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**The Effects of Lesson Plan on Teacher's Classroom
Management**

Case study: Second Year English Students of LMD at Biskra University

**A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of the
Requirements for the degree of Master in Science of Language**

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Declaration

*I hereby declare that the study entitled “**THE EFFECT OF LESSON PLAN ON TEACHER’S CLASSROOM MANAGEMENT**” is my own work and that all the sources that I have used or quoted have been indicated and duly acknowledged by means of complete references.*

Dedication

I would like to dedicate this work to:

- *My husband for his patience and support*
- *My kids “Rima and Ayoub” for their smile whenever I was in need.*
- *My mother and my father*
- *My brother and my sisters to whom I wish success in their life*
- *My grandparents and all my relatives*
- *My best friends: Salwa and Mouna.*

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Abstract

The present study aims to explore the relationship between lesson plan and classroom management. The hypothesis of this research is that if the teachers plan their lessons in good way, they will develop a well managed classroom. The objectives of this study are to minimize discipline problems and to improve an effective classroom management through the effect of lesson plan. This research is divided into three chapters. The first and the second chapters deal with theoretical parts which include an overview about lesson plan and classroom management. The third chapter is the practical part which deals with two questionnaires for both teachers and students in order to test our hypothesis. Through teacher's questionnaire administered to ten teachers at the department of English, Mouhamed Khieder University, Biskra, we tend to know if the teachers see planning as an important part for teaching while student's questionnaire administered to second year students at the department of English in order to know whether the students benefit from teacher's planning or not. Thus, the results show that planning plays a major role to organize and to manage the teacher's classroom.

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General Introduction

Teaching is the interaction between teacher and student who participate for realizing their own objectives. The quality of the teacher-student relationship is the reason for all other aspects of classroom management; therefore, we may say that the teachers play a major role in planning lesson. When they prepare it effectively, they will have a well-managed classroom since this helps them to avoid discipline problems and to facilitate student learning. Classroom management involves all aspects of what is going on in the classroom while a lesson is being taught because it includes elements of classroom discipline but it focuses more on creating learning environment that is organized, engaged, and respectful for both teachers and students. This research attempts to shed light on the effect of lesson plan in improving an effective classroom management.

1. Statement of the problem

Lesson plan is one of the most frequent effective factors in the classroom management settings. It has a great influence to manage a good classroom because classes without teacher's planning may lead to discipline problems, disruptive behavior, poor learning and frustration. Therefore, the teacher can not teach effectively without preparing his or her lesson. Since, lesson plan helps teachers to manage the classroom.

2. Significance of the study

The ultimate study has a great impact on the learning and teaching process. In order to create a good atmosphere in the classroom, teachers must plan a well organized lesson. It clarifies the role of lesson planning in improving EF learners' effective classroom. It

will be beneficial for both teachers and students since learners of University of Mouhamed Kheider will be able to benefit in their courses.

3. Aim of the study

The present study aims at investigating teacher's role in lesson planning and classroom management. Also it aims at demonstrating the correlation between lesson plan and classroom management as well as to prove that we can eliminate disruptive behavior and to assist teachers to do in which to facilitate teaching learning process. The study emphasizes on planning lesson because it considered to be the most necessary component for good classroom. Thus, the role of planning lesson could be link to improve managed classroom style.

4. Research questions

Through our work, we will try to answer the following questions:

1. Why should a teacher plan his/her lesson before going to classroom?
2. How can we build an appropriate climate classroom?
3. What are the main techniques of lesson plan that influence classroom management?

Hypothesis

If the teachers plan a lesson appropriately, they will have a great influence on the classroom management.

5. Research methodology

In order to test our hypothesis and to obtain information from the subjects (teacher and student), we shall use the descriptive method because we attempt to describe the

influence of lesson plan on classroom management. This research will be conducted qualitatively through a questionnaire.

5.1. Sample of the study

We have decided to choose 2nd year university students of English. From total population of Division of English 413, 61 students will be chosen randomly to represent our sample. Moreover, a number of 10 teachers of English will be chosen randomly as well to give us their opinions on the subject of the effect of lesson plan on teachers' classroom management.

5.2. Data gathering tools

The questionnaire will be chosen as an instrument of research as it saves time and effort for both EFL teachers and students.

6. Research structure

This dissertation is divided into three chapters. We will start with general introduction. **In chapter one**, mainly we attempt to provide a comprehensive definition of lesson plan and its importance, and then we are going to shed light on its approaches and types used by teachers to facilitate the teaching learning process. **In the second chapter**, we attempt to explore the definition of classroom management. In specific we will tackle the basic rules for developmental classroom management and the importance of effective classroom management. **The third chapter** is the applied field of research will be devoted by submitting the questionnaires for both teachers and learners and gathering them, then analyzing process and finding the results.

Chapter one: The Importance of Lesson Plan

Introduction

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1.1.1. What is an effective lesson? And why we plan?

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Chapter one: The Importance of Lesson Plan

Introduction

Lesson plan is a guide for teacher's classroom management that helps him/her to facilitate teaching learning process. In this chapter we will give a comprehensive definition of lesson plan. Then, we will explain what an effective lesson is? And why we plan? Next we will see its principles and at the same time we will shed light on the importance of planning a lesson and its benefits. In addition we would explore the approaches to lesson plan which are the herbartian approach, unit approach, evaluation approach, and project approach. Also, we are going to present the types of a lesson plan which are three the knowledge lessons, the appreciation lessons, and the skill lessons. Then we would focus on the purpose of planning a lesson and we will see the main steps of daily lesson plan. And, we will discover the major uses which are involved in lesson plan.

1.1. Definition of Lesson Plan

Planning a lesson is an important thing that the teachers should prepare it appropriately before they go to their classes according to Woodward(2001:17) planning helps you to know how to interact with your students in easy way. Besides that, Neeraja (2003) states that lesson plan is the primary technique in teaching, where teacher's ability and knowledge occur in the classroom. And according to Lakchmi and Bhaskara (2004) lesson planning is the teacher's role in the class to represent his/her experience effectively.

Moreover, Mohan (2007:227) defines lesson plan as "*an outline of the important points of a lesson arranged in the order in which they are to be presented to students by the teacher*". In order to facilitate learning for students, the best solution for the teacher is that he/ she should prepare his/her lesson. According to Mishra (2008) lesson planning is

the action of the teacher to show his/her knowledge and experience and ability in the classroom.

In addition, Savage (2014:2) describes lesson plan as” *the process of thinking through and writing down a plan for teaching of, and learning within a lesson that I will be teaching to a specific group of students, in a specific place at a specific time*”. The lesson plan will change over years as the students and the place and the time may change. Also Mishra (2008:249) lesson plan is a creative skill of teacher’s work which enable him/her to use his/her experience appropriately.

In addition, Singh states that “*lesson planning is virtually the pre-active phase of teaching*” (2008:28). Teaching based on effective preparation. Besides that, Hinkel (2015:141) clarifies “*Lesson plan is a detailed and timed description of the course of instruction for one class it is constructed by the teacher to guide instruction and manage class time*”. Lesson plan is a guide map for classroom teaching.

Lesson plan is the basic component that the teacher should focus on to describe the lesson because Savage mentions that “*lesson planning is a written document that outlines the key feature of the sequence of teaching that will result in your teaching and your students learning something*”(2014:3).

1.1.1.Effective Lesson

Any teachers’ lesson needs to be effective in order to create a powerful climate and atmosphere in the classroom. Mishra says that teachers plan a lesson to discuss their teaching activities through subject-matter. In the same time she says “many experienced teachers often reduce lesson plans to a mental map or short outline” (2008:250) so, any teachers either experienced or novice should prepare their lesson because they can not go

to their class without having an idea what will be taught in the classroom. Aggarwal (1996:324) suggests “a lesson plan preferably be written and should not be remain at the oral or mental stage”.

According to Naegle (2002:86) assume that “there are certain components that are essential for an effective lesson which are: motivational set, instructional processes, application and practice, assessments, and reflection and closure”. The teachers are responsible to outline their lesson by using certain strategies in their classroom. Because Moll (2005) claims that the planning components of an effective lesson have two basic sections. The first is creating the big picture section which means plan the final results for students in which the lesson is either thinking or planning, and the second is the instructional actions section which means plan the accurate stages of how much the lesson will encourage the students achieve the results.

1.1.1. Why we do Plan

Planning is the first step that any teacher must prepare it effectively and think about it but some teachers may ask themselves why they should plan a lesson before going to school. There are three major components of planning: what to teach, what the objective is, and how much time. According to Richard and Renandya in their book entitled ‘*Methodology in language teaching: an anthology of current practice*’ cited that Richards(1998) suggests that lesson plans guide the teacher to reach an appropriate lesson in order to find solutions, to organize the structure, and to give an outline of what is going to teach.

Moreover, Richards and Renandya (2002) claim that there are internal and external reasons for planning lessons. Teachers plan for internal reasons to present their lessons with honesty, to know more information about certain subject matter, to help teachers’

lesson to be organized, and to avoid discipline problems in the classroom. Teachers plan for external reasons to do it because a supervisor or a school administration requires it and to help the substitute teacher in the situation of what the students need to learn. Thus plan a lesson is an important way to reach the objectives of any teacher who need to teach effectively

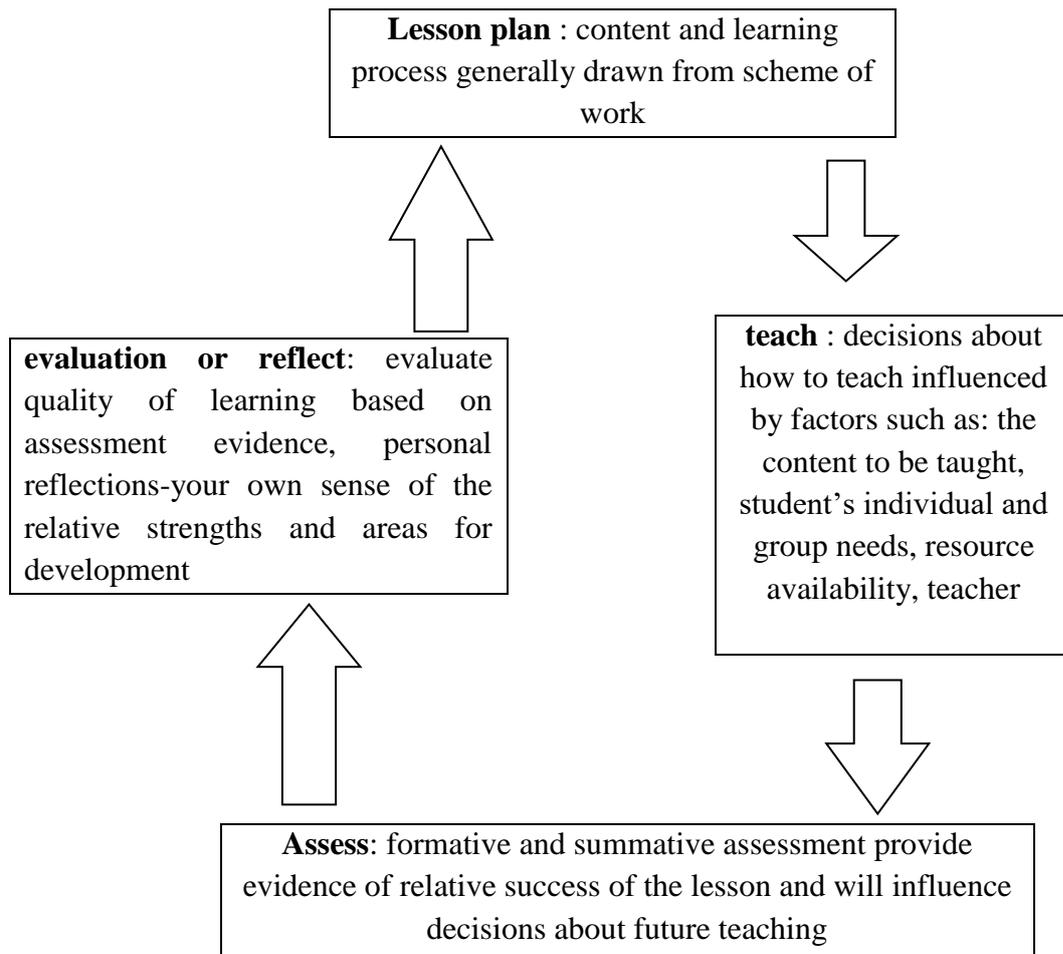


Figure1.1: lesson plan as cyclical process (Biddalphy, Balderstone, and Lambert,2015:71).

1.1.2. The Basic Principles of Lesson Planning

Any lesson plan has its principles in which any teacher should follow them because these principles play a major role in preparing a lesson before going to school. Sharma, and Chandra (2003) classify these principles into eleven principle:

1. Clarity of objectives: lesson plan must have appropriate objectives which helps the teachers and students to reach them easily.

2. Knowledge of the subject: the teacher should have an idea about his subject in order to plan a lesson and the teachers who do not know any information about their subject they will suffer in their classroom and may face many problems during a lesson therefore, the teachers must read all the lesson plan not only from the textbook but also from other books or internet or journals etc. Kochhar (1984:293) says that “teachers must have mastery of an adequate training in the topic from which the subject matter have been selected for a certain lesson”. Teacher should have knowledge about what will be taught.

3.General knowledge of all subjects: the students must have their outline of all subjects in order to know general idea in the same time the teacher should have other information which are related to the subject to teach according to Kochhar(1984:293) observes that “the teacher must ensure active pupil participation”

4. Knowledge of the maxims and strategies of teaching: the teacher should have an idea about the strategies and the maxims this help him to teach the methods and techniques of teaching in the planning a lesson Kochhar claims “teacher must be fully conversant with new methods and techniques of teaching social studies”(1984:293) lesson plan needs to follow methods and techniques of teaching.

5. Knowledge of student's nature: the teacher should know his students clearly because the teaching method will benefit when the nature of students is already known in the same with the subject-matter must be known “the teacher must know his pupils thoroughly and organize the materials in a psychological rather than merely a logical fashion. He must understand his pupils' traits and interests in order to know how to provide for them” (Kochhar,1984:293) to make a learning environment in the classroom the teacher should know his students.

6. Clarity about previous knowledge: while preparing a lesson the teacher must have clear information about his students since the new knowledge is shared with previous one. So, to create an effective lesson planning, the teacher should have a clear idea about his students' previous knowledge.

7. Knowledge of class level: while preparing a lesson plan the teacher should pay attention to class level in order to discover why he prepared the lesson plan

8. Division of units: in preparing a lesson the teacher should split the topic into units by using the teaching method to facilitate the preparation.

9. Use of materials aids: in lesson plan it must chose at which time the teacher should use the material aids and what is the purpose of using of that aid

10. Flexibility: to make an atmosphere in the class and learning environment the teacher can give some changes in a lesson plan. Kochhar stated “the teacher should prepare a careful and flexible plan. He should be so secure in the plan that he should be free to change it as the developing lesson and the needs of the children require. the plan is to be used as a guide rather than as the rule of thumb to be obeyed blindly”.(1984:293)

11. Time sense: according to Sharma and Chandra (2003:510)” while preparing a lesson plan the teacher should have time sense. He should know how much time it will take to present the lesson before the pupils and how many activities can be performed in the prescribed duration”. In order to get time the teacher should divide his lesson to send his message easily by using activities or games...

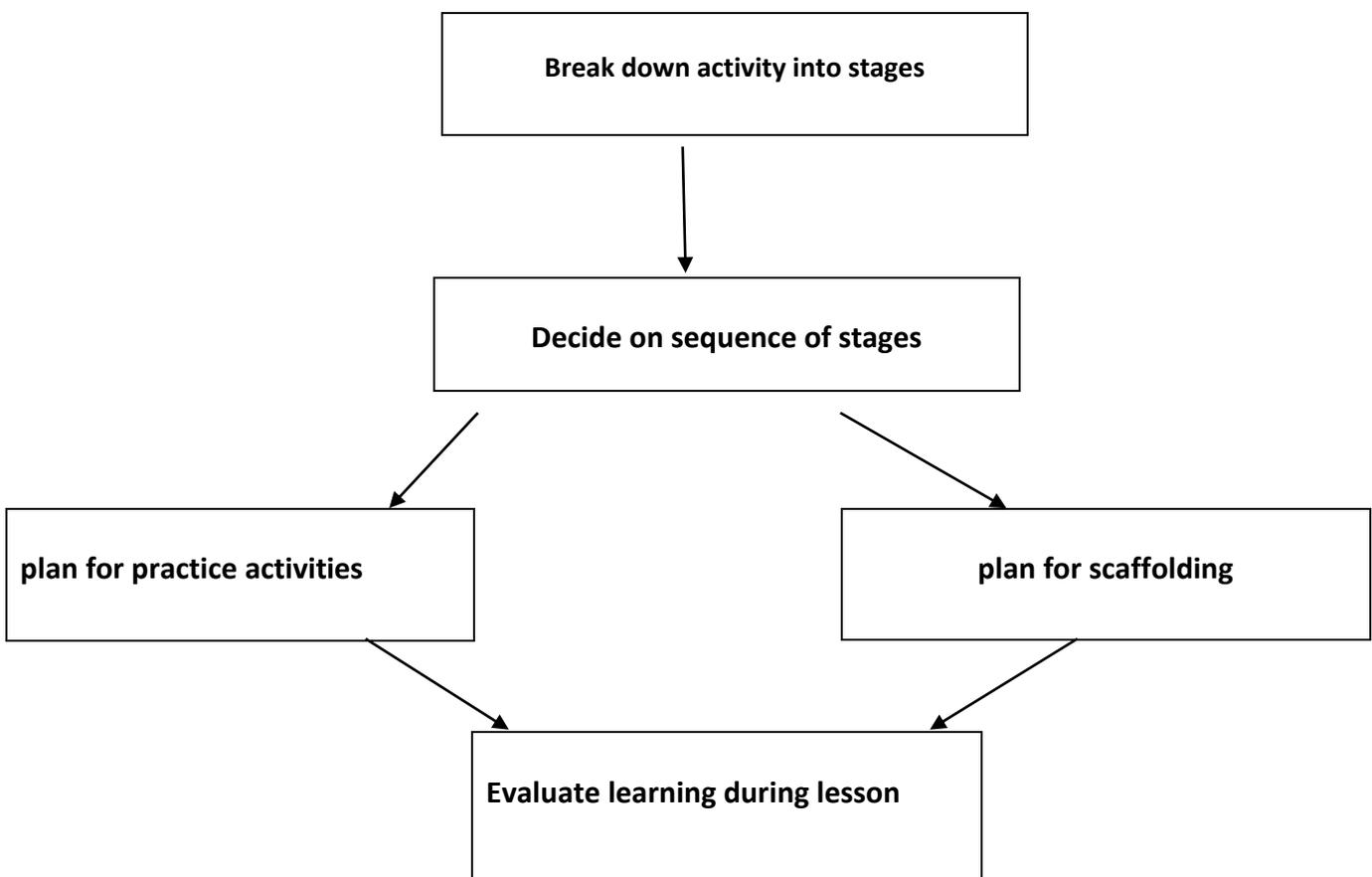


Figure1.2: planning for sequencing section (Fautley and Savage,2013:18)

1.2. The Importance of Lesson Planning

Experienced and novice teachers must prepare and plan their lessons before they go to school because it is important and it enables them to avoid many problems. Butt (2006)

sees that the able teachers who have already a clear knowledge about their students, who have create a relationship between them and their students, and who have clarity about their topics these will help them to understand that they are able to teach an effective lesson.

In addition, Butt (2006) states that teaching is an experience and the knowledge of the teachers. There is a great relationship between the experienced teacher's tasks that occur in the class and the methods that the teachers use which are very similar for realizing a well planned and organized lessons.

Some teachers may ask themselves why they must plan the lesson before they go to school. According to Singh (2008) mentions the need and the importance of lesson planning by many reasons:

- ❖ In the teachers outline, preparing the lesson is the organization of the lesson which facilitates teacher-student's activities in teaching learning process.
- ❖ Lesson planning enables the teachers that they have already know what the teaching goals are and they will have an idea about their subject that will be taught because any teacher should present his practices to reach the aims of teaching.
- ❖ In lesson planning, the series of the content should be ended by an activity.
- ❖ The ability of the student is focuses on the relation between the new knowledge and the previous one.
- ❖ Teaching approaches and methods are the most important principles in the content.
- ❖ Teaching practices and the organization of the content are related together.
- ❖ Lesson plan helps the teacher to respect the sequence of content and in the same time guide him to follow the structure and he will not forget his ideas and information.
- ❖ It represents an appropriate place to dominate students in the teaching classroom.

- ❖ Effective lesson plan based on the influence of teacher's role in classroom.
- ❖ To create teaching skills by planning, the lesson must be reachable.

The necessity of planning a lesson encourages the teacher and the student to achieve their objectives in an organized way. Dionision, Feliciano, and Castillon (1993:98) say “the importance of planning each lesson can not be over emphasized. No teacher can go to class unprepared and adequately teach, preparation is absolutely necessary. He must know exactly what he will teach and how he will teach it. The lesson plan should be organized on paper and used as a guide whenever he presents the lesson”. It implies that, lesson plan is the most significant aspect for teaching process.

Furthermore, Preparing a lesson is the first step in teaching and learning process in which the teachers think about the outline of their subject to teach their students without problems but with effectiveness and clarity by using a specific approaches according to Caple and Whitehead (2015:35) claim “it is important to remember that the needs of the pupils you are teaching are most important in your planning and they must have first consideration; the activity or material is simply the vehicle through which learning takes place” then, they explained that some experienced teachers use an outline rather than planning a lesson but this outline has just the general ideas without details. However the most adequate way to present a lesson is prepare it with details before they go to school and this enable them to:

- ❖ Prepare a successful lesson
- ❖ Chose the necessary practices and the important techniques and methods
- ❖ Organize the ideas of the content and will help them to have background about the topic
- ❖ Divide the lesson according to period of time.

Preparing a lesson is the foundation of knowing teaching objectives since Pathak and Chandhary (2012:196) point out that “ a lesson plan is based on the operational philosophy of the teacher, his understanding of his pupils, his knowledge of the material to be taught and knowledge of the method of teaching”. They also suggested that lesson plan is a picture of the lesson in order to know what will be happen in the class by chosing a specific strategies and techniques which should be clear and easy to teach and to learn.

In the words of Singh and Nath (2005) describe the importance of lesson planning into five characteristics:

- ❖ To achieve a definite goals and objectives: during preparing a lesson, in order to reach a successful objectives, the teacher must prepare them previously by using a specific rules and procedures
- ❖ To prevent wastage: lesson planning guides the teacher to avoid waste of time and enable them to structure his course according to allocated time according to Singh and Nath (2005:264) “ prepare beforehand, treatment of the lesson will be logical, orderly and systematic with no haphazard or thoughtless teaching”. This explains that, planning can help them to interdict repetition
- ❖ To create self confidence in the teacher: after preparing a lesson the teacher will go to his class with more confidence
- ❖ To create thoroughness and effectiveness: to make learners easy to understand, the teacher should know the values and norms of each student which enable him to build a successful lesson
- ❖ To make evaluation possible: teacher can evaluate his job through planning a lesson.

Richard and Renandya (2002) give a series of the benefits of daily lesson planning. Firstly, the preparation of the lesson provides the teacher to be aware of his job and do it

with honesty. Next, planning a lesson directs the classroom and build learning environment. In addition, a plan is a picture of what has been taught it likes a note card. finally, a planning is solving problem when the teacher face problems in his class and he can not manage his class because daily lesson plan also is beneficial for student's levels, wants, needs, and competences in their classes.

Mohan (2007) states a sequence of advantages. Firstly, the systematic order of the lesson is caused the planning. Secondly, preparing the lesson enable the teacher to enter to his class without anxiety. Then, it helps the teacher to use specific aids. Next, planning lesson is divided systematically according to the time of the course it means each step has taught according to planning. Furthermore, it makes the relationship and the sequence between the lectures. Finally, preparing a certain practices and homework are helpful for developing student's needs.

1.3. Approaches to Lesson Planning

There are various approaches to lesson planning that guide the teacher to teach and to structure the course clearly. Pathak and Chandhary (2012) ;and Singh (2008) investigate four approaches such as the herbartian approach, morrison's unit approach, evaluation approach, and project approach

1.3.1. Herbartian Approach: is focused on' apperceptive mass theory 'of learning. According to Davar (2012:61) "apperception played an important role in harbart's educational theory. The teacher should focus on a child's apperceptive mass or ideas in relation to the material being taught". The student's mind is as a clean state and is the foundation of collecting all the ideas because if the new knowledge is related to previous one, it will be understood clearly and they can not forget it for long time " the teaching content should presented into units and these units should arrange in a logical

sequence”(Ibid). The series of content can contain old knowledge. Harbart has presented five steps: introduction, presentation, organization, comparison, and evaluation.

1.3.2. Unit Approach of Morrison: is based on unit method. Morrison has defined the term unit as Singh (2008:32) says “an organized body of information and experience, designed to effect significant outcomes for the learner”. The unit planning is a significant aspect to organize information. The cycle plan of teaching is Morrison’s idea who has given four steps for his cycle plan of teaching are exploration, presentation, organization, and recitation because his basic focus in teaching is to give an effective objectives proposed by teacher and to create the teaching activities which are important for learners Singh (2008:32) claims “this approach is more useful in science and math’s teaching rather than in social studies subjects”. Any ideal lesson plan differs from country to another.

1.3.3. Evaluation Approach: is B.S.Bloom’s approach is emphasized on the objectives- centered rather than content-centered. Assessing the results of learning and objectives are the causes for achieve an experienced knowledge Singh (2008:30) says “the testing should be based on teaching. The evidences and data are collected for the change of behaviors of the students”. It is important to evaluate students for knowing if your work is understood or not. The decision can be taken about objective of learning which enable to realize a successful learning experience “ the focus in this approach is on objectives-based teaching and testing” (Pathak, 2012 ;and Chandhary,1999) assessing is the first step must be happen in the classroom.

1.3.4. Project Approach: has given by Dewey and W.H.Kilpatrik who create it and present the integrated approach of the program. It is used to accomplish an activity in social environment and it is related to personal activity, social activity and background of previous knowledge of real life situations .

Singh (2008) suggests that lesson planning approaches may be classified into two categories on the basis of lesson-plan structure:

- **Macro Approach:** is based on the student's growth and their behavioral modifications. The structure of the topic, the situation of class, and period of time should be longer. This macro approach enable to realize many objectives for example the cognitive, the conative, and the affective learning-objectives may reach by just one macro-lesson Singh (2008:33) states that "the macro-lessons are prepared and used in traditional teaching practices. This paradigm of lesson considers the general classroom teaching activities or teacher behavior". The new teachers may not use the macro approach and in this approach teaching skills are not presented.
- **Micro Approach:** is the new approach which developed for the sake of teacher-education. It used in plan a lesson for the modification of teacher-behavior and its basis is to shed light on the teaching skills rather than to give the modification of student's behavior and their development. It is a real classroom teaching Singh (2008:33) explains that "the micro-lesson means to reduce the size of the topic to be taught, the size of class, and the size of the period". It helps to build one teaching skill and it is employed both written and oral forms.

1.4. The Types of Lesson Plan

To plan a lesson, the teacher should pay attention on its types because each lesson has its type which must be followed to teach clearly. Sharma and Chandra (2003) develop lesson plan into three types which call them psychological types:

❖ **Knowledge Lessons (based on cognitive aspect)**

This type focused on social studies and science lessons. It means planning lessons are related to the prior knowledge to give original information. Testing student's

background for observing how much the content is understood by them and this type help the students to have a developed information in their minds Singh (2008:38) states that “the purpose of knowledge lesson is to provide the factual information regarding the content or subject matter”. The presentation of the content is the most emphasis aspect. in the words of Sharma and Chandra (2003:511) mentions “the pupils acquire the knowledge of various facts and events through the knowledge lessons”. Any pupil has mind to learn new information.

❖ **Appreciation Lessons (based on affective aspect)**

This type emphasized on the pupil’s feelings and thoughts to make an atmosphere in the class and these lessons create a healthy of appreciation among the students then, this lessons taught just in literature as poetry lessons. Aggarwal (19996) cited in his book entitled *‘Principles, methods, and techniques of teaching’* according to Mursell ” aesthetic appreciation is a basic characteristic of human mental life and behavior and develop it In all human beings and not only in few, is one of the responsibilities of general education”. The appreciation lesson is based on emotional feeling of students.

❖ **Skill Lessons (based on conative aspect)**

This type is known as an art skill lessons which focuses on how to encourage students to practice activities. Some teachers use this type to realize certain skill and it prepared for just language. According to Aggarwal(1996:335)“A skill lesson aims at forming and developing some kind of manual or other skill. For example of skills are reading, writing, speaking in languages, singing, dancing, modeling, handling, apparatus, and gymnastics etc”. Also Singh (2008:39) explains that “the skill lessons are designed to achieve the psychomotor learning objectives”. Language lessons are the basic guideline for skill lessons.

1. 5. The Purposes of Planning a Lesson

Preparing a lesson before going to school for experienced and novice teachers are the most important aspect to think about because there are many objectives to plan lessons. According to Dionisio, Feliciano, and Castillon (1993) suggest that there are two main important aims of planning the first one is the teacher's understanding is based on achieving a successful course by preparing an accurate aims. The second one is to rich the lesson must be planned through specific goals which the personal lesson needs to be developed.

Moreover, according to Philipson and Lam the purposes of lesson planning are:

- ❖ To prevent the problems which happen in the class, experienced and new teachers may focus on it.
- ❖ Detailed lesson plan contains sequence of activities and the aids will use, help the novice teachers that will not forget their outline
- ❖ To obtain an ideal lesson must be organized under the scheme of teacher's work
- ❖ Developed student's stages is achieved through lesson planning
- ❖ To test and assess teaching is one step from planning
- ❖ To have an effective teaching through recording teacher's work of what happen in the course

Philipson and Lam (2011:292) say "For experienced teachers, the procedural content of lesson plans is certainly less elaborated. They commonly use to refine their reaching approaches and organize teaching content". Some teachers as old teachers may reduce to plan detailed lessons

According to Lam (2008) the purposes of planning are:

- ❖ To improve an effective teaching preparation because planning encourages teachers to think about their courses
- ❖ To Outline the teaching class
- ❖ To avoid problems that happens during a lesson
- ❖ To create teacher's confidence
- ❖ To facilitate learning topics which are more difficult to understand
- ❖ To evaluate student's results by tests and exams
- ❖ To enable the background of student's knowledge

Sankaranarananan, and Sindhu (2012) observe that preparing a lesson is the basis of perfect teaching which they divide its purpose into six features

- ❖ To pay attention on how to include the main elements of planning which are following the aims, choosing the topic and the procedure, the sequence of tasks, and preparing the tests
- ❖ To guide the teacher how to teach step by step without obstacles in order to target a clear findings of teaching –learning techniques
- ❖ To change student's values and knowledge through planning a sequence of practices
- ❖ To avoid a waste of time because it enable the teacher to be organized and ordered
- ❖ To encourage the teacher to enter to his class without fear and in the same time he can not forget any information about his topic
- ❖ To give the structure of lesson as an outline to follow it with clarity of understanding because the steps of lessons will be useful and interrelated.

In the words of Langdon (1978:34) “the purpose of lesson plan cards is to narrow instruction to objectives of immediate difficulty to the students, thus improving classroom instruction efficiency and providing more time for effectiveness”. In order to make a good learning environment, must have a picture o f what will be taught in the class.

1.6. Steps in Lesson Planning

There are some steps which must be followed during preparing a lesson plan according to Cote (2003); Mohan (2007); and Sankaranarayan and Sindhu (2012) discuss series of steps that may help in preparing for the development of a lesson plan

1.6.1. Introduction/motivation: to enable student's background has to know new information. The introduction must emphasize on the student's understanding through a clear topic. For developing the relation between the old knowledge and new one, teachers should have information about what their student have already known and this step contain:

A. the old knowledge must be included through evaluating or pretest step

B.using a practices for developing the curiosity on the students

C.illustrations as telling a story, using games, giving concrete examples make students more curios

Moreover, according to Sankaranarayanan and Sindhu (2012) the step of preparation or introduction is focus on introducing a lesson in a clear way by using various approaches. In addition, Cote (2003:477) claims that "preparation involves developing a desire in learners for the information being presented. The educator must establish the relevance of the information, that is, how the information applies to their every day lives. The educator must also explain the benefits of the information to the learners, that is, how this information is going to help them in their every day life". The previous knowledge should be linked to the new lesson to create pupil's background.

But in the words of Cote (2003:476) "pretest is the first step in planning to see what students had know and do not know and he defends "pretests are useful tools for audience

assessment. Some public fire educator use pretests as motivational tools”. Pretests are the foundation of what the students will learn and acquire.

1.6.2. Presentation: based on the objectives which must be involved. In this step the students discover new knowledge because the teacher has to evaluate their students if they have understood or not.

Furthermore, Mohan (2007:228) explains “demonstrations, charts, models and the like could be used to make the lesson more interesting, comprehensive and meaningful. Blackboard summary should be developed alongside”. Illustrations are useful skills to obtain developed students.

In the words of Sankaranarayanan and Sindhu (2012) to build a successful presentation we must use some useful teaching techniques and strategies since the teachers must mention the benefits of generalization and demands. In generalization, it enables the pupils to generalize the previous knowledge. So that, for helping the student to practice, the teacher should guide them through the theoretical and practical directions. So, presentation is the step to create the opportunity of students to concentrate in the opinion of Cote (2003:477)“ presentation is the actual delivery of the instructional material and aids, this activity involves explaining information, using supplemental training aids, and demonstrating methods and techniques”.

1.6.3. Comparison and association: the teacher may use examples to explain the new and recent ideas and information because through illustration the pupils can grasp easily. Mohan (2007:228) defends “some examples are given to the students, and they are asked to observe carefully and compare these with other set of examples and facts”. To see the opinions and the degree of understanding of the students should exemplify the information.

1.6.4. Generalization: the teacher should ask questions and hear the answers from their students. It contains:

A. Providing the student's knowledge based on the repetition of the new information

B. developing the body of any summary of the lesson and to build an appropriate ideas

C. explaining complex idea with another clear idea to be easy to understand

According to Mohan (2007:228) "the students should be in a position to generalize what they have learnt so far. The teacher with suitable questions can draw out various scientific principles, conclusions and formulae". The students will acquire knowledge easily if they are tested or practiced.

1.6.5. Application: in science lessons generally, the students need to acquire knowledge with a clear and complete lesson but it should be applied by an organized rules. Cote (2003:477) mentions that "during the application step, students use or apply what the instructor has taught. Through application, students practice new techniques and skills. Whenever possible, each student should apply new knowledge by performing the task or solving problem".

1.6.6. Recapitulation: teacher should see if their students have already comprehend their topics by asking some questions about it and bring to them a short evaluation of what had be taught. It means it is the most appropriate step that helps the teacher to recuperate what the students have learnt because it likes an overview of the topic.

For Sankaranarayanan and Sindhu (2012) call recapitulation as closing stage since it is the final step of the lesson which can be a test or an activity or a homework. In addition, Cote (2003:477) name it as an evaluation step that he defends "during evaluation and testing the fire and life safety educators finds out weather the education objectives have

1.7. The Use of Lesson Plan

The uses of lesson planning are the successful skills that help both teachers and students to achieve their own objectives according to Singh (2008) writes the uses of lesson planning. Firstly, using macro teaching through teaching activities, tasks etc are the helpful techniques and strategies that increase teacher's ability and knowledge because micro teaching based on the teaching experiences. Next, the solution to teaching is to organize a lesson in the order of written form since it provides the teacher and the students to teach and to learn correctly without forgetting any information or idea about their lecture. Singh (2008:50) claims that "the written lesson plan is useful for in-service teachers for their effective teaching". In addition, the relation between learning and teaching process can be integrated with the use of lesson plan and any preparing lesson can include the most effective sample of teaching. Besides that "the theoretical knowledge of teaching concept can applied to practice by effective lesson plan" (Ibid) a successful lesson planning involves to link between theory and practice approaches for teaching, learning, and acquiring easily. Moreover, for see the results of learning which constructed through teaching; lesson planning should follow the scientific methods. Finally, "the lesson plan is the crucial activity of teachers education program. It deals with scientific aspect for teaching and provides the basis to train pupil teacher" (Ibid). The scientific approaches and procedures help the teacher to teach their students with systematic and order way.

In the book entitled '*Aviation weather services handbook*' (2009:8) mentions "use lesson plan as a guide. The lesson plan is an outline for conducting an instructional period. It assures that pertinent materials are at hand and that the presentation is accomplished with order and unity". The main accurate way to use lesson plan is to use it as guide map to direct the teacher's work. In addition, in the same book appears "having a plan prevents the

instructor from getting off track. Omitting essential points, and introducing irrelevant material” (Ibid). teacher’s responsibility focus on how to present his lesson with full of background.

According to Langdon (1978) preparing a lesson for well student’s discipline in the classroom because the basic emphasis is to create a positive learning classes. In Each classroom, students should have an idea about what will learn in the class by using preparatory study. Then, Langdon (1978:5) mentions “the repeated use of a lesson plan with groups of students may show signs of apparent weaknesses in instruction, and we can formulate new activities, exercises, content sequences, examples, or find new media to help overcome these weaknesses”. The teachers must discover other ways to teach correctly through planning.

Daily lesson plan form

Title:.....

Grade:.....

Subject:.....

Overview:.....

Objectives:

1).....

2).....

3).....

Curriculum standards:

1).....

2).....

3).....

Materials / resources:

1).....

2).....

3).....

Internet/ web information:

- 1).....
- 2).....
- 3).....

Activities:

- 1).....
- 2).....
- 3).....

Homework:

- 1).....
- 2).....
- 3).....

Assessment /evaluation:

- 1).....
- 2).....
- 3).....

Extension activities:

- 1).....
- 2).....
- 3).....

Interdisciplinary activities:

- 1).....
- 2).....
- 3).....

Figure1.3: sample daily lesson plan form (Arnold,2001:45 and 46)

Conclusion

As conclusion, effective teaching is based on a good lesson planning because lesson plan is a significant step which allows the teachers to organize their classroom in good way and help the students to concentrate in systematic way. Since lack of planning lessons may lead to disruptive behavior, frustration, noisy, reduced learning. So, planning is the key or the solution to avoid and eliminate discipline problems in the class as a well managed

classroom based on an effective lesson plan. According to Michra (2008:230) “a good lesson planning is an often invisible but absolutely essential part of all good teaching especially effective language teaching”. Thus, effective classroom management is achieved through a well prepared lesson.

Chapter two: Teacher's Role in Classroom Management

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Chapter two: Teacher's Role in Classroom Management

Introduction

An effective classroom management is an important thing for all teachers and facilitators since it focuses on prevention to create a positive learning environment. In this chapter, we are going to explore the definition of classroom management. In addition, we will present its basic four rules. Next, we would describe its main objectives. In specific we will tackle to show the five key areas of classroom management. Then, we shed light on its different approaches, and we would explain why do teachers need classroom management?

2.1 Definition of Classroom Management

Classroom management deals with how things are generally carried out in the classroom. According to Rothstein (2008), classroom management is the relation between the teacher's ability and student's behavior to establish an appropriate classroom learning and teaching. Also Groves (2009:xiv) asserts that "*classroom management is set of rules, words, and deeds that you, the classroom teacher, use to keep your classroom running smoothly so that you and your students can work, teach, and learn safely and efficiently*". Managing classroom is the teacher's responsibility and student's behaviors.

In addition, Ming-tak and Wai-shing (2008) defines classroom management as the way to organize the classroom, to minimize disruptions, to help the students learn in good classroom created by an effective teacher. Also Scrivener (2012:2) states that "*classroom management is typically refers to ways of keeping order in class and especially to discipline-related problems*". The organization of classroom management aims at minimizing misbehavior. According to Ming-tak and Wai-shing (2008:65) "*traditionally, classroom management was perceived as a way of preventing misbehavior*". Classroom

management deals with how to avoid discipline problems that occur during teaching learning process.

Moreover, Ming-tak and Wai-shing (2008) explain classroom management as combination between a good teaching process and creating a successful classroom environment. They also points out that “ *it emphasizes on the educational value of promoting the growth of students, its focus is also on proactive and developmental classroom practice, rather than those with negative features of control and punishment*” (2008:3). Misbehavior disciplines can not take place in well managed classroom.

In the words of Emmer and Sabornie (2015:6) “*the actions teachers take to create an environment that support and facilitates both academic and social-emotional learning...*” In order to organize an effective classroom, it is the teacher’s responsibility to build a learning atmosphere in the class. In addition, Garrett (2014) explores that classroom management is described as a significant aspect for student’s discipline. Also Marzano (2003) defines classroom management as a picture of teacher’s role in four areas (1) creating strategies, (2) working with how disciplines occur, (3) protecting the relation between the teacher and the student (4) establish a good dimension for managing the class.

Furthermore, Garrett (2014:1) puts that “*it is mainly about discipline is a misconception held by teachers that can actually interfere with effective teaching. In fact, effective managers organize their classroom so that they avoid most behavior problems; therefore, do not have to worry about discipline very often*”. The teacher’s role is very important in the class to structure a well managed classroom. Next, Seel (2012) claims that the use of teaching techniques is emphasized on establishing a positive teaching learning process.

Moreover Seel (2012:549) writes “*it is an overarching term that refers to how a teacher structures the physical, instructional, and social arrangements in the classroom*

to create an environment that is conducive to learning”. It implies that, classroom management is the teacher’s ability to make student’s behavior positive. Therefore, Casas (2011) suggests that it is about all the rules that happens in the class in which develop student’s background.

Managing classroom is an important aspect to increase a great relationship between the teacher and the students. According to Vang (2010:305) “ *effective classroom management is not all about being able to control the class at all times mentally, physically, or psychologically; it is about the ability to teach effectively and allow the students to engage in academic tasks adequately while managing the class academically*” (P305). Classroom management is based more on how to teach effectively.

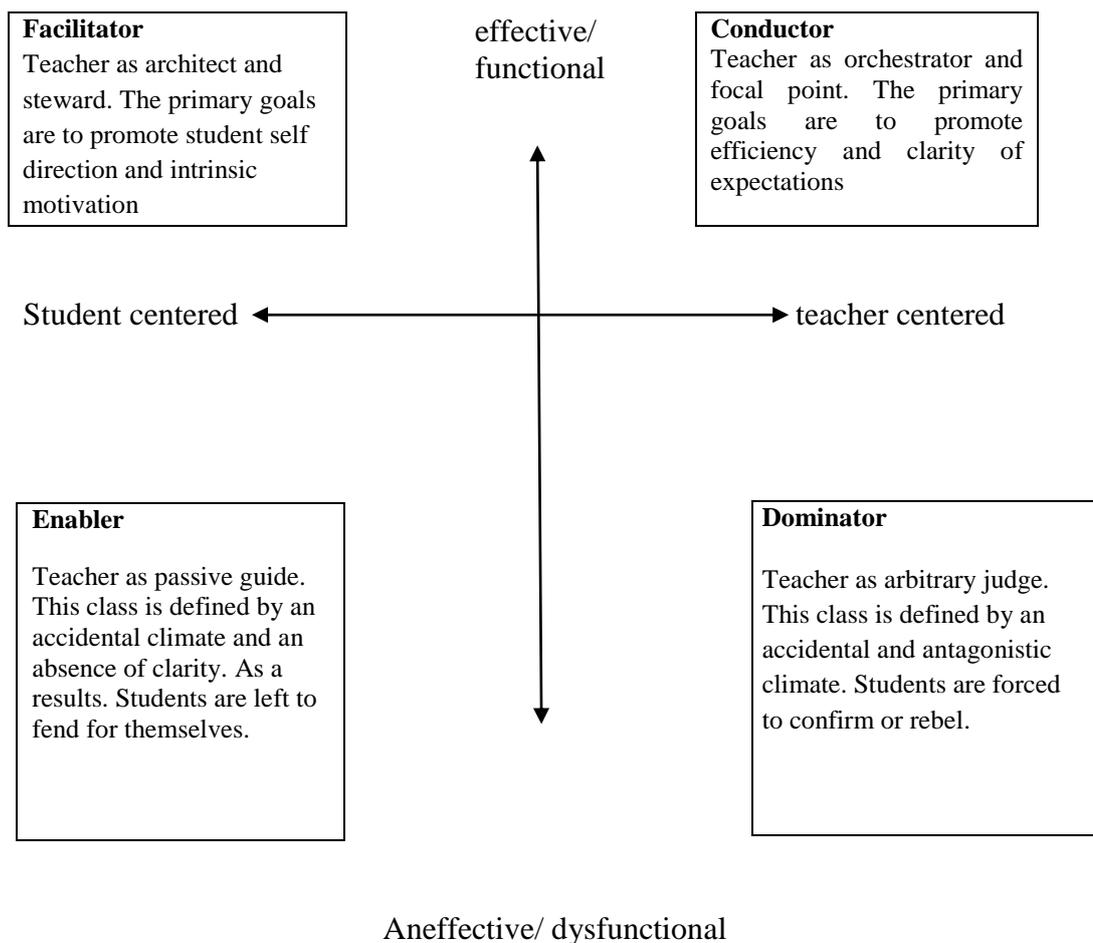


Figure2.4: classroom management style orientation matrix (Shinder,2009:14)

2.2. The Basic Four Rules of Classroom Management

A successful teacher should apply these significant rules that help them to how plan their lessons which are suggested by Smith and Laslett (2002)

- ❖ 1: get them in
 - ❖ 2: get them out
 - ❖ 3: get on with it
 - ❖ 4: get on with them.
- ❖ **Get them in:** this rule focuses on how to make the students concentrate and participate in certain tasks. It also helps to prevent the classroom problems that teachers may faced them during a lesson. Smith and Laslett (2002:3) say “if teachers are pr-occupied with setting up displays, distributing materials or searching for equipment then there are ample opportunities for idling, chatter and other unproductive activities”. For student’s good discipline, the teacher’s role is important to organize the classroom tasks. However, the exercises accumulate the disruption of peaceful and law-abiding behavior and at the same time they may guide to change from the negative reaction of students to a strong positive reaction via building a successful encouragement. This rule includes three necessary phases: greeting, seating, and starting
- 1. Greeting:** this phase is the teacher’s role to show to his/her students that he/she is there. Then, his power in the class must be clear in order to teach his students how they can respect each other through greeting. Next, the benefit for making an effective teacher’s class is creating powerful atmosphere for leaning. Besides that “materials are available, displays arranged, and necessary instructions or examples are written on the board. This will all help to provide the mental composure essential to relax assurance” (Ibid4). Psychological organization is the most relevant and crucial skill for classroom.

2. **Seating:** this phase builds depending on how teachers arrange their classroom as the types of exercise, or the kind of lesson since the teacher is responsible for choosing the appropriate place for each student to avoid many problems. In addition, Smith and Laslett (2002:4) say that “teachers may choose to encourage children to sit with friends to promote co-operation or they may deliberately and arbitrarily disperse such centers of potential distraction”. The arrangements of classes are the most adequate way to avoid discipline problems. They also see that seating is having a practical or beneficial use for both teachers and students especially for the lectures which are in the beginning.
 3. **Starting:** Beginning a lesson with a good way it is the most significant step to make an effective classroom environment and it has more focus on the psychological classroom. “One teacher interviewed as part of the teacher education project study of first encounters between teachers and new groups of pupils”(Ibid). Both experienced and novice teachers should start their lessons with jokes, games, work cards etc.
- ❖ **Get them out:** noisy, disruptions, poor learning all these behaviors may be caused by less organized and planned lessons. This rule also emphasized on how to prepare the final point of the lesson which is the most significant position to guide the student’s understanding since the old teachers can enable their students with more exercises which are differentiated from one task to another. This rule has two phases: concluding and dismissing
1. **Concluding:** This phase is based on how to finish the lesson in which it has the combination of several ideas and information and it also has the encouragement for facilitating learning process. In addition, when the students are making noise at the end, the perfect solution is to caution students against unacceptable behavior. According to Laslett and Smith (2002:6) argue that “ it is vital that all work must cease in good time for material

to be collected, books put away and still give opportunity for some revision and recapitulation”. The classroom must be organized from the starting point to the final one.

2. Dismissing: This phase is focused on the student’s age whether older student who brings about a reaction for the act of challenging another or younger students who will have advantages from the repeated actions. “it is important to remember that classes are never just leaving one place; they are going to another. Children should be helped to cue in to their next activity” (Ibid). Classroom environment is also emphasized on the appropriate place for teaching and learning.

❖ **Get on with it:** This rule is based on the important part which is the subject matter of the lesson and how the teacher can represent it easily to the students. It has two phases: content and manner

1. Content: discipline problems are also caused by inappropriate combination between the subject matter and the student understands. “Because persistent failure can easily result in disgruntled disaffection, careful scrutiny of the curriculum...” (Ibid7). The content plays a major role in managing the classes.

2. Manner: creating successful relations between the teacher and the students is based on any mode or way of performing a successful lesson. And for students can express or convey ideas either verbal or nonverbal means with each other and for teachers can speak and ask the pupils and to communicate with them for making a healthy classroom environment because is like any “weather system”.

❖ **Get on with them:** creating a positive esteem between the student and the teacher is useful for establishing a good connection for both. So, the teacher should know who’s who? And what’s going on?

1. Who’s who? : is the normal consciousness of any one of the students since the very important step must be known by the teacher. “Once child’s name is known, discipline is

immediately easier because wrongdoers will realize that they can be identified and because requests or rebukes can be personalized “(Ibid 11). The teachers should have an idea about their students.

- 2. What’s going on? :** Disruptive behavior arise from certain classes because any act of exciting could be the reason for discipline problems. This rule is the responsibility of the teacher s/his experience appears in this step.



Figure 2.5: the process of classroom management (Garrett, 2014:4)

2. 3. The Purpose of Classroom Management

For establishing a good classroom management, there are certain objectives that the teachers and students need to realize them. Phillipson (2007) points out three major purposes to manage an effective classroom:

- ❖ To develop a powerful classroom climate for creating student’s good discipline, Some teacher’s view that creating a successful learning classroom is an important strategy to make teaching learning process easier and clear for both teachers and students. Also classroom disciplines play a basic role in classroom management to achieve the significant requirement.
- ❖ To improve student’s belonging to the school individual or social development and this can be realized when classroom management is related to classroom discipline. In addition, Phillipson (2007:461) claims that “classroom management has enormous potential for

increasing student's motivation, learning, and self-esteem". Student's discipline is based on how teachers manage a well class.

- ❖ To make student's thinking and feeling socialized weather in the classroom or society.

In addition, Ming-tak and Wai-shing (2008:5) highlights that "classroom management has two basic purposes: creating and maintaining positive learning environment, and promoting student's whole-person growth". Classroom organization is the first skill to manage the class.

According to Garrett (2014) increasing the ability to grasp the full meaning of the whole goals of managing class, is the role of good manager. He also suggests "classroom management has two goals: creating an environment for academic learning and creating an environment for social-emotional learning" (2014:2) classroom environment is the foundation for managing the classes. He also explains that academic learning means knowledge of the subject matter which contains the four skills and social- emotional learning means encourage the capacity socially and to express the factual feelings and thoughts in the right way. These two types of learning process are the most effective causes to improve a well managed classroom.

In the words of Burden (2000) to manage classroom, we need a tool to work with

- ❖ Getting organized: the teacher should plan the schooling year to structure his/her classroom, and he/she will choose the appropriate classroom rules.
- ❖ Planning for management: any teacher whether experienced or novice teachers must plan and prepare their lessons with management in their brains " planning for motivation, planning to address the diversity of students, and planning to work with parents" (Ibid) planning is the significant skill for managing classroom

- ❖ Conducting the class: developing a successful class and promoting positive classroom behavior.

2.4. The Five Key Areas of Effective Classroom Management

Classroom management has five different areas in which the teacher needs them in order to achieve the objectives of effective teaching and learning. Groves (2009) describes the five critical classroom management domains as

1. **Academic instruction:** in this area, the teacher is responsible for being an effective manager for making his/her students have a perfect background to learn. Groves (2009:2) adds that “academic instruction is your primary duty as a teacher. You are in the classroom to teach effectively so that your students can progress to the next grade level with good understanding of the academic material in your state’s curriculum”. The teacher plays a major role for helping his/her student to learn in a good classroom management.
2. **Time management:** in this area, if the teacher shows no interest in his/her class, he/she will lose his/her student’s respect. Groves (2009:7) defines time management as “going control over what you do, when you do it, how you do it, why you do it”. Time management is an important classroom management tool for facilitating teaching.
3. **Discipline:** any teacher should have a state of order based on submission to authority to eliminate noise and disruptions in the class. A positive discipline is a set of rules regulating behavior. “It is like a great earth that supports and nurtures the crops...” (Ibid9). Discipline is a specific category of knowledge and learning.
4. **Relationships building:** the teacher plays a successful role when he/she establishes powerful relationships with his/her students and other members who are working with. Groves (2009:10) suggests “after all, without other people to interact with, your own sense

of self-worth and self-identity tend to diminish”. Creating relation with others helps you to be a good manager.

5. **Job protection:** in this area, the teacher is the source of everything because his/ her students need him/her to support him/her psychologically and physically. Groves (2009:12) asserts “your students really need you; they need your training, education, experience, compassion, and dedication in order to become well-educated citizens”. Student’s ability is based on the teacher’s background.

In addition, According to Garret (2014) the five key areas of classroom management are:

1. **Physical design of the classroom:** is related to how to arrange a classroom, and where the place of learning is located.
2. **Rules and routines:** to make the class advancing with peaceful climate, the teacher is obliged to form an appropriate rules and routines.
3. **Relationships:** it is the teacher’s experience and capacity to create good relations with his/her students.
4. **Engaging motivating instruction:** a good manager is the one who plan good practices which enable the students to work and learn easily since when he/she plan a well lesson, he/she will improve an effective classroom management.
5. **Discipline:** it is controlled behavior in which the teacher emphasized to encourage the students to stop disruptions in the class. Garret (2014:3) states “discipline does not only mean punishment nor does it only mean the actions that teachers take after misbehavior occurs”. Discipline may contain a systematic method of obtaining obedience.

Besides that, In the words of Padget (2013) the five domains of effective teaching to enable teacher’s lesson plan are:

1. **Vision:** it is a plan of the coming days which guide the learners to have an idea about something. Padget (2013:45) identifies “it is closely associated with the values of the teacher and the people leading the school”. Vision is an important tool for managing the classroom.
2. **Climate:** it is the classroom environment weather physically or psychologically, the teacher must create a healthy atmosphere in the class. Padget (2013:45) views “Classroom also needs to be stimulating and interactive learning space. Climate also concerns the need for positive, supportive relationships between pupils and their peers and teachers”. Classroom management focuses more on how to develop a healthy classroom climate.
3. **Teaching and learning strategies:** pupils can to achieve their objectives by using such teaching strategies in order to establish their thoughts and knowledge.
4. **Reflection:** this area based on teacher’s ability and experience. Padget (2013:45) points out “this is the process of teacher reflecting on what worked and what did not work with pupils, and modifying practice accordingly”. The students should have an idea about what they learn and what they do not learn.
5. **Teacher’s professional domain:** it is the teacher’s knowledge about his/her subject matter but this is not enough, the teachers should have the capacity to achieve their goals by creating useful practices.

2.5. Approaches to Classroom Management

Classroom management has different approaches in which the teacher should have an idea about to increase their knowledge and background for helping their students develop their positive discipline in the classroom. According to Acero, Javier, and Castro (2007), and Devela et al (2000) there are different approaches to manage the classroom

2.5.1. The Assertive Approach

It is the teacher's ability to make their students respect the relation between what and how they want to happen or to do in the classroom. The teacher should state his responsibility of power precisely and clearly in the class to manage a good student's behavior. It is beneficial for students in which it develops their capacity to be responsible. This approach focuses on how to manipulate discipline behavior by the teacher's organization and power to give order and enforce obedience in the classroom. In order to create an effective classroom discipline is based on teacher's experience because any defect on it may lead to less teacher's responsibility. For making an appropriate classroom environment, the teacher must establish a good classroom rules and techniques to increase a great relationship with his/her students. Devela et al (2000:6) assert that "The teacher is expected to combine clear expectations, active response to misbehavior, and consistent follow-through with warmth and supports for all students". The teacher is responsible to build a powerful classroom organization for coping with their students. In addition, to increase student's knowledge and background, they should have a steady power or strength classroom management and to make adequate preparation with physical and psychological classroom. " it was criticized in 1960's as an thoritarian, repressive, militaristic today is due in part to the student disruptions of the 1970's and the general public demand in 1980's for firmer discipline and higher academic standards for all the students"(Ibid). Assertive approach is changed over period of time.

Moreover, for having or showing a confident and forceful personality and discipline. Devela et al (2000) state suggestions for teachers to create a positive assertive discipline. Firstly, establishing the identity of successful possibilities and use the adequate ability to speak at the same time, when there is a rejection of a request, the teacher should not touch the student's feelings and thoughts. Secondly, the teachers must use non-verbal language to

explain the verbal language also they must teach their students with obligation to do their work. Thirdly, they should be confident and patient. Finally, create a healthy classroom expectation for students' good discipline behavior.

2.5.2. Business Academic approach

This approach is called the business line approach which focuses on the organization of the students to involve them in their practices as part of their classroom activities. Developing and making a good atmosphere for student's activity is based on three categories for student's work:

- a) Creating a clear discussion about the work of the activities and tasks: it is a significant way in which the teachers can help their students by evaluating their work
- b) Testing student's work : it is beneficial for each teachers and students
- c) Give the result of the student: Acero, Javier, and Castro (2007:107) suggest "aside from monitoring work in progress all submitted assignments, reports, and even results should be checked promptly and returned to the students". The teacher is responsible for the student's work.

In addition, it is based on the student's interaction belonging to school work that focuses more on how to establish and organize them. According to Deleva et al (2000:16) "task orientation that focuses on the business-like and orderly accomplishment of academic work leads to a clear set of procedures for the students and the teacher". The business academic approach is based on the student's organization and development.

Moreover, this approach classifies three significant categories for effective classroom organization and classroom management:

- a) Prepare appropriate activities and tasks to make an efficient discussion:
 - Prepare and organize a healthy lesson for the homework

- Develop a good level for the structure
 - Perform a task as a particular method for the students who do not attend the lecture.
- b) To give support to the student's ability for working and to identify the existence of their confidence
- c) To increase the belonging school work the most significant way is to return the results of the students
- A. To focus on the struggle
- B. To focus on the effective work.

Devela et al (2000:17) declare that “the business academic approach involves a high degree of ‘time on task’ and ‘academic engaged time’ for students”. Sometimes discipline behavior may be a short result caused by the students who are practicing and doing their activities. They also describe “ the teacher organizes the student’s work, keeps them on tasks, monitors their work, gives the feedback, and holds them accountable by providing rewards and penalties” (Ibid). The teacher is the earth and the foundation of the student’s knowledge and background.

2.5.3. The Behavior-Modification Approach

This type of approach emphasizes on how the teacher can encourage the students to create a positive behavior via a successful recompense. This approach has different rules:

- a) Creating a positive behavior is not based only on the individual personality and the effect of the society. Devela et al (2000:17) see “behavior is shaped by its consequences. Not by the causes of the problems in the history of the individual or by group conditions”. Student’s good behavior developed through good results.

- b) The foundation of classroom behavior is focused on the encouragement of the students in the classroom learning. “Behavior is strengthened by systematic reinforcement (positive and negative) behavior is weak-end if not followed by reinforcement” (Ibid18). Enabling the students is the solution to manage the classroom.
- c) Motivating the students in an organized way may provide the teacher to demonstrate a positive behavior. “Behavior is strengthened by immediate reinforcers”(Ibid).
- d) Eliminating discipline problems in the classroom is the most effective way to protect the classroom environment.
- e) Punishment is sometimes positive to increase student’s good discipline. In order to manage a healthy physical classroom, positive punishment may be the best way for the student’s good discipline.
- f) Developing the effective outcomes is the reason of encouraging the student’s capacity continuously.
- g) Increasing a good intermittent reinforcement schedules

According to Acero, Javier, and Castro (2007:108) “the behavioral modification are varied. They may take the form of rules, rewards, and punishment”. To improve a well managed classroom, the teachers should choose the appropriate ways for teaching in the class. Next, “ this is believed to influence on behavior to the degree that models serve as persons to emulate, copy, and identify with themselves” (Ibid). The most important thing in effective classroom management is creating a positive behavior.

Furthermore, this approach includes a lot of strategies which are based on the classroom discipline problems. Devela et al (2000:18) affirm that “behaviorist assume that behavior is shaped by environment and pay a little attention to the causes of the problems”. Behavior is the way of living creature behaves or acts in the classroom.

2.5.4. The Group Managerial Approach

This approach focuses on how to prevent the disruptive behavior before it occurs in the class and make discipline problems. Acero, Javier, and Castro (2007:108) see that “a misbehavior that remains unnoticed and which is not checked tends to affect the groups and will be assimilated by the members”. Inappropriate behavior should be eliminated in the teacher’s classroom.

For other authors this approach is called the group guidance approach which is emphasized on how to create the foundation of group that based on how to arrange and modify the student’s education. Devela et al (2000:21) consider that “discipline and classroom control are produced through the group atmosphere and enhanced through the group rapport”. Physical classroom is based on how to develop a positive classroom behavior.

This approach suggests three reasons for discipline problems are:

- a) Individual case history: it is the psychology of the student’s thoughts and feelings. “Disruptive behavior in the class is part of the child’s larger emotional problems” (Ibid). For managing a healthy classroom, the teachers must prevent disruptions.
- b) Group condition: the group may face unaccepted possibilities which are represented as a problem.
- c) Mixture of the individual and group causes: “the problem centers around an individual, but triggered by something in the group. A remedy must consider both elements” (Ibid). Classroom management is the base of how to arrange the classroom individual and group.

2.5.5. The Acceptance Approach

This approach focuses on how teaching process is in relating and supporting democracy because these techniques and the outcomes which have been achieved are the work of teacher’s ability; however, it guides the students to be motivated. “People try all

kinds of behavior to get status and recognition. If they are not successful in receiving recognition through socially acceptable methods, and they will turn to mistaken goals that result in anti-social behavior” (Ibid24). The acceptance approach is the favorable note or attention for making healthy classes.

2.5.6. The Success Approach

This approach is related to the study of human mind and being extroverted of good student’s discipline. Acero, Javier, and Castro (2007:109) argue that “good behavior results from good choices and that behavior is a result from good choices”. Classroom management may have appropriate and inappropriate behavior. In this approach, an effective selection is improved by the teacher to provide his/her students with more support to learn easily. It also enables the teachers to establish a great relationship. Since at this case, it makes the students having knowledge of something. Devela et al (2000:25) defend “although teachers do not excuse bad behavior on the part of the student, they need to change whatever negative classroom behavior exists and improve conditions so they lead to the student success”. The teacher’s role in managing well classroom is the creation of successful relationships with their students. In addition, “the road to positive self worth and success begins on a good relationship with people who care” (Ibid). When the teacher is caring about his/her students, they may make a good relation and this may lead to success in how to cope with others in the class.

2. 6. Why Do Teachers Need to Manage an Effective Classroom?

An effective teacher must organize his/her classroom to create a healthy atmosphere for teaching and learning process. Hamann and Cooper (2016) explain that although the teacher who is perceive and well informed, at the same time he/she has not the ability to manage his classroom, he/ she could not transmit an appropriate act of informing or

imparting knowledge. Then, they assert that “classroom management is not a separate entity in your teaching or classroom, but rather it is connected with all other aspects of your teaching” (2016:294). Any teacher whether experienced or novice one should interact their knowledge in a systematic way.

Furthermore, “lesson planning and the ability to deliver music instruction are essential key factors for classroom management” (Ibid). For establishing a positive physical environment in the classroom, the most effective way is planning a lesson. Next, at the same time students should have an idea about the teacher’s objectives and about what they will learn. “Many classroom behavior problems and disruptions occur because of student frustration, boredom, and/or failure caused by poor sequencing or developmentally inappropriate material” (Ibid). The best solution to avoid discipline problems is teacher’s ability and background to manage the classroom.

In the words of Sachs (2007) classroom management include two major ways which are controlled behavior and making classroom tasks easiest. Also, it has wide range about what the teachers teach. In addition, Sachs (2007:143) writes “the best developed teaching plans can go away if the procedures and class discipline are not managed well”. Teaching strategies and rules are the most important ways for classroom management.

According to Taylor (2004:122) “the importance of the physical environment in the learning process was the role of the instructional program in managing classroom behavior indicates the importance of effective instructional strategies in reducing inappropriate behavior”. Misbehavior must be reduced in the classes.

Moreover, Taylor (2004) suggests many strategies that are very important for preventing classroom management problems:

- ❖ Form a successful teacher's classroom rules and procedures for helping student's ability to concentrate and follow the basic rules
- ❖ Strengthen the reliability and support classroom rules and procedures. Also he says "teacher must become skilled observers and develop systematic strategies for recording behavior" (2004:118). Classroom management is the teacher's experience.
- ❖ Change the set of structured activities for teaching because it is the teacher's knowledge to plan a good pace
- ❖ Control classroom behavior problems through creating an appropriate techniques
- ❖ Establish student's background via elaborating good activities. "Teachers should be prompt in checking assignments as well as providing timely feedback to students" (Ibid 119). Teachers are responsible for every step that happens in the class.

Besides that, Acero, Javier, and Castro (2007:105) argue that "As classroom manager, he takes charge of facilitating the overall routine activities in the classroom and sees to it that while every body participates, he makes sure that the techniques applied will work to the advantage of the students..." The most significant aspect to managing classroom is teacher's strategies that occur in the class.

In addition, Reinke, Herman, and Sprick (2011:6 and7) add "well trained teachers can help children who are aggressive, disruptive, and uncooperative to develop the appropriate social behavior that is a prerequisite for their success in social". Classroom management is based on the teacher's role in preparing, preplanning, planning, and organizing.

Moreover, for that to improve a well managed classroom, the teachers must plan their lessons effectively. In the words of Richards and Renandya (2002:27) assert that "planning the lesson and managing learner behavior during a lesson. Planning is often viewed as a key aspect of teaching a successful lesson. During the planning phase, the teacher makes

decisions about goals, activities, resources, timing, grouping...” The best aspect to achieve an organized classroom management is planning and preparing effective lessons.

Then, they assert that “ planning can be regarded as a process of transformation during which the teacher creates ideas for a lesson based on understanding of learner’s needs, problems, interests on the lesson itself” (Ibid 27+28). The teacher has all the responsibility for teaching in an adequate way.

Additionally, Butt (2006:3) states that “poor classroom practice, disruptive student behavior, inadequate progression and poorly devised assessment tasks can all be linked back to some aspect of unsatisfactory planning”. Planning is an important skill for successful classroom management. Hence, Savage (2014:4) claims that “timings are helpful to assist you in planning for a good and steady flow in a lesson”. Planning enables teachers and guides them to organize their lectures physically and psychologically.

Conclusion

As a conclusion, teaching is the foundation to provide students with much learning behaviors because improving a well managed classroom is the responsibility of teachers and schools in which establishes and maintains a good student’s discipline in the classroom. To realize an effective classroom management the teachers must maintain the control of their classes. In the next following chapter we will establish the link between lesson plan and classroom management to confirm our hypothesis and this will provide us in the analysis on the coming chapter in order to make the reader see the relationship between the two variables.

Chapter three: field work

Introduction

3.1. Population and sampling

3.2. Teachers' questionnaire

3. 2.1. Description of the questionnaire

3.2.2. Administration of the questionnaire

3.2.3. Analysis of the results

3.3. Students' questionnaire

3.3.1. Description of the questionnaire

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Conclusion

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Appendix

Chapter three: Field Work

Introduction

This study is an attempt to investigate the importance of lesson plan for both EFL teachers and learners and its effect to improve a well managed classroom. Moreover, this chapter aims at knowing whether preparing and planning lessons are helpful in finding the appropriate equivalent or not. In addition, this chapter deals with information about the sample, the description, and the analysis of the questionnaires. Also, the analysis concerns the data obtained from two different questionnaires which are named teachers' questionnaire and learners' questionnaire.

3.1.Population

For the present study, we deal with a sample of sixty one (61) L.M.D students, from total population of the second year English of the department of languages; University of Mohamed kheider of Biskra. They are selected randomly, and they have been chosen on the basis.

3.2.The Teachers' Questionnaire

The teachers' questionnaire aims at finding the reason behind the effect of lesson plan on creating a well managed classroom. The questionnaire given to teachers consists of sixteen questions. Three questions deal with the personal information, seven questions are devoted for the teacher's role in planning lessons before going to their classrooms, and eight questions are devoted for teacher's responsibility to improve an effective classroom management. The questions are the combination between the closed and open questions.

3.2.1) Description of the Questionnaire

The questionnaire begins with a small introduction which explains the aim of our study. It consists of eighteen questions. It is divided into three sections: the first section is

about general information. The second one is about the planning lessons. The third one is about managing classrooms

A detail description about the three sections

- a) **Section one:** is about general information, this section aims at obtaining information about the teachers' gender (Q1), their qualification (Q2), their teaching experience (Q3). This section helps us to have an idea about the personal information of each teacher in order to differentiate between experienced teachers and novice one
- b) **Section two:** is about lesson plan. This section is intended to explore the teachers' understanding and awareness of the importance of planning lessons as well as to examine the situation of planning in the university.
- c) **Section three:** is about classroom management. In this section the teachers are asked clear questions about how to establish a successful classroom environment. The aim is to test the teacher's ability and background in the form of how they can guide their students to prevent discipline problems through building a good classroom management.

3.2.2) Administration of the Questionnaire

The teacher's questionnaire was administrated to ten (10) teachers were very helpful since they accepted to fill in all our questions, to help us in our piece of research and at the same time they encourage us to get a reliable date.

3.2.3) Analysis of the Results

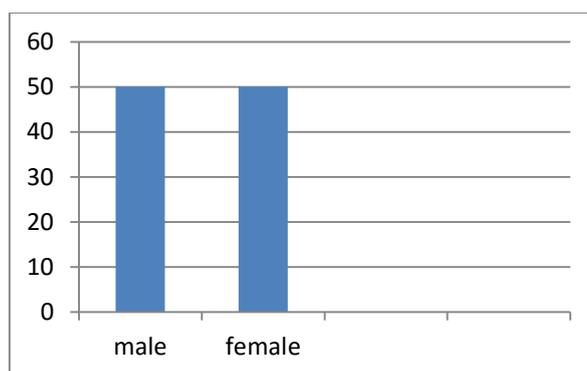
Following now, is the analysis of some precise items of teacher's questionnaire. In section one, the items were about the general information. In section two; the items were about lesson plan. And in section three; the items dealt with classroom management.

Section one: (1→ 3)

Question item 01: Gender

	N	%
Male	5	50%
female	5	50%
Total	10	100%

Table3.1: teacher's gender



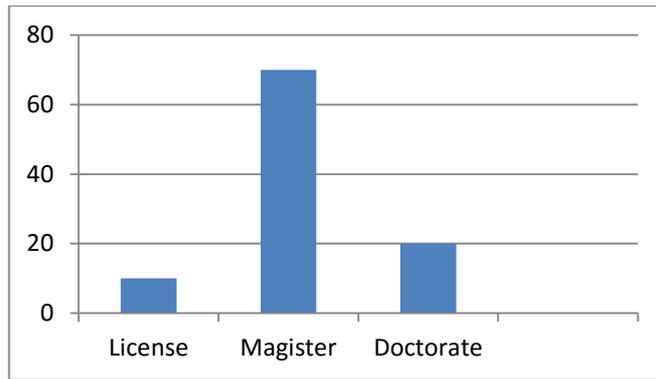
Graph3.1: teacher's gender

Concerning the question above, we need to see whether the questionnaire is answered by males or females teachers, and the result shows that there is balance male teachers (50%) and female ones (50%) who help us in this questionnaire.

Question item 2: Teacher's qualification

	N	%
License	1	10%
Magister	7	70%
Doctorate	2	20%
Total	10	100%

Table3.2: teacher's qualification



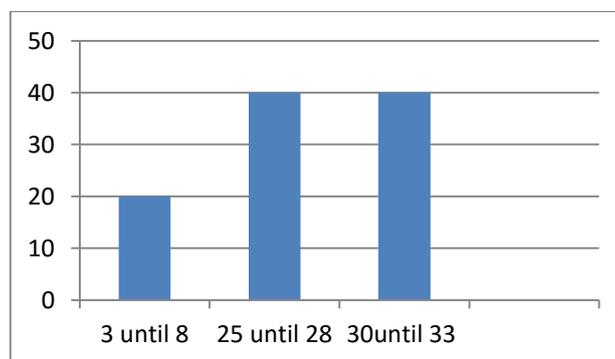
Graph3.2: teacher’s qualification

In the same line of thought, we want to ask our teachers about their qualification to have an idea about their knowledge. 70% said that they are Magister, and 20% said that they are Doctorate, and 10% said that they are License.

Question item 3: How long have you been teaching English?

	N	%
3 → 8	2	20%
25 → 28	4	40%
30 → 33	4	40%
Total	10	100%

Table3.3: teacher’s experience



Graph3.3: teacher’s experience

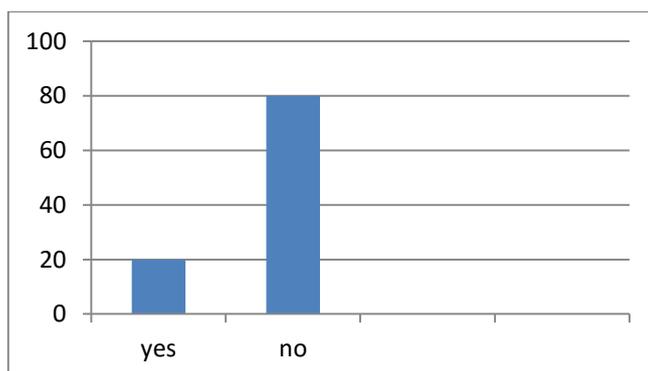
The other question is about the teacher's experience. 40% said they spend teaching from 25 to 28 year, others also 40% said they spend teaching from 30 to 33 year but other teachers 20% said that they are teaching from 3 to 8. From that we can say that the majority of teachers who work with them are experienced one.

Section two: (1→7)

Question item 1: Planning is an easy task to prepare before going to your classroom?

	N	%
Yes	2	20%
No	8	80%
Total	10	100%

Table3.4: teacher's opinion if planning is an easy task



Graph3.4: teacher's opinion if planning is an easy task

This question tried to know whether teachers see planning as an easy task. 80% said planning is difficult so, it may for them as a detailed plan, and 20% said is easy task. These results explain that teachers pay more attention on preparing and planning lessons for that they see it as complex issue.

Question item 2: If planning is not an easy task, please explain why?

Four Teachers clarify that it is relatively difficult; especially for novice teachers because she/he has to take into consideration many parameters namely set of objectives, types of classroom activities, different learning styles, and learner's need because it

requires much efforts and reviewing many sources. So, to consider a logical methodology must achieve the aims first.

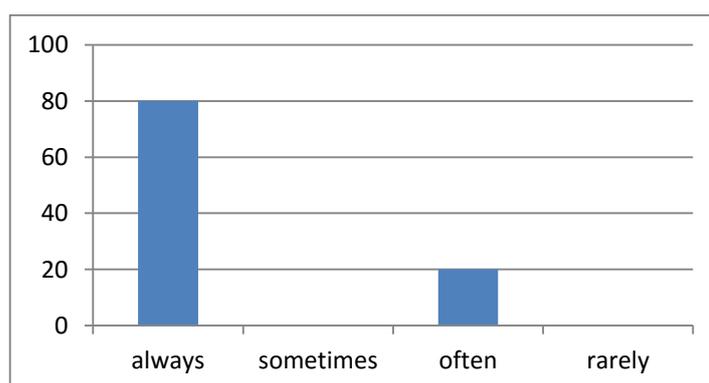
Moreover, three teachers justify that finding an authentic material is a big difficult. Material that is interesting and that serves the aim of the lesson at the same time is planning. Also we can not find things that we need about a given in a single book because it is impossible to teach without planning as the teacher has to devise books looking into consideration for some rules.

In addition, teacher says that planning needs a detailed preparation that takes a lot of time and effort plus knowledge and competence.

Question item 3: Do you plan your lessons

	N	%
Always	8	80%
Sometimes	0	0%
Often	2	20%
Rarely	0	0%
Total	10	100%

Table3.5: if teachers plan their lessons or not



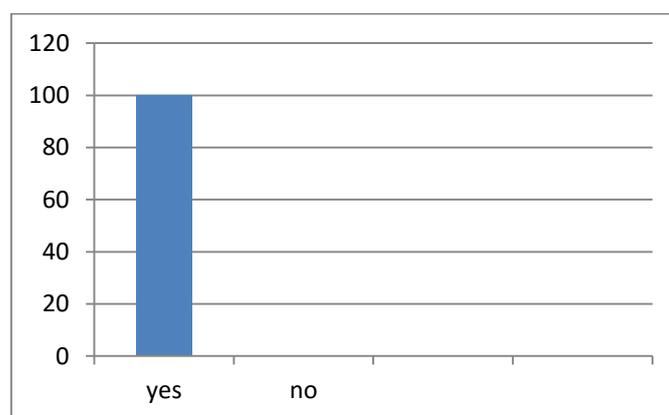
Graph3.5: if teachers plan their lessons or not

This question is intended to determine whether the teachers plan their lessons or not. The results summarizes that 80% said that they always plan their lessons while 20% said that they plan their lessons often.

Question item4: planning is necessary skill to develop an organized learning environment

	N	%
Yes	10	100%
No	0	0%
Total	10	100%

Table3.6: Planning is a necessary skill to develop an organized learning environment



Graph3.6: planning is a necessary skill to develop an organized learning environment.

The results show that 100% said planning is necessary for creating a healthy classroom environment

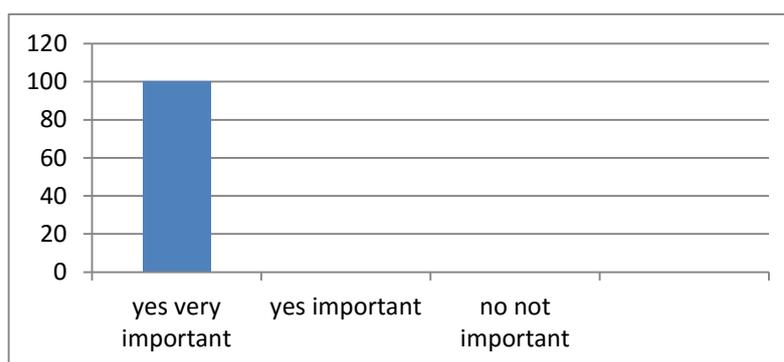
Justification of the answer (Q7):

All teachers provide a good explanation that planning is a crucial requirement because many factors should be involved. The organization of the lesson is absolutely necessary due to the amount of information available as internet, types of the class... because lesson plan helps teacher's self-confidence, creates a motivated atmosphere, maintains student's attention, develops a positive teacher/students relationship, avoids blanks in time, and overcomes any difficulty. Furthermore, they see that teaching is a systematic process based on planning beforehand without it may becomes random as the teaching process will be in vacuum because without planning a lot of discipline problems may occur in the classroom.

Question item 5: In your point of view, planning is an important part in teaching English

	N	%
Yes very important	10	100%
Yes important	0	0%
No not important	0	0%
Total	10	100%

Table3.7: planning a lesson is an important part in teaching English



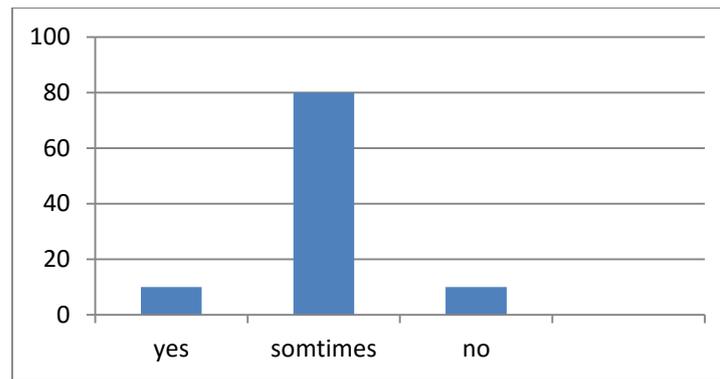
Graph3.7: Planning a lesson is an important part in teaching English

As illustrated above, all of the teachers who answered this question are 100% with the significance of lesson plan. This implies that, the teachers are aware of the necessity of planning.

Question item 6: Do you face difficulties in preparing a lesson

	N	%
Yes	1	10%
Sometimes	8	80%
No	1	10%
Total	10	100%

Table3.8: teacher's difficulties during preparing lessons



Graph3.8: teacher’s difficulties during preparing lessons

It seems from the table above that the vast majority of teachers 80% said that sometimes face difficulties while 10% said yes they face, then 10% said no they do not face them. This would add that the teachers who work with them in our research are interested more on lesson plan and it explains that they plan their lesson in the right way.

Question item 7: In your point of view, what is lesson plan?

The aim of this question is to see whether lesson plan is a detailed plan or a just an outline for the teachers. Each teacher defined planning as

1. It is the requirements for teaching which are allocation of time, type of information, choice of classroom activities, feedback and assessment.
2. It can be a language point, structure, notion to be taught
3. It is a road map of the teacher followed by different stages
4. It is the organization and description of the course that guides the teacher to help the students to learn
5. It is a plan logically ordered starting from the aim, objectives, and including various books chosen in accordance with the objectives, following from simple to complex ones and ending with conclusion or concluding joke...
6. It is made of three phases presentation, production, practice. The three stages should be prepared carefully taking into account the learner’s needs
7. It is set of actions, a guide, and an organizing process.

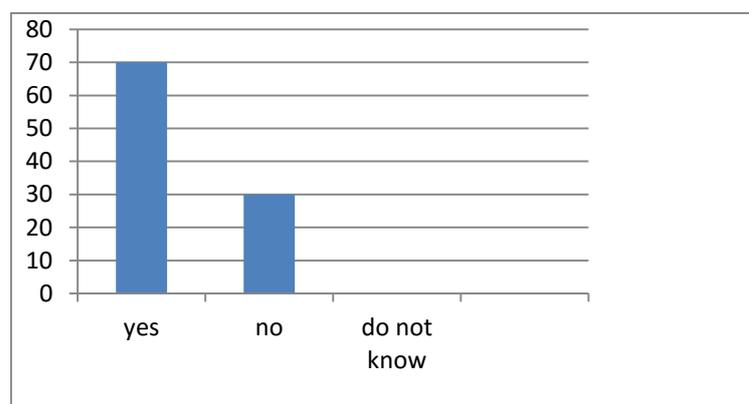
From the results above lesson plan is a detailed outline that should be prepared by both experienced and novice teachers.

Section three: (1 → 8)

Question item 1: Do you think that a successful learning environment is the result of good student’s discipline?

	N	%
Yes	7	70%
No	3	30%
Do not know	0	0%
Total	10	100%

Table3.9: a successful learning environment is the result of good student’s discipline



Graph3.9: a successful learning environment is the result of good student’s discipline

As noticed above, all teacher’s answers revealed that 70% said ‘yes’ that a successful classroom environment is the result of well student’s discipline since a healthy classroom management enables the student’ capacity for learning while 30% said ‘no’, it is not.

Question item 2: To be an effective classroom manager the teacher must learn to exercise the last amount of power in the classroom?

	N	%
Yes	5	50%
No	4	40%
Do not know	1	10%
total	10	100%

Table3.10: Teacher’s power in the classroom helps in management



Graph3.10: teacher’s power in the classroom helps in management

As revealed from the table above, 50% said it is true to be an effective manager the teacher must learn to exercise the last amount of power in the classroom, 40% said it is false, while 10% said that they do not know.

Question item 3: What is the difference between classroom management and discipline?

Classroom management	discipline
It is creating best environment and consitions to learn	It is to manage learner's behaviors and issues about it
It is the teacher's responsibility, and it is essential for efficient teaching and learning without it the teacher becomes stressed	It is the student's responsibility which fulfills an essential step in establishing a learning climate that promotes both teaching and learning
It refers to the control and organization, the way teachers organize their activities and done the students in a smooth way	It is all about the students
It depends on the teacher	It depends on the teacher and the students

Table3.11: the difference between classroom management and discipline

From the results above some teachers make the difference between classroom management and classroom discipline as summarized in the **table13**. While other teachers suggest that there is relation between them:

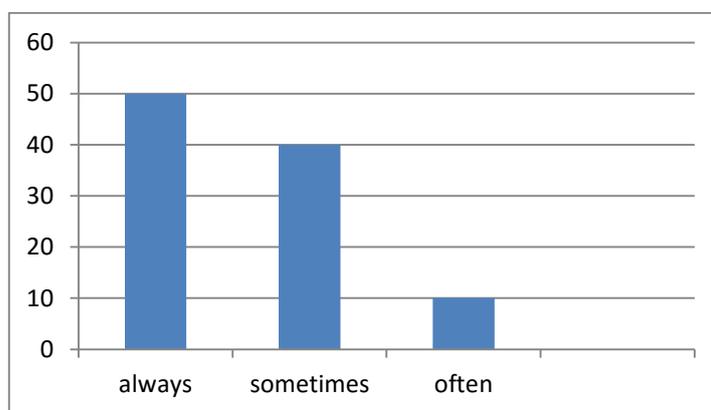
- They are interrelated classroom management effects classroom discipline
- Classroom management deals with classroom discipline
- A good classroom management should necessarily result with an excellent classroom discipline
- They are complementary. Classroom management is methodological but classroom discipline is more personal in nature

According to the answers, the aim of this question is to have an idea about how to avoid discipline problems through creating the relationship between classroom management and discipline.

Question item 4: When you plan your lessons, do your students concentrate with your instruction?

	N	%
Always	5	50%
Sometimes	4	40%
Often	1	10%
Total	10	100%

Table3.12: teacher’s planning effects on the student’s concentration



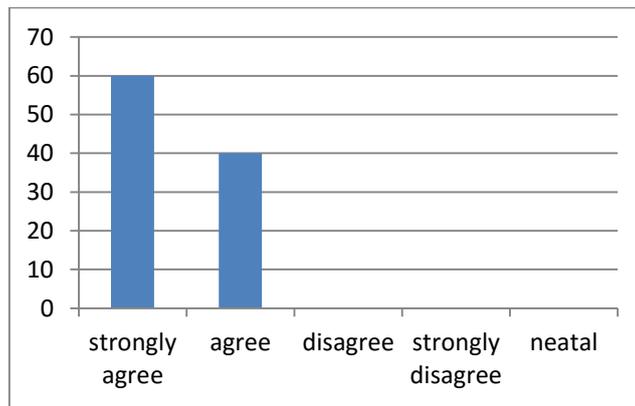
Graph3.11: teacher’s planning effects on the student’s concentration

Further we asked the question whether teacher’s planning and preparation can affect on the student’s concentration in order to know the role of lesson plan. So the results shows that 50% of the teachers said always when they plan their lesson their students concentrate carefully with them, 40% of them said sometimes they concentrate, and 10% of them said that their students concentrate often.

Question item5: Does good planning minimize classroom management problems?

	N	%
Strongly agree	6	60%
Agree	4	40%
Disagree	0	0%
Strongly disagree	0	0%
Neutral	0	0%
Total	10	100%

Table3.13: a good planning minimize classroom management problems



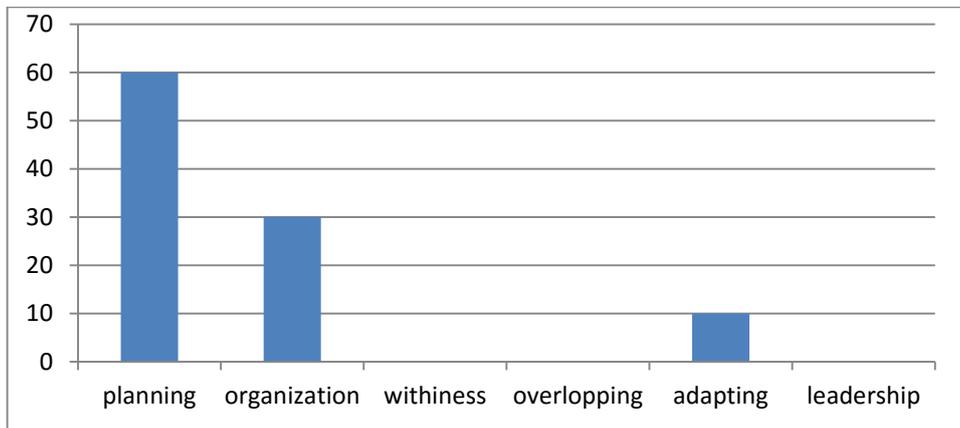
Graph3.12: a good planning minimize classroom management problems

A quick look at this table reveals that 6 participants, who make up 60%, strongly agree and believe that an effective lesson plan minimize problems that may occur in the classroom management and 40% who said that is agree, so the aim of this question is to make the relation between lesson plan and classroom management.

Question item 6: Which is the most appropriate skill that the teacher needs in order to create a successful learning environment?

	N	%
Planning	6	60%
Organization	3	30%
Wittiness	0	0%
Overlapping	0	0%
Adapting	1	10%
Leadership	0	0%
Total	10	100%

Table3.14: the most appropriate skill that the teacher need for successful classroom environment



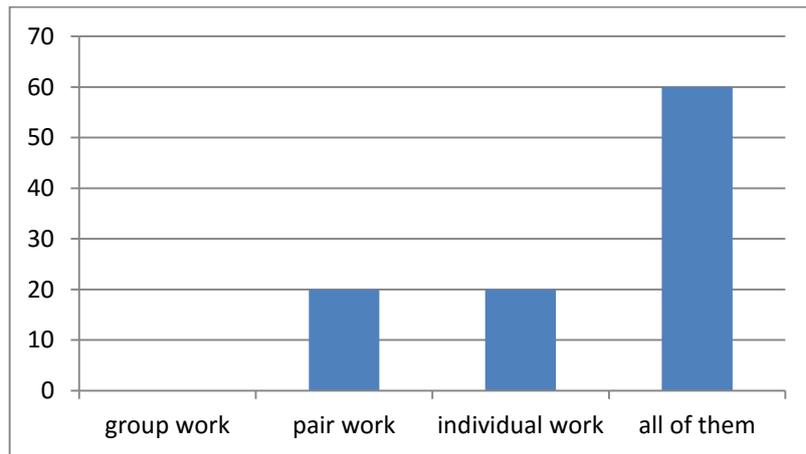
Graph3.13: the most appropriate skill that the teacher need for successful classroom environment

By asking this question we wanted to know the teacher's attitude toward the appropriate skill to establish a healthy learning environment 60% said it is planning skill that is beneficial for both teachers and students, 30% said it is the organization skill since in the fact planning and organization are linked together, and 10% said it is leadership which is also play a good role in the teacher's classroom.

Question item 7: In your class, how do you arrange your classroom?

	N	%
Group work	0	0%
Pair work	2	20%
Individual work	2	20%
All of them	6	60%
Total	10	100%

Table3.15: the arrangement of the classroom



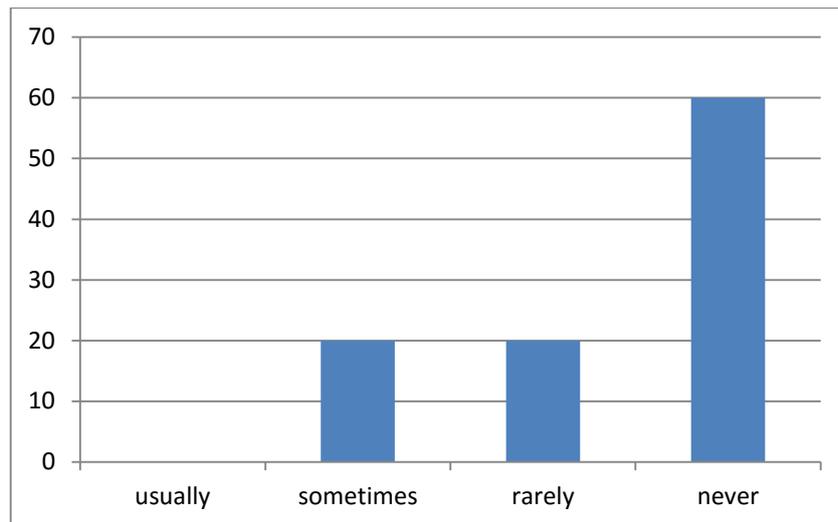
Graph3.14: the arrangement of the classroom

This question was asked in order to see how teachers organize their classroom environment because it is also important for managing the classes, 60% said all of them are used in their classes, 20% said individual work is the most used technique, and 20% said pair work is the most helpful way in their classrooms.

Question item 8: Do face discipline problems in your classrooms?

	N	%
Usually	0	0%
Sometimes	2	20%
Rarely	3	30%
Never	5	50%
Total	10	100%

Table3.16: discipline problems that happens in the classroom



Graph3.15: discipline problems that happens in the classroom

It seems from the results obtained from the table above that 60% of teachers said never face problems in their classrooms because they plan their lessons in good way, 20% of them said rarely face them, and 20% of them said sometimes they face discipline problems. The aim of this question is know how planning can guide the teachers to avoid disruptions.

3.3. Student’s questionnaire

The student’s questionnaire aims at finding out learner’s views about lesson plan and their attitude toward creating an effective classroom management.

3.3.1. Description of the questionnaire

The questionnaire consists of (16) questions in three different sections. Most of questions are closed ended: learners are invited to tick the correct answer. The aim of this question is to investigate their attitude toward the effect of lesson planning in maintaining discipline

The following is a detailed description of each section

Section one: general information

The first section consists of 2 questions which concerns background information about informants: their gender? (Q1), and their level in English? (Q2)

Section two: lesson plan

This section's aims are to elicit student's views about teacher's planning: their attitudes if lesson plan is important for them to understand easily (Q3). Next, if their teachers prepare the lectures in an organized way (Q4). Also if their teachers use different activities (Q5 and Q6). Then ask them whether their teachers active in the class, in addition, do their teachers use gestures to explain the lesson carefully (Q7), moreover, if their teachers write on the board or just explain it orally (Q8), and if their teachers discuss with them (Q9).

Section three: classroom management

This section aims at finding out how to manage a good classroom. It is about if their teachers manage the classroom in an organized way (Q10). Then, whether their discipline is positive or negative (Q11). Whether their teachers use different activities in the way of group work, pair work, individual work... (Q12), in addition, if pair work and group work increase your talking time (Q13), then does whole class grouping suitable for the activities (Q14), also if the teacher arrange the classroom in adequate way (Q15).

3.3.2 The questionnaire administration

The student's questionnaire was administered to 61 students of second year, at the department of English, the University of Mouhamed Kheider of Biskra. It also administered in friendly and relaxed environment.

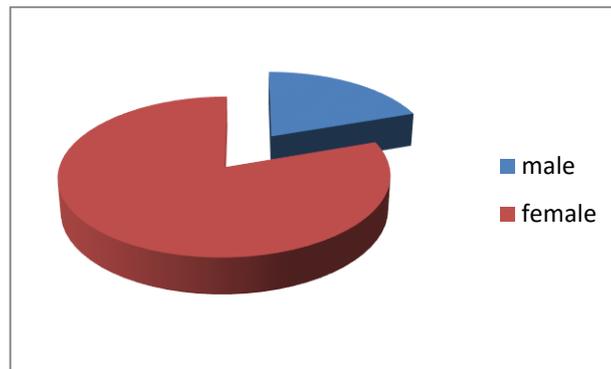
3.3.3 Analysis of the questionnaire

Section one (1 → 3):

Question item 1: The gender

	N	%
Male	12	19.67
Female	49	80.33%
Total	61	100%

Table3.17: student's gender



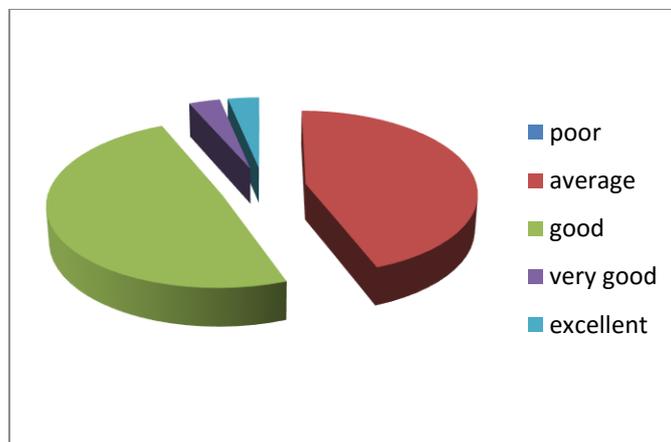
Graph3.16: student's gender

As we can see the table1 above, a high majority representing 80.33% of informants are female. However, fewer of students representing 19.67% are male. We asked this question since we expect that male students appear to be trouble than female students.

Question item2: What is your level in English?

	N	%
Poor	0	0%
Average	27	44.26%
Good	30	49.18%
Very good	2	3.28%
Excellent	2	3.28%
Total	61	100%

Table3.18: student's level in English



Graph3.17: student's level in English

As noticed above, the majority of students 49.18% are good in English. Then, 44.26% are average. While just 3.28% of students are answering that they are very good and excellent. The aim of this question is to know whether we deal with good student's background or not. This may help us in our questionnaire.

Question item3: Are you second year student for the first time or second time?

	N	%
For the first time	58	95.08
For the second time	3	4.92%
Total	61	100%

Table3.19: if students are second year for the first or second time



Graph3.18: if the students are second year for the first or second time

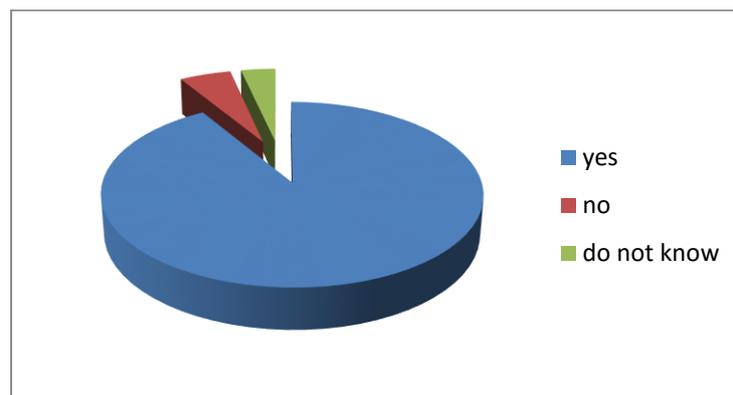
95.08% of the students are second year for the first time while 4.92% are for the second time. The purpose of this question is to enable our research that the learners who answered our questionnaire are aware to find the correct answer.

Section two: (1 → 9)

Question item 1: Do you think that lesson plan is very important for you to understand easily?

	N	%
Yes	53	86.89%
No	3	4.92%
Do not know	2	3.29%
total	61	100%

Table3.20: student's attitude toward the importance of planning



Graph3.19: student's attitude toward the importance of planning

This question is asked to know whether the students like planning and see it as a significant skill. The majority of students 86.89% who chose yes that lesson plan is very important for them to create a good understanding while few of them 4.92% said no it is not important, and 3.29% said do not know.

Justifications:

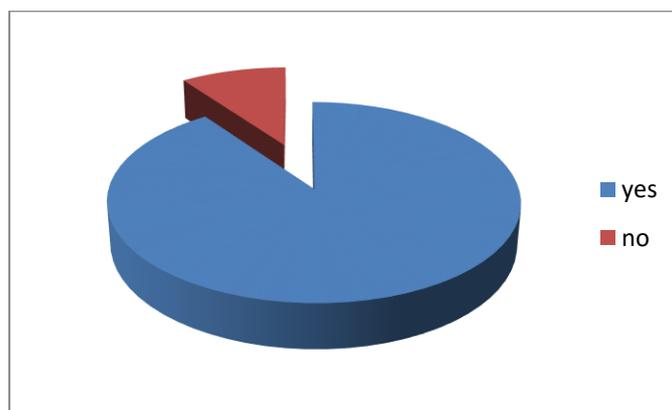
Some of the students justify that lesson plan is very important to increase their understanding:

- Because it helps me to establish my knowledge and to have a general idea about the lesson
- It encourages me to increase my comprehension and to be motivated
- It enables me to improve a good background and to develop our language
- It helps me to follow the teacher's steps

Question item 2: Does your teacher prepare the lecture in an organized way?

	N	%
Yes	55	90.16%
No	6	9.84%
Total	61	100%

Table3.21: student's view about teacher's preparation



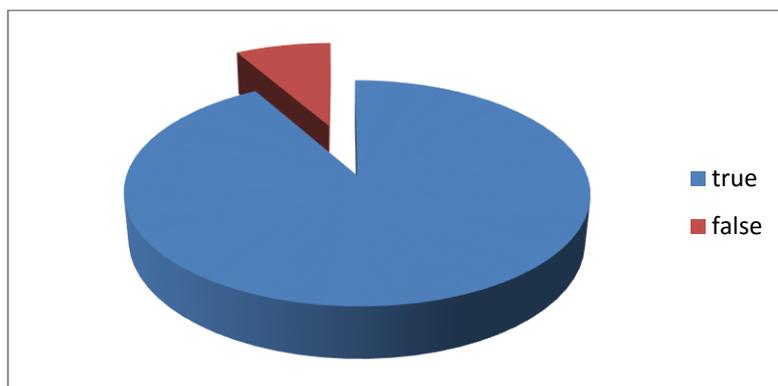
Graph3.20: student's view about teacher's preparation

As noticed above, the results show 90.16% who answer the question with yes this means that lesson plan encourages the students to learn easily. However, few of students said no, they may suffer disruptions in their classrooms caused less organization.

Question item 3: Does your teacher use different activities in the class?

	N	%
True	56	91.80
False	5	8.20%
Total	61	100%

Table3.22: student's attitude towards about organizing different activities



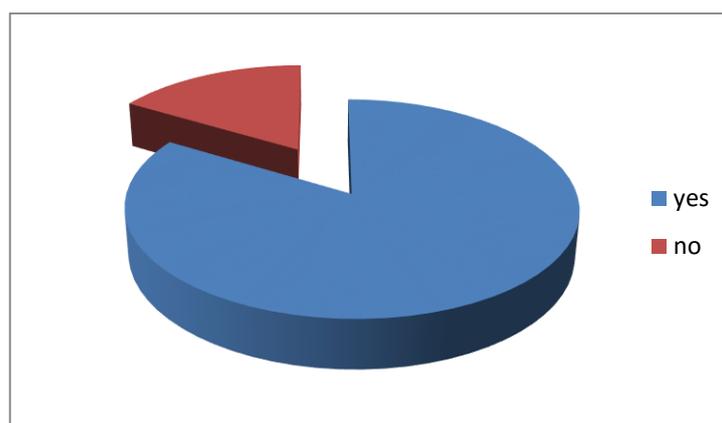
Graph3.21: student’s attitude towards about organizing different activities

When asked about teacher’s different activities, 91.80% of students said that their teachers use different activities prepared in a good way and this aims that their teachers plan their lessons in an effective way while just 8.20% said that their teachers do not prepare this may caused by many problems such as noisy, reduced student’s learning, disruptions etc.

Question item 4: If yes do you participate in these activities?

	N	%
Yes	51	83.61%
No	10	16.39%
Total	61	100%

Table3.23: student’s attitude toward about their participation



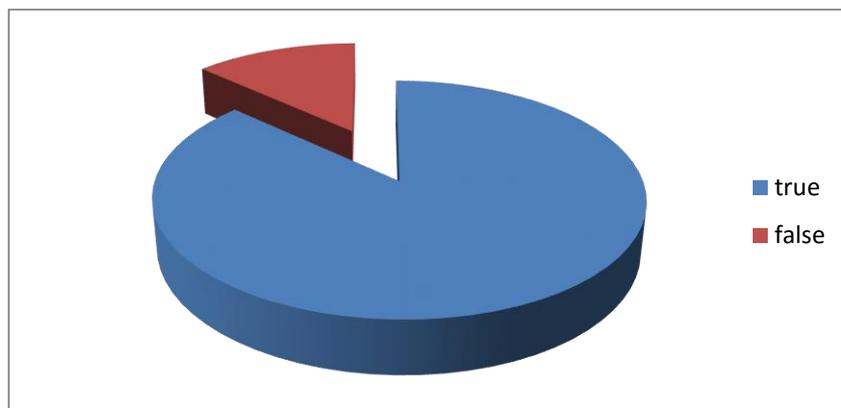
Graph3.22: student’s attitude toward about their participation

We want to know whether the students can concentrate easily when their teachers plan well organized activities. Since the organization of teacher’s activities is related to a healthy classroom management so the results shows that 83.61% of students who said it is yes. These activities help them to be active in their classrooms while fewer of students who said it is no they may face problems in their behaviors.

Question item 5: In your point of view, is your teacher active in the classroom?

	N	%
True	53	86.89%
False	8	13.11%
Total	61	100%

Table3.24: student's view if their teacher active



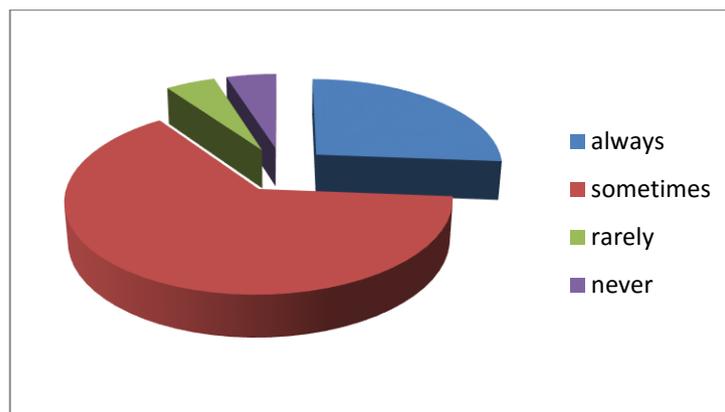
Graph3.23: student's view if their teachers active

Then, we want to know whether their teachers are active or not. The aim of this question gets the idea that when the teachers are confident and comfortable in the class this means that they prepare their lesson plan. And the results shows that 86.89% said it is true, this means that their teachers are active and know what they do while 13.11% said that they are not active, those students may be the students who are making the noise in class because they can not focus more on what the teachers do in his class.

Question item 6: Does your teacher use gestures to explain carefully the lesson?

	N	%
Always	16	26.23%
Sometimes	39	63.93%
Rarely	3	4.92%
Never	3	4.92%
Total	61	100%

Table3.25: student's attitude toward about teacher's ability for explain the lesson



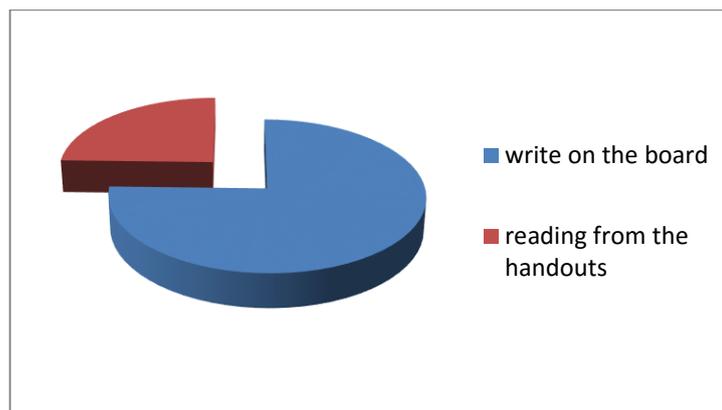
Graph3.24: student’s attitude toward about teacher’s ability for explain the lesson

We wanted to know if their teachers explain their lessons with gestures or just orally. We see on the table above that 63.93% of students said that sometimes their teachers explain the lesson with gestures, and 26.23% of them said always, while 4.92 for both rarely and never their teachers explain the lesson with gesture. Since this question aims at using gestures and eye contact... to explain the lesson helps the students to follow their teacher in each step and this may lead to improve a well managed classrooms.

Question item8: Does your teacher write on the board or just read from the handouts?

	N	%
Using the board	46	75.41%
Reading from the handouts	15	24.59%
Total	61	100%

Table3.26: the role of using gestures or just reading in the class



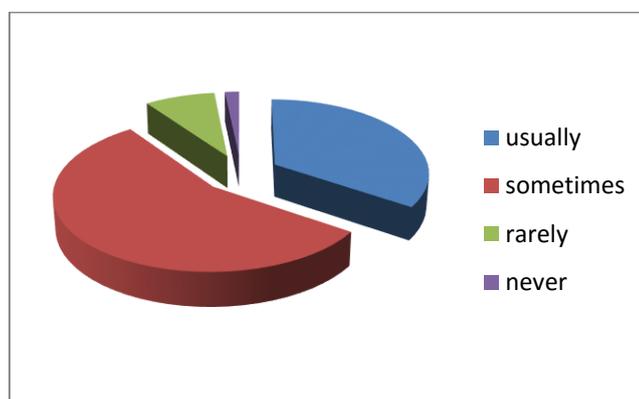
Graph3.25: the role of using gestures or just reading in the class

Right after that question, we need to know teacher’s role in using gestures or reading only from the handouts 75.41% of students said that their teachers write on the board and this step guides the students to increase their comprehension in a perfect way whether 24.59% said that their teachers just read from the handouts and this may lead to less understanding.

Question item 9: Does your teacher discuss with you during the lesson?

	N	%
Usually	21	34.43%
Sometimes	34	55.74%
Rarely	5	8.20%
Never	1	1.64%
Total	61	100%

Table3.27: student’s communication with their teachers



Graph3.26: student's communication with their teachers

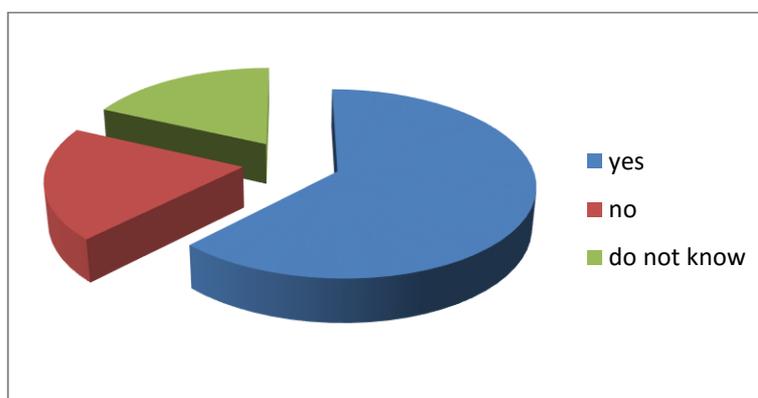
We geared to ask the students if they discuss with their teachers or not. 55.74% of students said that sometimes they can communicate, 34.43% of them said that usually they can discuss while 8.20% said rarely and 1.64% said never. We asked this question in order to confirm that communication with teacher in the classroom encourages the students to learn and they can avoid fear and anxiety from other because this fear may lead them to make discipline problems.

Section three: (1 → 6)

Question item 1: Does your teacher manage the classroom in an organized way?

	N	%
Yes	38	62.30%
No	12	19.67%
Do not know	11	18.03%
Total	61	100%

Table3.28: student's view for teacher's role in managing a well classroom



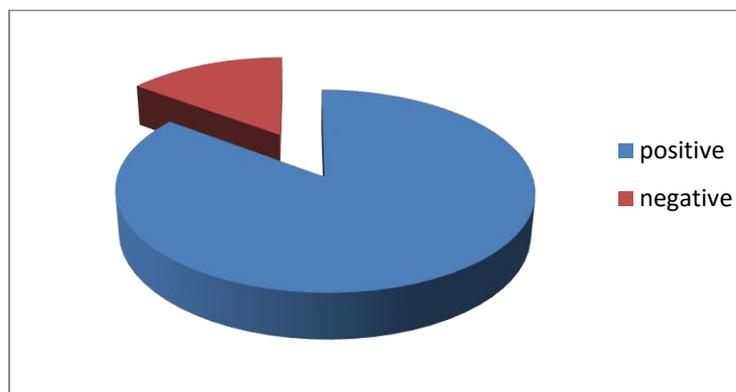
Graph3.27: student's view for teacher's role in managing a well classroom

Further, we asked whether teachers manage an organized classroom 62.30% of students said yes their teachers manage their classrooms in an effective way, 19.67% said no, and 18.03% said do not know.

Question item 2: Is your discipline in the class positive or negative?

	N	%
Yes	52	85.25%
No	9	14.75%
Total	61	100%

Table3.29: student's discipline



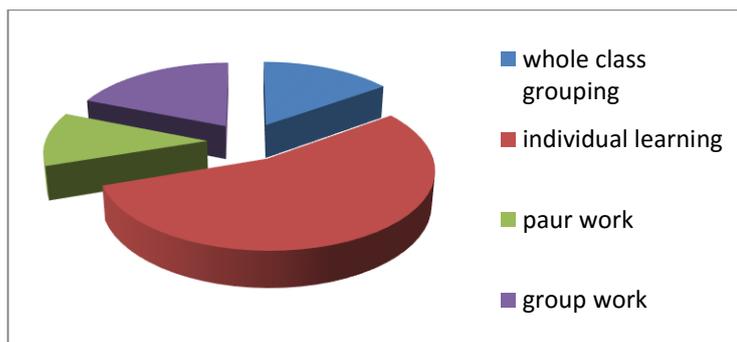
Graph3.28: student's discipline

As noticed above, the majority of students 85.25% said that they are positive in the class, this may lead to increase student's capacity for learning while few students said that they are negative. The aim of this question is to show that the student who work with them, they have good behavior in the classroom.

Question item 3: Does your teacher use the activities in the way of

	N	%
Whole class grouping	8	13.11%
Individual leaning	37	60.66%
Pair wok	6	9.84%
Group work	10	16.39%
Total	61	100%

Table3.30: teacher's activities for students



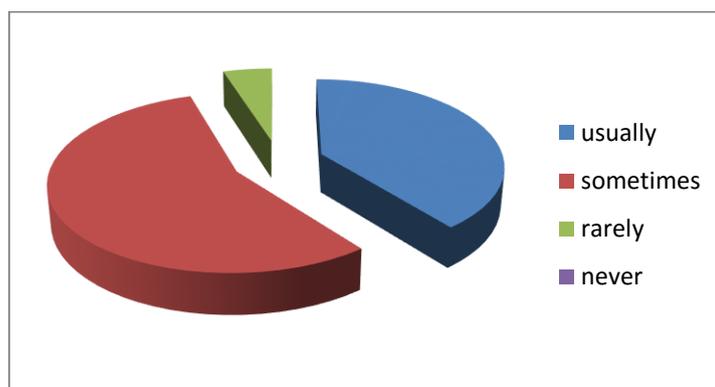
Graph3.29: teacher's activities for students

60.66% of the students who answer this question that their teachers use activities in the form of individual learning, 16.39% of them said that they use the way of group work, 13.11% of them said they use the way of whole class grouping, and 9.84% said their teachers use the way of pair work.

Question item 4: Does pair work and group work increase you talking time?

	N	%
Usually	24	39.34%
Sometimes	34	55.74%
Rarely	3	4.92%
Never	0	0%
Total	61	100%

Table3.31: student's good behavior



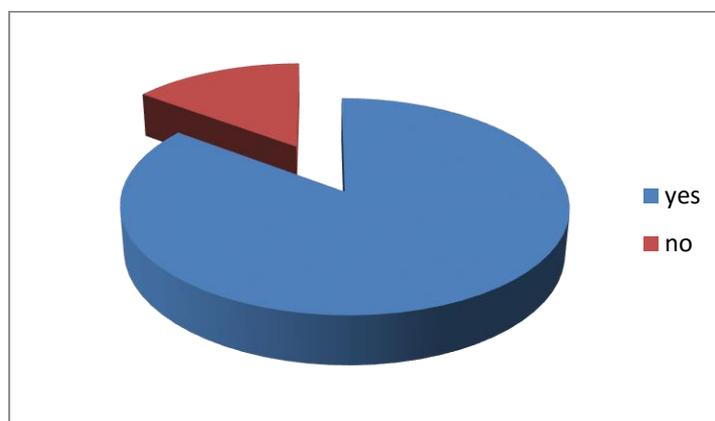
Graph3.30: student's good behavior

As the results on the table above 55.74% of students said that sometimes pair work and group work increase student's talking time, 39.34% said that pair work and group work usually help them while 4.92% said that they rarely make them active.

Question item5: Do you think that a well managed classroom is suitable for learning?

	N	%
Yes	52	85.25%
No	9	14.75%
Total	61	100%

Table3.32: student's attitude toward learning environment



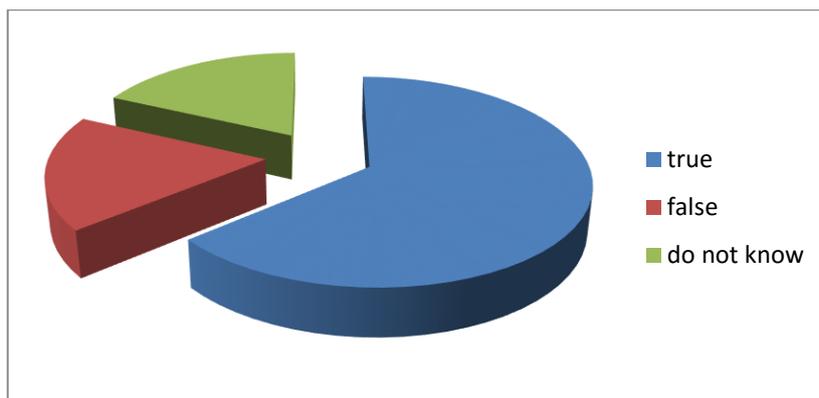
Graph3.31: student's attitude toward learning environment.

85.25% of student said that classroom management is the most suitable technique for learning. However 14.75 of them said that it is not.

Question item 6: Does your teacher arrange the classroom in an adequate way?

	N	%
True	39	63.93%
False	11	18.03
Do not know	11	18.03
Total	61	100%

Table3.33: student's attitude toward teacher's classroom arrangement



Graph3.32: student's attitude toward teacher's classroom arrangement

As the results that appear in the table above, 63.93% of students said it is true that their teachers arrange the classroom in an adequate way while 18.03% of them said it is false, and also 18.03% of them said they do not know. So, the arrangement of the class also has a great influence on the classroom management because the seating of students helps them to learn with positive discipline.

3.4. Discuss the results

The different answers that students (our participants) gave in this questionnaire do reveal about some aspects concerning their attitude toward the effect of lesson plan on the teacher's classroom management. In addition, their answers strengthened more the background information we created in our piece of research, mainly the importance of planning and preparation makes the teacher more confident for teaching and the students aware for learning. If we consider again the answers of our respondents we can say that all of the student's attitudes agree with the significance of lesson plan on improving a well managed classroom because it is a helpful and useful skill for them. As in section two Q4,Q5,Q6,Q7,Q8,Q9,Q10,and Q11 all about lesson plan and its importance and how it can impact on the students' behavior then the results shows that the majority of students are with the significance of teacher's planning and preparation. Moreover, in section three is about improving an effective classroom management as Q12, Q13, Q14, Q15, and Q16

these questions also dealt with how to make the student's good discipline in the class and our respondents were with us.

Last but not least, we can say that from the student's questionnaire results we have found that lesson plan is indeed helpful in managing the teacher's classroom. From the questionnaire results, we have also found that the student's discipline have strikingly a powerful effect in influencing in the classroom management. Therefore, there is clearly enough evidence to state that if learners follow their teacher's lesson plan, they will create a well managed teacher's classroom.

3.5. Recommendations

1. Planning lessons must be prepared by the teachers to facilitate teaching learning process
2. Teacher's responsibility should be based on how to build a healthy classroom management
3. Effective teaching can be the foundation of effective lesson plan
4. Teacher's lesson plan can develop a well managed classroom in which it allows them to organize their classrooms
5. Disruptive behavior must be prevented for both teachers and students to establish an effective classroom environment and organization
6. It is also important that integrating lesson plan and classroom management to minimize discipline problems. Thus, this helps the teacher to be more confident and the student to be motivated
7. Student's requirements and interests must be known by the teacher to make them into consideration especially when they maintain student's discipline.

Conclusion

Lesson plan is the most effective skill for both teachers as a detailed outline to teach and students as a detailed guide to learn. All the teachers either experienced or novice one

should give more attention to develop an organized classroom environment. If teachers concentrate much more on preparing and planning lessons, it will help the learners too much in increasing their positive discipline, and this lead to create an appropriate classroom management.

General Conclusion

Throughout this research, we have argued that teacher's lesson plan is one major aspect for creating a well managed and organized classroom because this study has covered how to maintain discipline problems for powerful teaching and learning. The aim of recent researches in the field is to find the solutions for learning and teaching problems in the class in order to motivate the students and to make teaching and learning process more enjoyable.

The study starts by exploring the theoretical foundations in which effective teaching cannot occur unless the teachers prepare and plan their lessons in an appropriate way since this research has had an attempt to present how teacher's planning can affect on the student's behavior. Moreover, the study reports the correlation between lesson plan and classroom management in order to establish a good student's discipline.

As the study investigates the relationship between teacher's lesson plan and classroom management, a correlation analysis has been conducted. Both teacher and student questionnaires were correlated the two variables. The results of analysis confirmed the hypothesis and produced positive results.

Finally, teachers should prepare and plan their lessons to create good student's discipline and pay more attention on how planning can help them to improve an effective classroom management.

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Teacher's Questionnaire

Dear teachers,

This questionnaire is part of a research work. It aims at finding out what English teachers think of planning lessons before going to classroom as well as managing a well organized classroom.

I would appreciate your collaboration if you could fill in this questionnaire

I thank you in advance for your cooperation.

Section one: General Information

1) Are you

a) Male

b) Female

2) What is your qualification?

a) License

b) Magister

c) Doctorate

3) How long have you been teaching English?

.....

Section two: Lesson Plan

4) Planning is an easy task to prepare before going to your classroom

a) Yes

b) No

5) If no, please explain why?

.....
.....

6) Do you plan your lessons

a) Always

b) Rarely

c) Often

d) Sometimes

7) Planning is a necessary skill to develop an organized learning environment

a) Yes

b) No

Justify your answer

.....
.....

8) Do you think that planning lesson is an important part of teaching English

a) Yes very important

b) Yes important

c) No not important

9) Do you face difficulties in preparing a lesson?

a) Yes

b) Sometimes

c) No

10) In your point of view, what is lesson plan?

.....
.....

Section three: Classroom Management

11) Do you think that a successful learning environment is the result of well student's discipline?

- a) Yes
- b) No
- c) Do not know

12) To be an effective classroom manager the teacher must learn to exercise the least amount of power in the classroom

- a) True
- b) False
- c) Do not know

13) What is the difference between classroom management and classroom discipline?

.....
.....

14) When you plan your lessons, do your students concentrate with your instruction

- a) Always
- b) Sometimes
- c) Never

15) Does good planning minimize class management problems?

- a) Agree
- b) Strongly agree

- c) Disagree
- d) Strongly disagree
- e) Neutal

16) Which is the most appropriate skill that the teacher needs to create a successful learning environment

- a) Planning
- b) Organization
- c) Withiness
- d) Overlapping
- e) Adapting
- f) Leadership

17) In your class, how do you arrange your classroom

- a) Group work
- b) Pair work
- c) Individual work
- d) All of them

18) Do you face discipline problems in your classroom

- a) Usually
- b) Sometimes
- c) Rarely
- d) Never

Thank you for your cooperation
Mrs Troum Hanane
Departement of English
Mouhamed kheider university
Biskra

Student's Questionnaire

Dear Students,

You are kindly invited to fill in the following questionnaire as part in our Master research that is entitled :

“The effect of lesson plan on teacher’s classroom management: second year students of the English language department at Mohamed kheider university. Biskra”. Your contribution is of a great help for us to show the importance of lesson plan in order to manage an effective classroom. Thank you.

Section one: General Information

Q1: Age:

18-25	
26-40	
More than 40	

Q2: Sex:

Male	
Female	

Q3: Choice of studying English

Free	
Imposed	

Q4: Your level in English is...

Poor	Average	Good	Very good	Excelent

Q5: Are you second year student for the first time (.....) the second time (.....)

Section two: About Lesson Plan

Q6: Do you think that lesson plan is very important for you to understand easily?

A. Yes

B. No

C. Do not know

Justify your answer

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.....

Q7: Does your teacher prepare the lecture in an organized way?

A. Yes

B. No

Q8: Does your teacher use different activities in the class?

A. True

B. False

Q9. If yes do you participate in these activities?

A. Yes

B. No

Q10. In your point of view, is your teacher active in the classroom?

A. True

B. False

Q11: Does your teacher use gestures to explain clearly the lesson?

A. Always

B. Sometimes

C. Rarely

D. Never

Q12: Does your teacher write the lesson on the board or just explain orally?

A. Yes

B. No

Q13: Does your teacher discuss with you during the lesson?

A. Usually

B. Sometimes

C. Rarely

D. Never

Section three: About Classroom Management

Q14: Does your teacher manage the classroom in an organized way?

A. Yes

B. No

C. Do not know

Q15: Is your discipline in the class positive or negative?

A. Positive

B. Negative

Q16: Does your teacher use the activities in the way of

A. Whole class grouping

B. Individual learning

C. Pair work

D. Group work

Q17: Does pair work and group work increase you talking time?

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

Q18: Do you think that whole class grouping suitable for activities where the teacher is acting as controller?

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

Q19: Does your teacher arrange the classroom in an adequate way?

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

Justify your answer

.....

Section four: Suggestions

You are kindly invited to supply us with your suggestions concerning planning lessons and managing teacher's classroom

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Thank you for your contribution
Mrs Troum Hanane
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الملخص

يهدف هذا البحث إلى تكوين ترابط بين تحضير الأستاذ للدرس و دوره في كيفية إدارة القسم. لقد افترضنا فرضية و هي إذا الأساتذة قاموا بتحضير و تخطيط الدرس بطريقة مناسبة قد يساعدهم هذا في بناء و إدارة القسم في أحسن حال. و الأهداف التي سارت في هذا البحث هي التقليل من مشاكل السلوكات السلبية و تكوين إدارة قسم جيدة عن طريق تأثير مخطط الأستاذ لدرسه. هذا البحث ينقسم إلى ثلاثة فصول. الأول و الثاني يتعاملوا مع الجزء النظري حيث يحتوي الأول على التخطيط للدرس و الثاني على إدارة القسم أما الفصل الثالث و هو الجزء التطبيقي و يتكون من استبيانين. استبيان للأساتذة و الآخر للطلبة و ذلك من اجل تأكيد فرضيتنا. استبيان الأساتذة تم توزيعه على 10 أساتذة في كلية الآداب و اللغات في جامعة محمد خيضر في بسكرة و ذلك من اجل معرفة رأي الأساتذة إذا كان تخطيط الدرس لازم من اجل التعليم. أما استبيان الطلبة و قد تم توزيعه للطلبة الذين يدرسون السنة الثانية انجليزية في كلية الآداب و اللغات و ذلك من اجل معرفة إذا الطلبة يستفيدون من تخطيط و تحضير الأستاذ لدرسه. و في الأخير أثبتت النتائج بان تخطيط الدرس يساعد في تنظيم و إدارة القسم في أحسن طريق للتعليم.