatively.

At the top of the list -The family , because ; distortion problems are mainly come from non stable environment.Second, student's umpleasant memories and their past learning experiences may influence the descipline in the classroom. Third; -The student's low self-esteem and lack of respect for the teacher or classmates make them upset ;Thus lead them to behave negatively.

2.9.Classroom layout and Classroom descipline

Classroom management experts and experienced educators say the decisions teachers make about whether students will be allowed to select their own seats and about the physical arrangement of the classroom can have an impact on classroom discipline and the effectiveness of instruction. The physical organization of the classroom strongly influences and maintaining a positive descipline .Careful use of physical space can positively affect teacher and student attitudes Brophy (1992).

2.9.1.Classroom Size and Shape

Before you start moving your desks all around, make sure your preferred seating arrangement can work within the space and school furniture you have. Some configurations may not be feasible with certain classrooms. Also, be mindful of obstructions like support beams, poles, walls and other fixtures that can't be moved. For many teachers, the chalkboard or whiteboard is a major focus in their teaching. Make sure your students can clearly see it without too much strain or difficulty. For more mobility and flexibility, consider swapping your wall-mounted chalkboard for a rolling whiteboard or TV cart or stand with wheels that can be easily moved around the classroom.

2.9.2 Distractions

Identifying and mitigating possible distractions will help streamline your lessons and boost classroom productivity. Things like windows overlooking the playground, nearby busy lobbies and hallways, water fountains or even someone using the pencil sharpener can easily grab the attention of a borderline disengaged student. Try to keep these distractions out of your students' line of sight. Teachers can stop distractions by using kinds of reinforcement and rewards ,Thus ; students will focus on the learning process and avoiding to participate in any behavior problem. In addition the learners will direct their thinkings and concentration with their teacher.

2.9.3 Student Age and Size

The number of students in your class cannot be discounted when considering classroom seating arrangements. However, just because you have a larger class of 20 or more students doesn't mean you have to abandon your preferredesk configuration. There is a bevy of variations of each design idea to accommodate most class sizes: you just have to be creative.

The age and maturity level of your students can also hinder your choice selection. When selecting a classroom setup, be aware of what would be age appropriate for your class. If you have students who display behavior issues, be mindful of special seating considerations.

2.9.4 Teaching style and objectives

This is the most important factor and, unlike the others we've listed, it's completely in your hands. Classroom seating arrangements support your teaching style and objectives or sabotage them.It is so necessary for the teacher to assign his/her objectives in order to make easy deal with the lesson.

2.10 Most classrooms layouts

The layout of the classroom can have a serious impact on the way of teaching and the way that students learn. The classroom dynamics can improve dramatically when you change the layout, it's a matter of experimenting and seeing what works best for you and your students and it's something that you may want to take into consideration at the lesson planning stage. Here some of the classroom configurations suggested by Woolfolk-Hoy & Hoy(2003) :

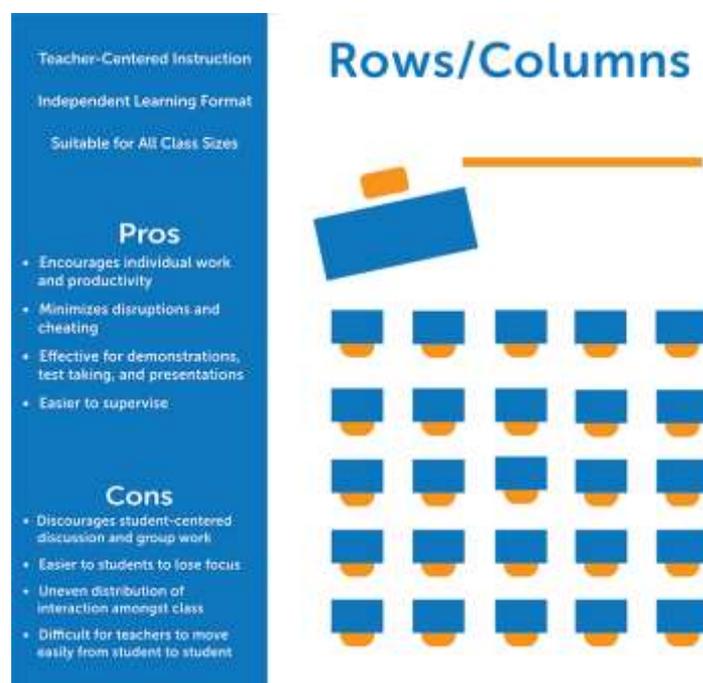


Figure4:Traditional.Rows.. :Woolfolk-Hoy&Hoy.(2003)

In a traditional class all the desks are facing the chalkboard and teacher. This classroom layout is very effective if your lesson often uses projectors, slides, chalkboard. The layout is suitable for teacher centered classes such as lectures, it encourages focus on the educator.

The problem with this layout is that the teacher is very far away from students sitting in the back rows. Students sitting in the last rows are more likely to be distracted, lose focus and converse with others. Students can easily become disengaged during the

lesson. This layout is not useful for classes designed for conversation and interaction and not easy for the instructor to observe students in the mid and back rows.

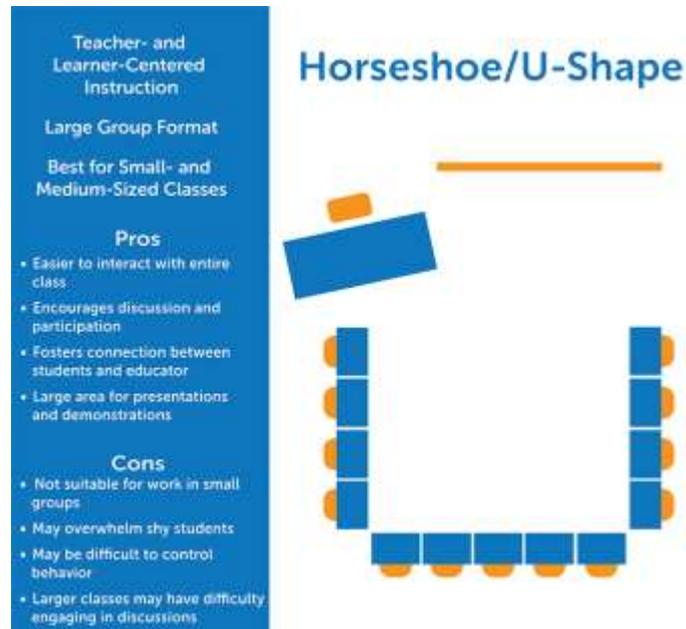


Figure 5 : Horseshoe U-Shape arrangement :Woolfolk-Hoy & Hoy(2003).

This model supports both student-to-student interaction and teacher-to-student interaction. The class interacts in a large group format, and help teacher to work with all students.

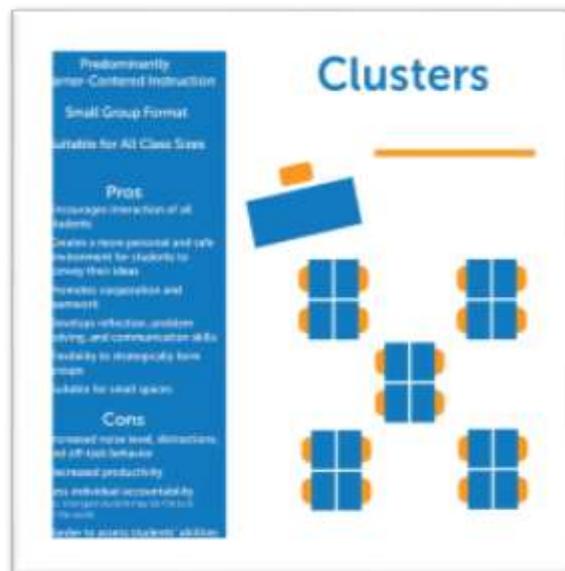


Figure6 : Clusters arrangement :Woolfolk-Hoy & Hoy(2003).

Clustering the desks into small groups promotes student-to-student interaction. Students develop skills such as communication, problem solving, collaboration, and more in this arrangement. These clusters offer safe and comfortable environments for students to share ideas.

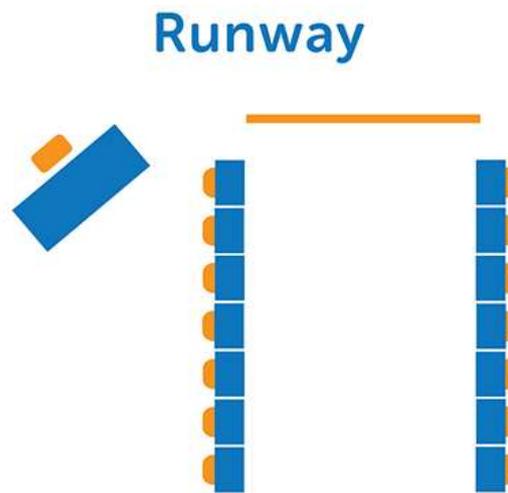


Figure 7 : Runway arrangement :Woolfolk-Hoy & Hoy(2003).

Best used with smaller classes, this setup puts the emphasis on the educator. The teacher uses the runway between the two rows of facing desks to conduct the lessons. This layout is great for discussions and lecture based classes.

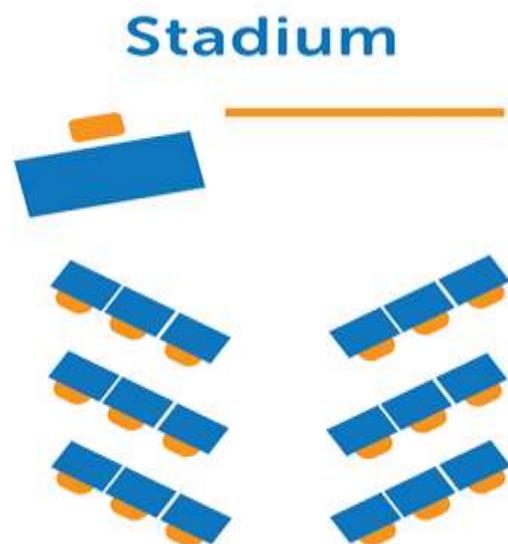


Figure8 : Stadium arrangement :Woolfolk-Hoy & Hoy(2003).

A variation of the classic row configuration and runway, desks are grouped in clusters but all facing the same direction. Like runway, this layout is best suited teacher-centric classes.

Conclusion

Classroom management is a process of arranging and organizing classrooms so that learning occurs efficiently and avoiding any kind of disruptive behavior. Nevertheless, it is difficult to maintain a really classroom when organization is poor. Unless classroom tasks and environment are well appropriate for learning, students are likely to show undesirable behaviors and frustration as the result of not knowing where they direct their mental and physical energy. When teachers have a well organized classrooms, students are likely to become engaged in the productive activities, thus avoiding any kind of disruption problems. Classroom management is one of the most feared parts of teaching for new teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. Classroom management is about more than correcting the misbehaviors of students, more than just discipline. Classroom management is also about designing sequences of learning activities so that everyone, misbehaving or not, learns as easily and productively as possible. Classroom management is about creating a positive classroom environment.

Chapter three

Field work

Analysis of the students questionnaire

Introduction

This study is mainly conducted to check if there is a significant relationship between lesson planning and classroom management. In this chapter we will analyse the questionnaire that have been submitted. As far as our research is concerned, the suitable method is the descriptive one. The tool used is a questionnaire which designed for first year of English at Mila university. This chapter clarifies the research design in term of the aim, the administration and the description besides the analyse and the interpretation of the results.

3.1 Population and sampling

Our sample of interest is Thirty (30) students of first year of English at Mila University among the total number of students population estimated (300). Students concerned with filling up the questionnaire. Students are chosen randomly; that is to say that we did not look for any particular characteristics of our sample.

3.1.1 Description of students questionnaire:

The students questionnaire is composed of two parts the first one contains general information and the second one is concerning the impact of lesson planning in classroom management. It made of four sections, the lesson, the classroom, the students and the teacher. Each part includes five closed questions. The students are asked to tick the appropriate answer. The aim of the questionnaire is to show the students attitude toward the impact of lesson planning in maintaining discipline and

avoiding disruptive behaviors. Below is a detailed description of each section.

Section One: General information (Q1)

It is about one question asked to get general information about the gender of each student. Since some conduct experiments show that male students are more trouble makers more than female ones .

Section two: Lesson Planning and Classroom Management

This sequence contains four parts, The first is about the lesson which encompasses five closed questions, its objective is to know the students point of view about their English lessons and if their teachers planning the lessons well or not. The second includes questions about The classroom' atmosphere(environment) and tasks prepared by the teachers, similar to the first and the rest parts five closed questions are asked. The third part is on the subject of The teacher and some techniques and strategies used by this later in lesson plan; its aim is to have a vision about the students' points of view toward the effectiveness of their teacher lesson plan. The fourth is about The learner take in the consideration that student is an essential element and part of the teacher lesson which have a role in creating discipline , its aim is to measure how extent the teacher think of students interests and needs and differences when planning and organizing his/her classroom.

The students questionnaire is aimlessly split into four parts, they are considered as the spine and the basics to the teacher and the learners have to take in consideration when planning or managing the classroom, Or the the process of teaching and learning will not achieve the intended goal that is an appropriate healthy teaching and learning environments without any kind of discipline problems . its aimed also to measure how extent the teacher think of students interests and needs and differences when planning and organizing his/her classroom.

3.1.2 Administration of students questionnaire

We have administrated the questionnaire to first year of English LMD (One class of 30 pupils).The questionnaire took place in April 2017 during the second semester. And the totality who answers it are 30 pupils, the questionnaire was administrated in a friendly and relaxed environment and clearly in order to help students understanding and thus providing thrustworthy and credible answers.

3.1.3 Presentation of data

The data gathered from students questionnaire are presented in the form of tables and graphs.

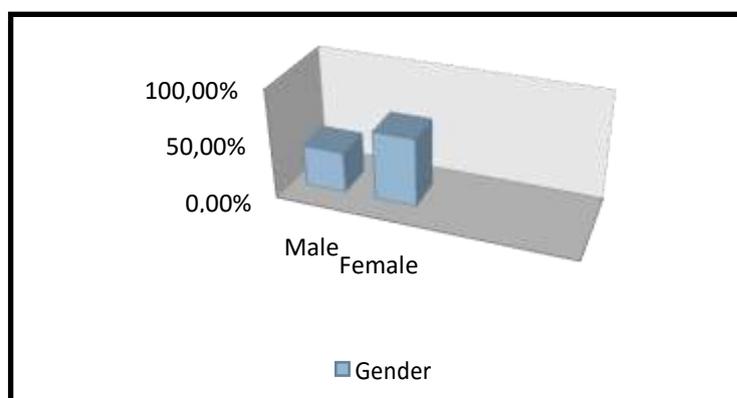
3.1.4 Data analysis

Section one:General information

Item 01: Gender

		N°	%
A	Male	12	40%
B	Female	18	60%
	Total	30	100%

Table 3 : students gender Disrubution



Graph 1: students gender Disrubution

As we see, Female students (60%) and males (40%). The question is asked because

we expect that male students are more trouble makers than female ones.

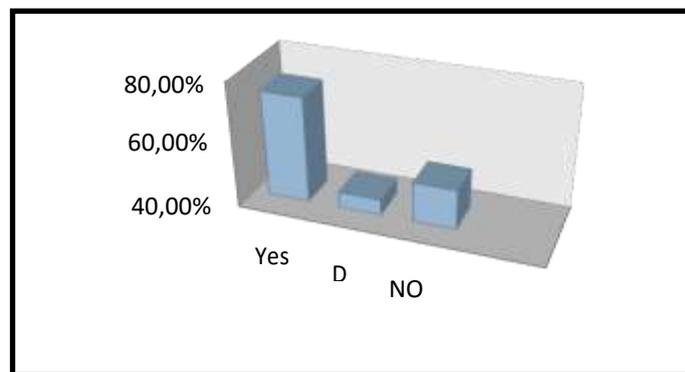
Section two: Lesson Planning and Classroom Management.

Part A: The lesson:

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

	N°	%
Yes	13	55 %
No	10	30%
Do not know	7	15%
Total	30	100%

Table4:The english lesson plan



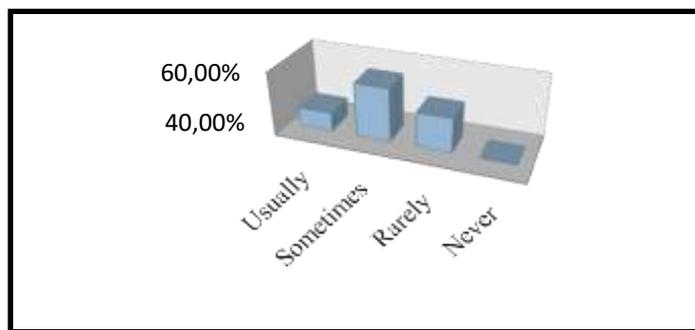
Graph 2: The english lesson plan

As we see above, The majority of students (13) making up (55%) said that English lessons are proceeding according to a plan , while (30%) disagree about this idea .The rest (15%) do not know weather the English lessons are proceeding according to a plan or not.

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

	N°	%
Usually	5	18%
Sometimes	19	50%
Rarely	06	32 %
Never	00	0%
Total	30	100%

Table 5 :Teachers use of varied activities



Graph 3: Teachers' use of varied activities

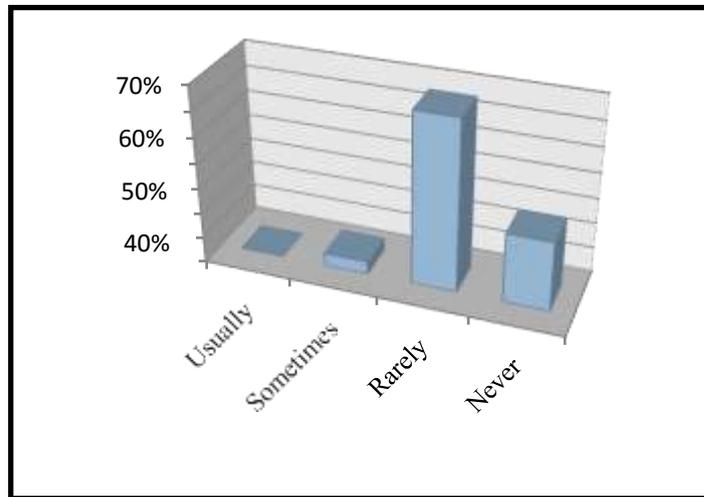
The majority of students said that lesson should contain varied activities in order to make the students more engaged Nineteen (19) studentssid (50%), opted for the fact that their teachers Sometimes' use a variety of activities and (32%) opted for rarely.

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

	N°	%
Usually	00	0%
Sometimes	4	6%
Rarely	16	68%
Never	10	26%

Total	30	100%
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Table 6: Teachers' use of audio- visual aids.



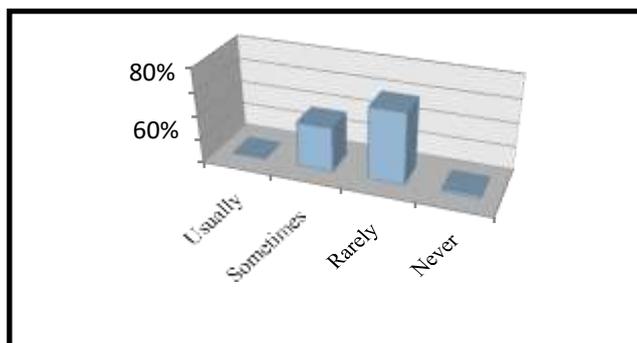
Graph 4: Teachers' use of audio- visual aids.

The most of students (68%) confirmed that they are Rarely used in their classrooms, the others (26%) affirmed that they are never used; and the rest (6%) said sometimes.

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

	N°	%
Usually	0	0%
Sometimes	10	35 %
Rarely	18	60%
Never	2	5%
Total	30	100

Table 7: Teachers' assignment of Homeworks.

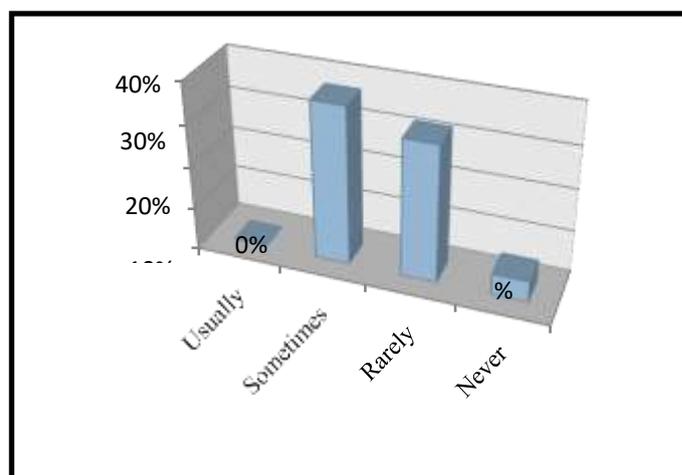


Graph 5: Teachers 'assignment of Homeworks.

The result showed that students are asked for homework sometimes (35%), (60%) confirmed that they are rarely asked for homework and only few of them (5%) said that the teacher never assign homework for them.

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

	N°	%
Usually	0	0%
Sometimes	19	37.5
Rarely	10	32.5
Never	8	10%
Total	30	100%



Graph6: Students' involvement in the lesson

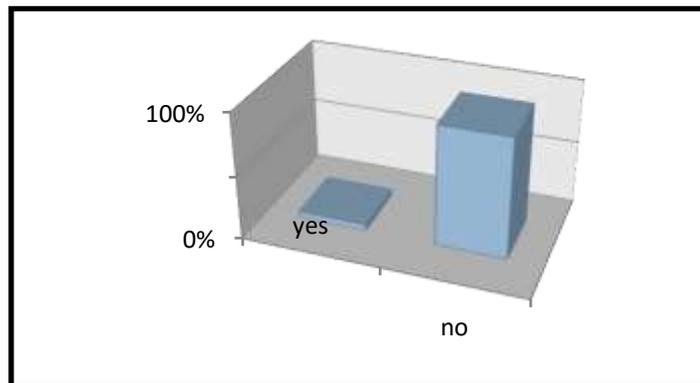
It seems that(38.5%) students said that their teachers involve them in the lesson, (32.50%) claimed that they are rarely involved in the lesson, the rest (5%) said never.and the others said rarely.

Part b: The classroom

Question item 01: Do you decorate your classroom?

	Number	Percentage
No	3	6%
Yes	27	94%

Table 9: Students' Decoration of the Classroom



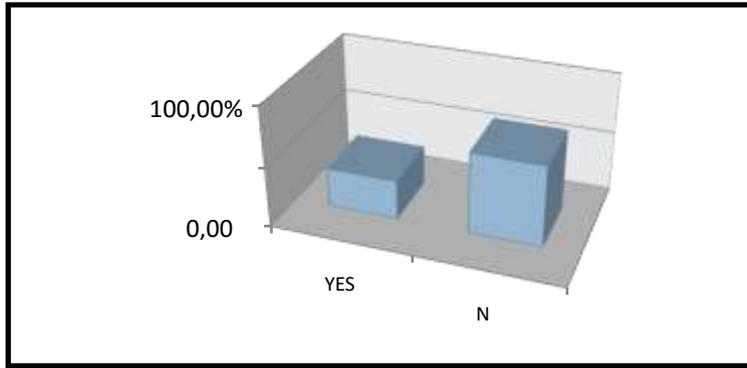
Graph 7: Students' Decoration of the Classroom.

Classroom decoration plays a crucial role in making students away of being anxious, for that the result showed that (94%) of students answer by yes which means that they are enjoying decorating classroom.

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

	Number	Percentage
Yes	09	30%
No	21	70 %
Total	30	100%

Table 10: Teachers use of different classroom layouts



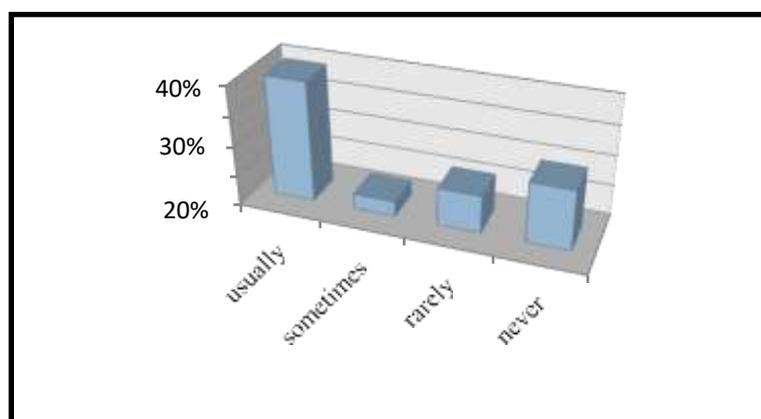
Graph 8: Teachers use of different classroom layouts

It seems that(30%) students said that their teachers use different classroom layouts while t almostly (70%) said No.So we deduce that most of teachers do not use classroom layouts.

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

	N	%
Usually	4	38%
Sometimes	18	4%
Rarely	3	11.5%
Never	5	19%
Total	30	100%

Table 11: Teachers' movement in the classroom



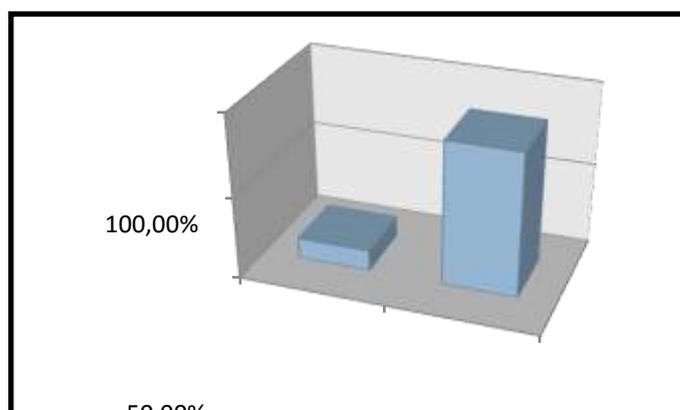
Graph 9: Teachers' movement in the classroom

(38%) students confirmed that their teacher are Always‘ move around the classroom. while (4%) said sometimes,(11.50%) claimr Rarely and (19%) said Never.

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

Yes	7	11%
No	22	89%
Total	30	100%

Table 12: Setting the room for specific activities.



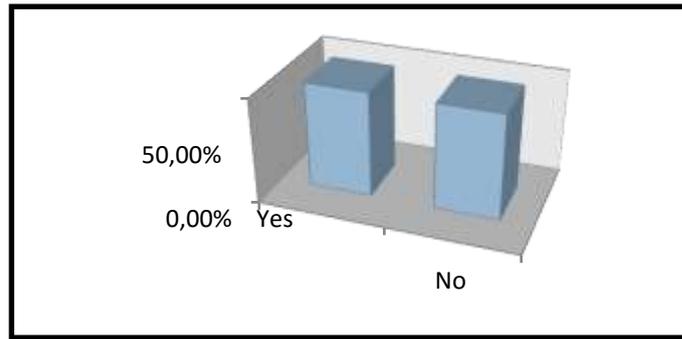
Graph 10: Setting the room for specific activities.

According to the result obtained a large number of students in classes (89%) said that teachers are not set the room for specific activities while (11%) answers were yes when asked about using different classroom activities.

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

	N°	%
Yes	15	50%
No	15	50%
Total	30	100%

Table13:Students‘ attitude towards classroom environment



Graph 11: Students' attitude towards classroom environment

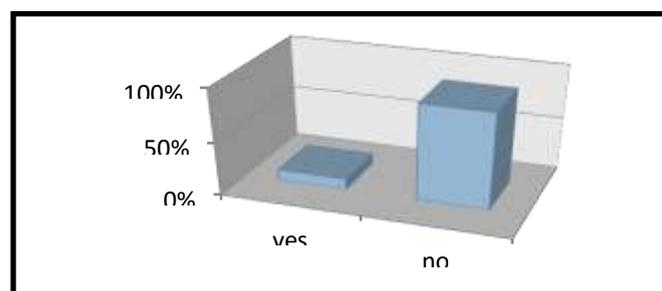
Learning environment is very important for teaching and learning, for that (50%) of students under investigation think that their classroom environment is hospital for learning and (50%) of them do not believe on that.

Part C: The teacher

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

	N	%
Yes	6	9%
No	24	91%
Total	30	100%

Table 14: The use of warmers.



Graph 12: The use of warmers.

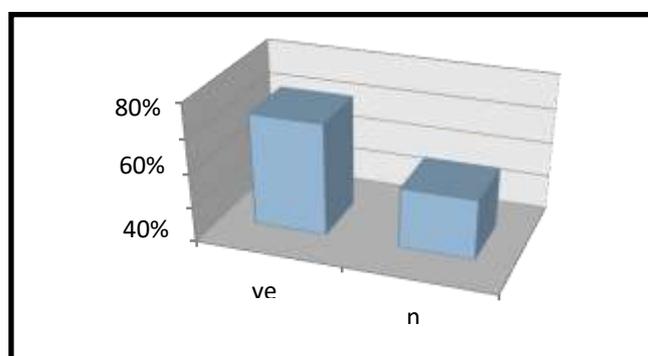
The result showed that the most of teachersteachers do not use warmers (91%) and only (9%) of students calimed that some of their teachers use warmers before

lessons(jokes).

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

	N	%
Yes	20	70%
No	10	30%
Total	30	100

Table 15: The use of gestures and facial expression.



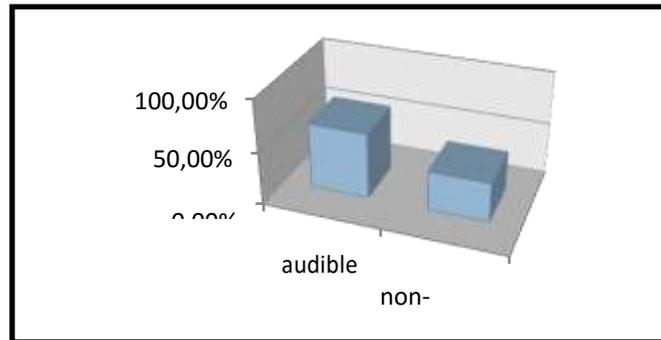
Graph 13: The use of gestures and facial expression

Many of disruption problems occur due of lack of understanding from students, for that the teacher use gestures and facial expression to make them understand. That was said by (70%) students who said that their teachers use this procedure while (30%) said No.

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

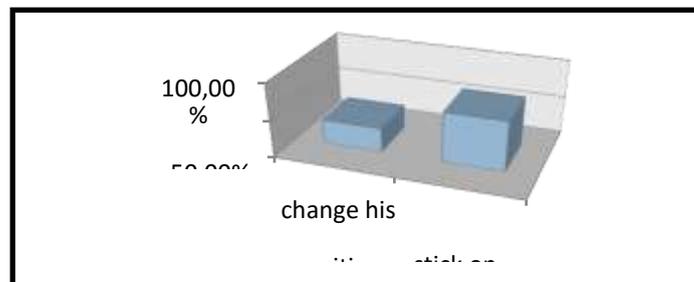
	N°	%
Audible	20	66%
Non-audible	10	34%
Total	30	100%

Table 16 :Students attitudes toward their teachers' tone



Graph14 :Students attitude toward their teachers tone

the audibility of the teacher voice plays vitale role for the maintenance of discipline .(66%)students confirmed that their teachers voice is audible while , (34%) confirm the contrary.



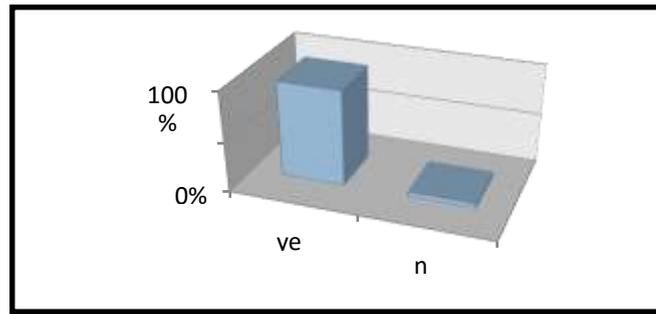
Graph 15: Students attitude toward their teachers movement

The result obtained above showed that (33,50%) of students confirmed that their teachers change their position and movement ,while (66,50%) said that their teachers usually stick on their desks.

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

	N	%
Yes	28	96%
No	2	4%
Total	30	100%

Table 18: Writing on the board



Graph 16: Writing on the board

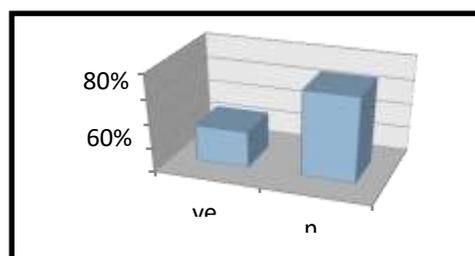
As shown above, most of the students estimated by (96%) claimed that their teachers write on the board ,contrary few numbers (4%) said no. we asked this question because writing on the board would get the students more engaged in the lesson.

Part D: The students

Question item 01: Does your teacher remember your names?

	N	%
Yes	09	32%
No	21	68%
Total	30	100

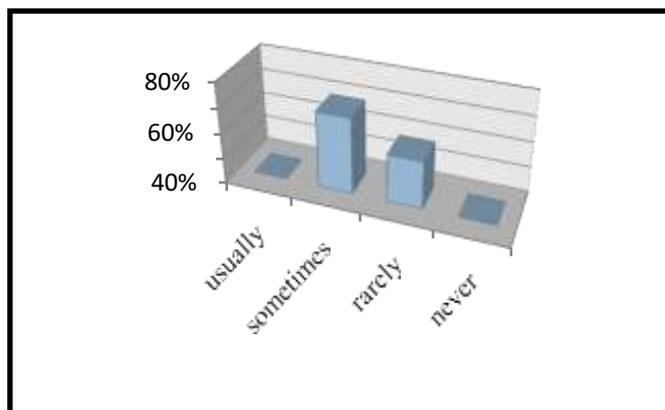
Table 19: Remembering the students names



Graph 17: Remembering the students names

remembering the students' names is a better way to make students avoiding discipline problems and enhance the teachers and the students relationship fortunately , (68 %)students said that their teachers remember their names , the others estimated by (32%) stand for No.

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



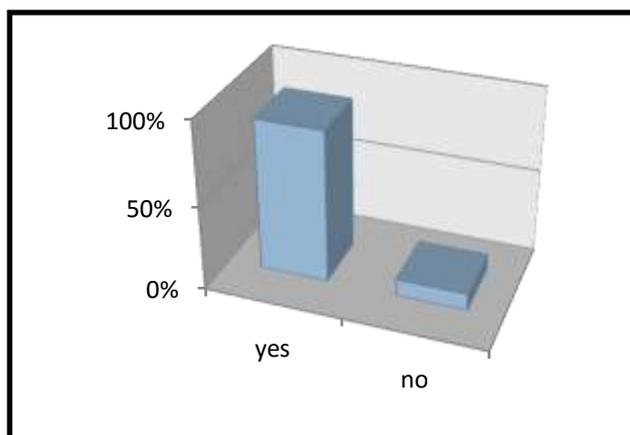
Graph 18: Checking the students understanding

This result above showed that;(61%) of EFL teachers check the understanding of their students Sometimes , while (36%) students opted for Rarely, the rest of them of them (3%) stand for Never.

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

	N °	%
Yes	25	91%
No	5	09%
Total	30	100%

Table 21: Using reinforcement and punishment.



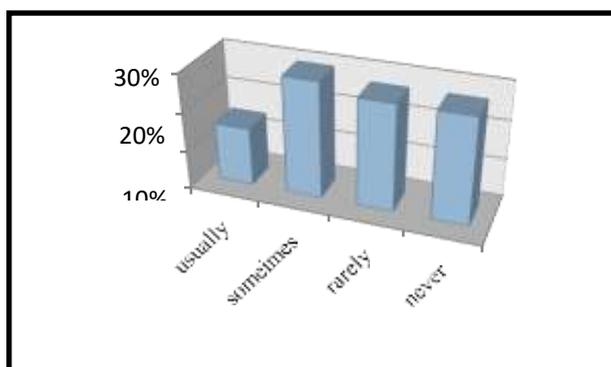
Graph 19: using reinforcement and punishment.

It seems that (91%) of students confirmed that their teachers are used to reinforcement and punishment to manage behavior, while (9%) opted for No.

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

	N°	%
Usually	4	14%
Sometimes	10	31%
Rarely	09	28%
Never	07	27%
Total	30	100%

Table 22: Communicating with students.



Graph20: communicating with students

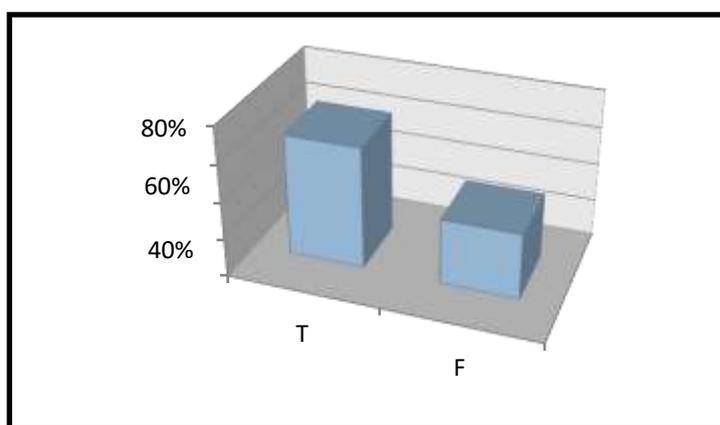
As shown in the table above revealed that their EFL teachers communicate with students

Sometimes' (28%). Other part stand for Usually (14%), besides, (28%) said Rarely' and the rest (27%) for never.

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

	N°	%
True	20	67%
False	10	33%

Table 23: Giving feedbacks, encouragement and praises



Graph 21: Giving feedbacks, encouragement and praises

As illustrated above, (67%) students claimed that their teachers use encouragement, feedback and praises in their classrooms while, (33%) stand for false, and this denotes that not all of their teachers have this kind of attitude.

3.1.5. Discussion of the results

After analyzing the students answers, it seems that there is a close relationship between a well lesson planning and classroom management in term of production of well designed lessons does really influence classroom management. the students answers reveal that EFL teachers use and apply some strategies of lesson planning and classroom management, but not all of them. This shows that teachers planning

lessons may influence classroom management either positively or negatively .

In the first part (the lesson), the students answers denotes that English lessons are proceeded according to a plan. In fact EFL teachers do not use some types of technics and strategies like (using varied, using audio-visuals ,assigning homework).

Concerning the second part (the classroom),the students answers show that they use decoration in their classroom, and this help in rising their engagement in the lesson and limit any kind of disruptive behaviors .Moreover, some techniques like using different classroom layout are not used.

In the third part (the teacher) ,the students answers shows that teacher use some strategies in his lesson plan for instance using gestures and facial expressions (70%), audible tone (66%) writing on the board (96%) ; In the other hand he neglected some types strategies like the use of warmers (9%).

In the fourth part (the students), the answers of students indicate that their teacher are interest and concerning for their involvement,For example checking.the learners understanding (61%)using reinforcement and punishment (91%), giving feedback and praises(67%) but , some techniques are not used by the teachers as for instance communicating with students (31%),remembering students names (32%).Thus ,;teacher is usually care about his/her students and takes a great importance just to make the classroom manageable,and help the students to understand the intended content of the lesson. So the learners get a great portion of interest from the part of the teachers. It seems that there is a close relationship between a well lesson planning and classroom management in term of production of well designed lessons does really influence classroom management in term of production of well designed lessons does really influence classroom management .

3.1.6 Findings

Throughout the analysis of the student questionnaire, the following findings were deduced:

- The majority of teachers plan their lessons.
- Lesson planning is important for students to engage them.
- Lesson planning may affect classroom management positively or negatively depending on how well teacher designed his lesson.
- Disruption in the classroom can be limited by a good preparation of lesson.
- There is a strong relationship between lesson planning and classroom management.
- Students have a positive attitude toward their teachers concerning lesson planning.
- It seems that teachers use a few strategies and techniques of classroom management in their classrooms.

Conclusion

The aim of this chapter is to test our hypothesis (lesson planning affects classroom management) and also to answer for the questions we have raised at the beginning of the present research. As a first step, we begin with presenting our sample. Then, we discussed the appropriate tools we have chosen for data collection. In this chapter we used a formal questionnaire since it is the most suitable means for our research. The results obtained showed that the well the teacher plans his lesson the well managed his classroom would be. And also there is a relationship between lesson planning and classroom management.

General conclusion

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

In the First chapter, we spot the light on the notion of lesson planning. Throughout this chapter, we answer a group of questions such as; What planning is for? What techniques and strategies teachers use in their lessons planning? and what is the importance of lesson planning?.

The Second chapter dealt with the notion of classroom management, it focused on answering main following questions; Does classroom arrangement affect the classroom management? What are the main reasons of disruption in the classrooms? What are the solutions to dealing with that disruption problems?

In the Last chapter, the researcher started by exploring student's attitudes towards lesson planning and classroom management by asking closed questions. It was revealed from students answers that disruption exist when the teacher produces ineffective lessons, Thus, lesson planning effect classroom management. .

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

Recommendations

Throughout this study different recommendations will give to both teachers and students to manipulate .

- Teachers should take in the consideration the student's needs and differences.
- Teachers should put objectives for every lesson in order they know what they are going to do.
- Teachers and students should work collaboratively to maintain discipline in classroom.
- Boredom and lack of motivation and interest are a few reasons ,among many behind students' disruption, consequently the teacher as an effective manager is supposed to plan effective lessons that take into account all the previously mentioned reasons of classroom management problems.
- Having objectives for every lesson is crucial for the teacher to know what to do and for the learners to know what they are supposed to do.
- Learners' needs and differences should be considered by the teacher because if they are neglected, the learners may react negatively especially if they are adolescent.
- Maintaining discipline in the classroom is not only the teachers' role, learners should be involved in the classroom activities such as decorating the classroom, arranging the classroom.
- The well the teacher planning his/her lesson effectively ,the well his classroom management will be. In this way students would engage in the learning process.

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Appendix

Appendix

Student's Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire, which investigates the issue of lesson planning and its impact in improving effective classroom management. Its aim is to provide us with the student's attitude toward the affect of lesson planning in keeping discipline and behavior . Moreover, to help us to see your opinions about the influence of your EFL teacher's lesson plans on your classroom

Section One: General Information.

1. Gender:

- A. Male
- B. Female

Section Two: Lesson Planning and Classroom Management

A.TheLesson

1. Do you think that the English lessons are proceeded according to aplan ?:

- A. Yes
- B. No
- C. Do notknow

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

- A. Always
- B. Sometimes

C. Rarely

D. Never

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

A. Always

B. Sometimes

C. Rarely

D. Never

4. How often does your teacher assign homeworks foryou?

A. Always

B. Sometimes

C. Rarely

D. Never

5. How often does your teacher involve you in thelesson?

A. Always

B. Sometimes

C. Rarely

D. Never

B. The Classroom

1. Do you decorate yourclassroom?

A. Yes

B. No

2. Does your teacher use different classroomlayouts?

A. Yes

B. No

3. How often does your teacher move around theclassroom?

- A. Always
- B. Sometimes
- C. Rarely

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

- A. Yes
- B. No

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

- A. Yes
- B. No

C.TheTeacher

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

- A. Yes
- B. No

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

- A. Yes
- B. No

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

- A. Audible
- B. Nonaudible

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

- A. Change his position
- B. Stick on his desk

5. Does your teacher write on the board?

A. Yes

B. No

D. The students

1. Does your teacher remember your name?

A. Yes

B. No

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

A. Usually

B. Sometimes

C. Rarely

D. Never

3. Is using reinforcement and punishment is one of your teacher's attribute ?

A. Yes

B. No

4. How often does your teacher communicate with you?

A. Usually

B. Sometimes

C. Rarely

D. Never

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

A. True

B. False

**Thank you for your
cooperation**

المخلص

تهدف الدراسة الحالية الى التحقيق في دور التحضير للدرس وعلاقته بالانضباط في القسم بحيث افترضنا ان التخطيط للدرس يهدف الى الحفاظ على الانضباط في الصف . و لتأكيد هذه الفرضية استخدمنا المنهج الوصفي بأعتبره المناسب في هذه الحالة. وتتمثل الاهداف الدراسية لهذا العمل في تحقيق العلاقة بين المتغيرين اما فيما يخص الادوات المستعملة للوصول الى الاهداف هي عبارة عن استبيانات وزعت على طلبة سنة اولى بجامعة ميله. ويتكون المشروع الحالي من ثلاثة فصول الاول يتناول تخطيط الدرس والثاني عبارة عن لمحة حول الصف ، اما الفصل الثالث عبارة عن عن جانب تطبيقي مخصص لتحليل البيانات . النتائج المتحصل عليها تبين ان تحضير الدرس يؤثر سلبا او ايجابا في انضباط التلاميذ بحيث ان التلميذ يكون كل اهتمامه منصب ومركز مع الاستاذ. وهذا يجنبه عدم الاهتمام عدم الوقوع في أي مشاكل انضباطية و اخلاقية تؤثر على السير الحسن للدرس وعدم ازعاج الاخرين. ان دور الاستاذ في هذه الحالة هو جد ضروري وذلك بمراقبة كل التلاميذ مع الاخذ في الحسبان ان كل تلميذ مقرته على الفهم والاستيعاب مع تخصيص فارق زمني عادل مع كل تلميذ بسبب ان ذلك له دور كبير في كسب التلاميذ وهذا مايجعلهم منصبين تركيزهم على الدرس. كما انه هنالك طرق اخرى لتجنب المشاكل السلوكية و الانضباطية في القسم مثل مساهمة الاستاذ في توفير الجو الحسن للقسم مثل استعمال الادوات التكنولوجية التي تساعد في توصيل المعلومة للتلميذ التي اثبتت الدراسات ان لها دور كبير في الحفاظ على السلوك داخل القسم.