

Investigating EFL Teachers' Attitudes towards the Effects of Lessons Plans on Classrooms Management

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Abstract: The aim of this study is to investigate EFL teachers' attitudes towards the effects of using lessons plans. Furthermore, the purpose of this study is to examine the effects of lessons planning on classroom management. In order to answer the proposed question, Secondary Schools teachers were chosen randomly for the questionnaire. Their number was (40) They teach English Language at Secondary Schools in Bahri Locality, Khartoum State. The study adopted descriptive analytical method. The qualitative data were analyzed using percentage using (SPSS). In fact, based on the major findings, teachers' lessons planning can help develop well-managed classrooms in which it allows them to organize their classrooms. Moreover, lessons planning makes teachers carefully specify and follow the achievement of the lessons aims and behavioral objectives. Furthermore, a lesson plan provides teachers with a sense of self-confidence and psychological security, and minimize or diminish the feeling of anxiety. In addition, a lesson plan promotes a healthy learning environment through setting up the appropriate communicative classroom activities. A lesson plan is considered as a clear route-map to effective teaching. Finally, a lesson plan is a perfect time management tool in classroom, and makes teachers effectively set up the anticipatory mood for classroom students. enhance the importance of lessons planning role on classrooms management. The study recommended that, planning lessons is the most appropriate skill that the teacher needs to successfully develop. Besides, teachers should set up effectively lessons plans every new lesson to make the process of teaching efficient. Above all, during the process of a lesson planning, teachers should conceive the anticipatory learning environment problems that may occur. Moreover, the objectives of lessons, classroom seating, time management should be set carefully when planning a lesson.

Keywords: classroom management - activities time - self-confidence - anticipatory problems – behavioral objective – clarity of techniques.

1. INTRODUCTION

Education is crucial to the social, political and economic development of any nation and consequently effective education is very important. Effective teaching is important because it is based on helping children developments from one level to another in a friendlier interactive society and to help students to be independent. Effectiveness does not mean being perfect or giving excellent performances, it is mean being able to plan effective lessons to catch the learner's attention and to get them wholly engaged within the learning process, and consequently no time is available to make noise or bad behaviors in the classroom. For that it has been said that good order is the foundation of all things (Singh, 2005). Classroom management deals with how things are generally carried out in the classroom. According to Rethstein (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) asserted that "classroom management is set of rules, words, and deeds that, the classroom teacher, use to keep classroom running smoothly so that you and your students can work, teach, and learn safely and efficiently".

In addition, teaching is the interaction between teacher and student who participate for getting 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. (Hamann, 2016). Teachers as well were concerned with the questions of how to teach effectively and how to plan lessons successfully in order to avoid any mistakes with classroom management. Lesson plan as an effective tool of teaching was described by loads of researchers, below are some of them.

Aims and Scope of the Study:

The aim of this study is to investigate EFL teachers' attitudes towards the effects of using lessons plans. The purpose of this study is to examine the effects of lessons planning on classroom management. In order to collect study data, Secondary Schools teachers were chosen randomly for the questionnaire. Their number was (40) They teach English Language at Secondary Schools in Bahri Locality, Khartoum State. It is conducted in the academic year (2019-2020). The qualitative data were analyzed using percentage via (SPSS).

2. LITERATURE REVIEW

Definition of a Lesson Plan

Hamann (2016) has defined a lesson plan as a guide for teacher's classroom management that helps teachers to facilitate teaching learning process. The author also explored, lesson plan is an important thing that the teachers should prepare it appropriately before they go to their classes, planning helps teacher to know how to interact with students in easy way.

Besides, the author stated lesson plan is the primary technique in teaching, where teacher's ability and knowledge occur in the classroom. According to the writer, lesson planning is the teacher's role in the class to represent his or her experience effectively. 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.

Moreover, 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 Cote (2003) lesson planning is the teacher's role in the class to represent his/her experience effectively. Besides, 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. Furthermore, 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).

Effective Lessons

Each 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 cannot 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 Neeraja (2003) 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.

The Importance of Lessons 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) Break down activity into stages decide on sequence of stages plan for practice activities plan for scaffolding Evaluate learning during lesson 11 sees that the able teachers who have already a clear knowledge about their students, who have created 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. Some teachers may ask themselves why they must plan the lesson before they go to school. According to Singh (2008), 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.

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’ lessons 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.

The necessity of planning a lesson encourages the teacher and the student to achieve their objectives in an organized way. Faulty (2013) says that: “the importance of planning each lesson cannot be over emphasized. 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 Garrett (2014)“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 preparing 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.

The Basic Principles of Lessons Planning

In fact, planning lessons 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. Taylor (2004) classifies these principles into eleven principles:

Clarity of Objectives

A Lesson plan must have appropriate objectives which help the teachers and students to achieve them easily and carefully.

Knowledge of the Subject

The teachers 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. Hinkle (2015) says that “teachers must have mastery of an adequate training in the topic from which the subject matter has been selected for a certain lesson”. Teacher should have knowledge about what will be taught “teachers must have mastery of an adequate training in the topic from which the subject matter has been selected for a certain lesson”. Teacher should have knowledge about what will be taught. 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 Marzano (2003) observes that “the teacher must ensure active pupil participation”.

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 Hinkle claims “teacher must be fully conversant with new methods and techniques of teaching social studies” (2005) lesson plan needs to follow methods and techniques of teaching.

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” (Savage 2013) to make a learning environment in the classroom the teacher should know his students.

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.

Knowledge of Class Level

Teacher should pay attention to the class level when preparing a lesson plan in order to present the lessons being prepared in an effective way.

Division of Units

Teachers should split the topic into units when preparing a lesson plan by using the teaching method to facilitate the preparation.

Use of Materials Aids

During lessons planning, teachers should use the material aids that can fit and suit the purpose of the lessons procedures and techniques.

Flexibility

To make an atmosphere in the class and learning environment the teacher can give some changes in a lesson plan. Shindler (2009) 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”. (2009). Time sense: according to Vang (2010)” 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.

Approaches to Lesson Planning

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

Herbartian Approach

is focused on’ perceptive mass theory ‘of learning. According to Groves (2009) “apperception played an important role in Herbart’s educational theory. The teacher should focus on a child’s perceptive 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 cannot forget it for long time “the teaching content should have presented into units and these units should arrange in a logical 15sequence” (Ibid). The series of content can contain old knowledge. Groves 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”. Singh (2008:32) claims “this approach is more useful in science and math’s teaching rather than in social studies subjects”. 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) 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. 16 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 enables 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

It 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.

The Types of Lesson Plans

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. Philipson (2007) develops 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 Philipson (2007) 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 Effective 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 (1996) cited in his book entitled 'Principles, methods, and techniques of teaching' according to Morsel" 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.

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 Arnold (2001) 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 aim. The second one is to rich the lesson must be planned through specific goals which the personal lesson needs to be developed.

3. MATERIALS AND METHODS

The aim of this study is to examine EFL teachers' attitudes towards the effects of utilizing lessons plans. In order to answer the purposed question, Secondary Schools teachers were chosen randomly for the questionnaire. The questionnaire was administered to those who teach English Language at Secondary Schools in Bahri Locality, Khartoum State. The study adopted descriptive analytical method. The qualitative data were analyzed using percentage using (SPSS).

The Tool of the Study

The study is designed in order to elicit EFL teachers' opinions and thoughts about their attitudes towards the effects of using lessons plans to which extent preparing a lesson plan is an important something. In order to accomplish this a

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questionnaire was designed for Secondary Schools teachers. They were chosen randomly. Their number was (40). They teach English Language at Secondary Schools in Bahri Locality, Khartoum State. The study adopted descriptive analytical method. The qualitative data were analyzed using percentage. The researcher will use descriptive analytical method. Teachers who were selected to respond to the questionnaire have different qualification such as: BA, MA and Ph.D. Their experience years' range are between 5 to 20 years.

4. RESULTS AND DISCUSSIONS

The researcher used the questionnaire for collecting data related to this study. The researcher has designed a questionnaire to find out English language teachers' opinions towards the effect of using a lesson plan inside their classrooms.

The Questionnaire Analysis

Dear English Language Teacher: I am a teacher of English language working on my MA thesis at the college of graduate studies at Sudan University of Science and Technology. This study tries to investigate the impact of large class size on speaking skill. Based on your experience in English language teaching, please indicate whether you agree or disagree with the following statements. I shall be grateful if you respond honestly and unambiguously to them.

A lot of thank for your cooperation.

Yours faithfully

The Analysis of the Teachers' Questionnaire (Demographical Data)

After checking questionnaire's reliability and validity, the researcher distributed the questionnaire on determined study sample (40) teachers of English, and constructed the required tables for collected data.

This step consists of transformation of the qualitative (nominal) variables (never, rarely, sometimes, often, and always) to quantitative variables (5, 4, 3, 2, and 1) respectively, also the graphical representations were used for this purpose.

Table No(1)

| Qualification: | | | | | |
|---|-------|-----------|---------|---------------|--------------------|
| Table No(1): The frequency distribution for the respondents' degrees of Qualification | | | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | B.ED | 8 | 20.0 | 20.0 | 20.0 |
| | MA | 22 | 55.0 | 55.0 | 75.0 |
| | PHD | 10 | 25.0 | 25.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

Figure No. (1) The frequency distribution for the respondents' degrees of Qualification

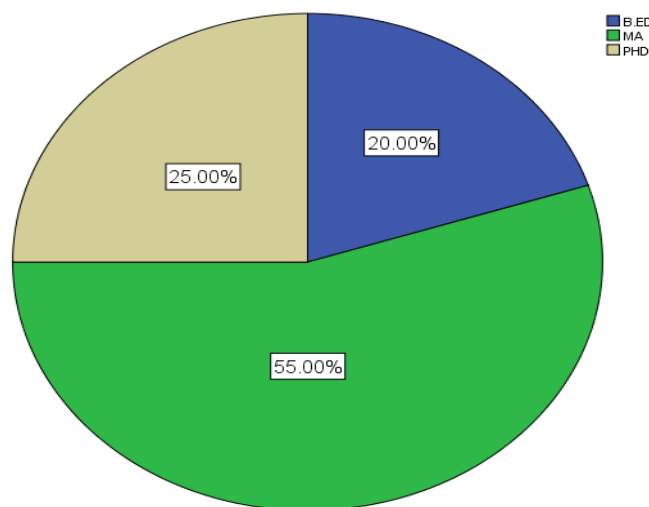


Figure No. (1)

It is noticeably observed from the above table (1) and chart (1) that the number of study sample participants are holding deferent degrees such as B A with percentage of 20%, MA with percentage of 55% and Ph.D. with percentage of 25%.

Table No(2)

| Experience in Years: | | | | | |
|--|---------|-----------|---------|---------------|--------------------|
| Table No (2): The frequency distribution for the respondents' Experiences in years | | | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 1-5 | 8 | 20.0 | 20.0 | 20.0 |
| | 6-10 | 22 | 55.0 | 55.0 | 75.0 |
| | over 11 | 10 | 25.0 | 25.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

Figure No. (2): The frequency distribution for the respondents' Experiences in years:

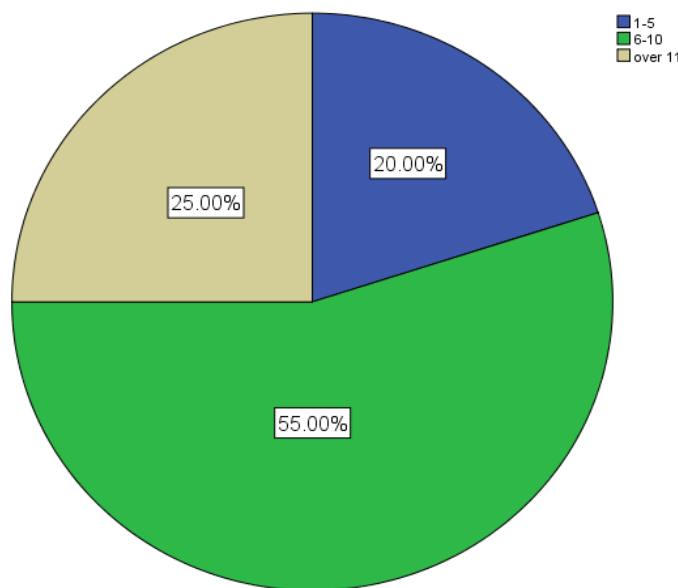


Figure No. (2)

From the above table (2) and chart (2) it is noticeably observed that, the number of study sample participants have different background experiences ranging from 1-5 with 20%, from 6-10 with 55% and more than 11 with 25%.

The Analysis of the Questionnaire Statements

Statement NO. (1) (Preparing an effective lesson plan establishes the basic appropriate foundation of classroom management.

Table No(3)

| 1- Teachers' lessons planning can help develop well-managed classrooms in which it allows them to organize their classrooms. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| Table No (3) The frequency distribution for the respondents' judges of statement No. (1) | | | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly agree | 18 | 45.0 | 45.0 | 45.0 |
| | Agree | 10 | 25.0 | 25.0 | 70.0 |
| | Neutral | 5 | 12.5 | 12.5 | 82.5 |
| | Disagree | 4 | 10.0 | 10.0 | 92.5 |
| | Strongly disagree | 3 | 7.5 | 7.5 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

Figure No. (3): The frequency distribution for the respondents' judges of statement No. (1)

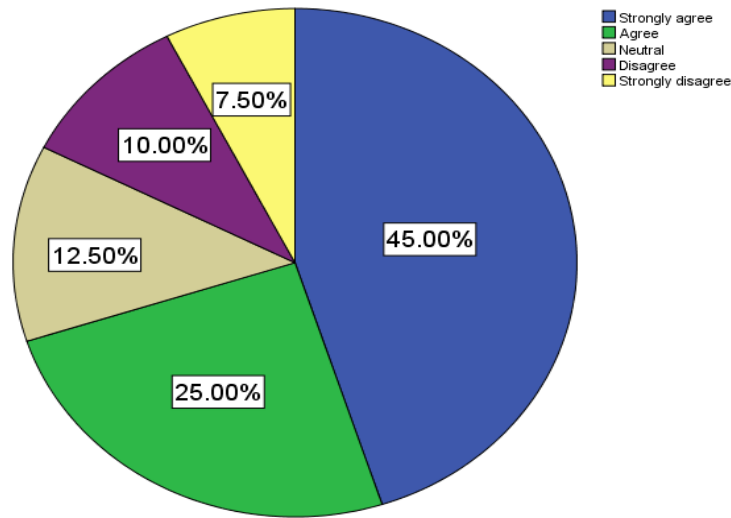


Figure No. (3)

According to the table (3) and the chart (3), it clear that, the majority of participants agree that, preparing an effective lesson plan can help develop well-managed classrooms in which it allows them to organize their classrooms. 70% of the participants are convinced that they make a lesson plan to organize and manage the class properly.

Table No(4)

2- Lessons planning makes teachers carefully specify and follow the achievement of the lessons aims and behavioral objectives.

Table No (4): The frequency distribution for the respondents' judges of statement No. (13)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 22 | 55.0 | 55.0 | 55.0 |
| | Agree | 8 | 20.0 | 20.0 | 75.0 |
| | Neutral | 3 | 7.5 | 7.5 | 82.5 |
| | Disagree | 3 | 7.5 | 7.5 | 90.0 |
| | Strongly disagree | 4 | 10.0 | 10.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

Figure No. (4): The frequency distribution for the respondents' judges of statement No. (2)

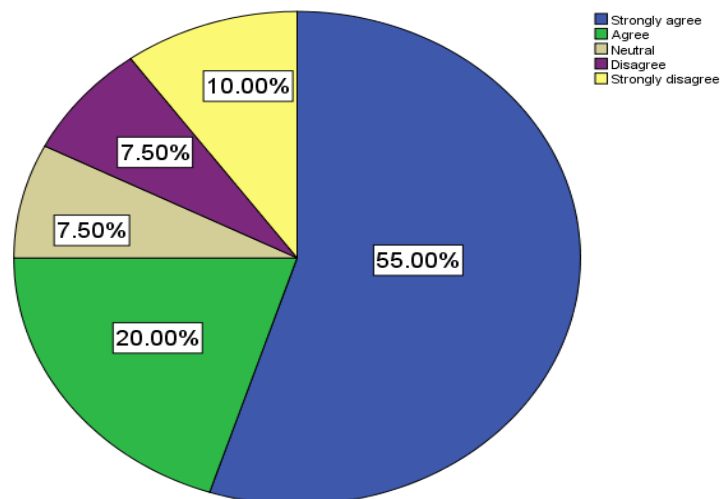


Figure No. (4)

According to the table (4) and the chart (4), it is obvious, that 75% of participants agree that Lessons planning makes teachers carefully specify and follow the achievement of the lessons aims and behavioral objectives. It is observed that, the majority of teachers believe that a lesson plan leads them to notice and adopt the aims and the objective of the lessons being taught.

Table No(5)

3- A lesson plan provides teachers with a sense of self-confidence and psychological security, and minimize or diminish the feeling of anxiety.

Table No (5): The frequency distribution for the respondents' judges of statement No. (14)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 13 | 32.5 | 32.5 | 32.5 |
| | Agree | 13 | 32.5 | 32.5 | 65.0 |
| | Neutral | 4 | 10.0 | 10.0 | 75.0 |
| | Disagree | 8 | 20.0 | 20.0 | 95.0 |
| | Strongly disagree | 2 | 5.0 | 5.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

Figure No. (5): The frequency distribution for the respondents' judges of statement No. (3)

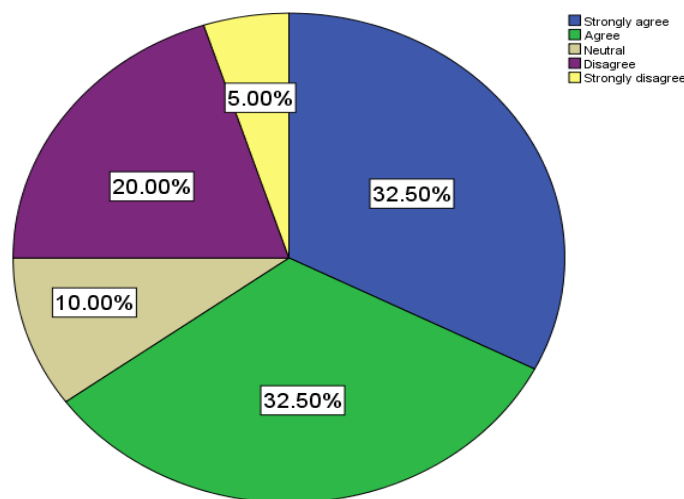


Figure No. (5)

It is noticeably observed from the above table (5) and chart (5) that, the number of study sample with 65% of the participants agree that, a lesson plan provides teachers with a sense of self-confidence and psychological security, and minimize or diminish the feeling of anxiety. Moreover, teachers indicate that, they feel relaxed and confident when teaching a lesson using a lesson plan.

Table No(6)

4- A lesson plan promotes a healthy learning environment through setting up the appropriate communicative classroom activities.

Table No (6): The frequency distribution for the respondents' judges of statement No. (12)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 13 | 32.5 | 32.5 | 32.5 |
| | Agree | 10 | 25.0 | 25.0 | 57.5 |
| | Neutral | 7 | 17.5 | 17.5 | 75.0 |
| | Disagree | 6 | 15.0 | 15.0 | 90.0 |
| | Strongly disagree | 4 | 10.0 | 10.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

Figure No. (6): The frequency distribution for the respondents' judges of statement No. (4)

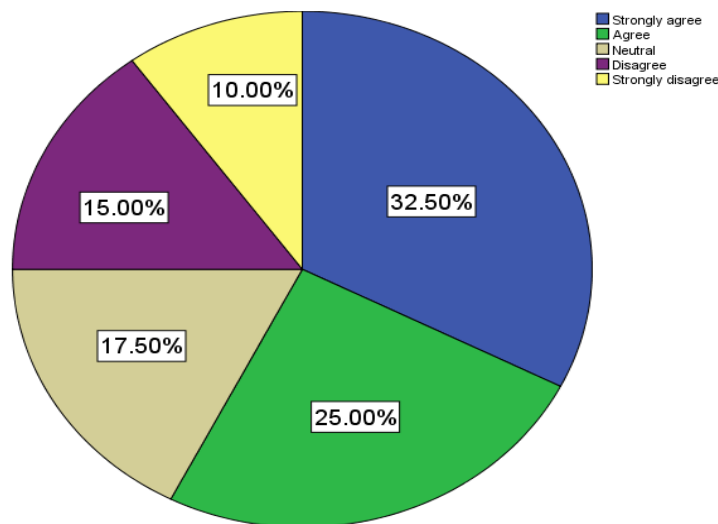


Figure No. (6)

It's clearly noticed from the above figure (6) and table (6), that the number of study sample with 57.5% of the participants agree that, a lesson plan promotes a healthy learning environment through setting up the appropriate communicative classroom activities. Furthermore, it is clear that most teachers use a lesson plan as a teaching tool to follow systematic teaching patterns.

Table No(7)

| 5- A lesson plan is considered as a clear route-map to effective teaching. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| Table No (7): The frequency distribution for the respondents' judges of statement No. (12) | | | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly agree | 13 | 32.5 | 32.5 | 32.5 |
| | Agree | 10 | 25.0 | 25.0 | 57.5 |
| | Neutral | 7 | 17.5 | 17.5 | 75.0 |
| | Disagree | 6 | 15.0 | 15.0 | 90.0 |
| | Strongly disagree | 4 | 10.0 | 10.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

Figure No. (7): The frequency distribution for the respondents' judges of statement No. (5)

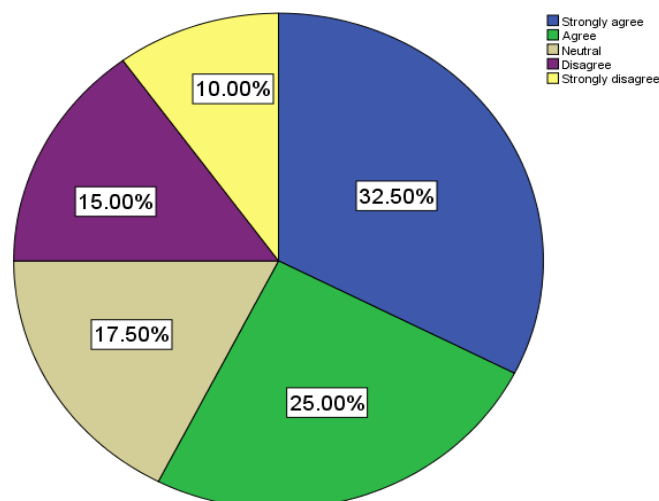


Figure No. (7)

It's clearly noticed from the above figure (7) and table (7), that the number of study sample with 57.5% of the participants agree that, a lesson plan is considered as a clear route-map to effective teaching. Moreover, the teachers indicate that effective teaching can be the foundation of an effective well-designed lesson plan. In other words, the majority of teachers indicate that, the process of teaching can be efficient and practical with the presence of a well- prepared lesson plan.

Table No(8)

| 6- A lesson plan is a perfect time management tool in classroom. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| Table No (4): The frequency distribution for the respondents' judges of statement No. (13) | | | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly agree | 22 | 55.0 | 55.0 | 55.0 |
| | Agree | 8 | 20.0 | 20.0 | 75.0 |
| | Neutral | 3 | 7.5 | 7.5 | 82.5 |
| | Disagree | 3 | 7.5 | 7.5 | 90.0 |
| | Strongly disagree | 4 | 10.0 | 10.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

Figure No. (8): The frequency distribution for the respondents' judges of statement No. (6)

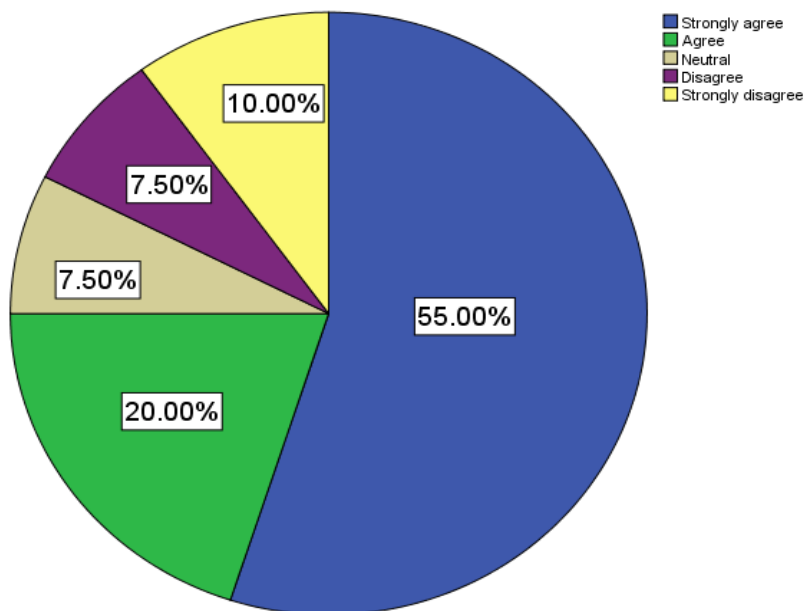


Figure No. (8)

According to the table (8) and the chart (8), it is obvious, that 75% of participants agree that A lesson plan is a perfect time management tool in classroom. It is observed that, the majority of teachers believe that a lesson plan helps lecture the important sections of a topic within the prescribed time period.

Table No(9)

| 7- A lesson plan makes teachers effectively set up the anticipatory mood for classroom students. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| Table No (6): The frequency distribution for the respondents' judges of statement No. (12) | | | | | |
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly agree | 13 | 32.5 | 32.5 | 32.5 |
| | Agree | 10 | 25.0 | 25.0 | 57.5 |
| | Neutral | 7 | 17.5 | 17.5 | 75.0 |
| | Disagree | 6 | 15.0 | 15.0 | 90.0 |
| | Strongly disagree | 4 | 10.0 | 10.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

Figure No. (6): The frequency distribution for the respondents' judges of statement No. (7)

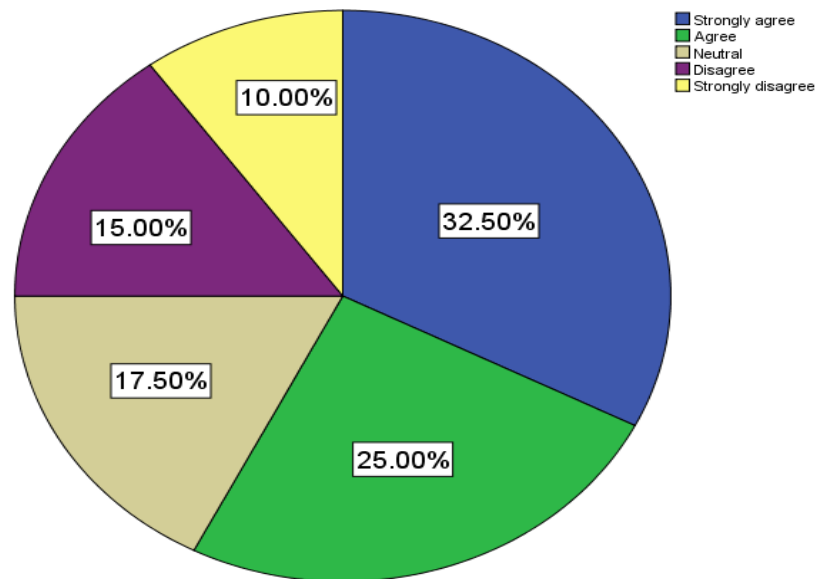


Figure No. (9)

It's clearly noticed from the above figure (9) and table (9), that the number of study sample with 57.5% of the participants agree that a lesson plan makes teachers effectively set up the anticipatory mood for classroom students. Furthermore, it is clear that most teachers rely on teaching mechanisms to create a sense of expectation inside classrooms.

Report Discussion/s

Based on the analysis of quantitative data collection instrument, the following major findings were achieved:

It is clear that, teachers have positive attitudes towards the effects of lessons plans on classrooms management.

ELF who work at Bahri Locality, Khartoum State, Sudan believe that, a lessons plan makes them carefully specify and follow the achievement of the lessons aims and behavioral objectives. Moreover, teachers indicate that, a lesson plan provides them with feeling of self-confidence and psychological security, and minimize or diminish the sense of anxiety. Finally, they state that, a lesson plan promotes a healthy learning environment through setting up the appropriate communicative classroom activities, and a clear route-map to effective.

In addition, teachers state that, a lesson plan promotes a healthy learning environment through setting up the appropriate communicative classroom activities. A lesson plan is considered as a clear route-map to effective teaching. Finally, it is found that a lesson plan is a perfect time management tool in classroom, and makes teachers effectively set up the anticipatory mood for classroom students. enhance the importance of lessons planning role on classrooms management. The study recommended that, planning lessons is the most appropriate skill that the teacher needs to successfully develop. Besides, teachers should set up effectively lessons plans every new lesson to make the process of teaching efficient. Above all, during the process of a lesson planning, teachers should conceive the anticipatory learning environment problems that may occur.

5. RECOMMENDATIONS

Based on the findings of the study, the researcher recommends the followings:

- Planning lessons is the most appropriate skill that the teacher should successfully develop.
- Teachers should set up effectively lessons plans every new lesson to make the process of teaching efficient. Above all, during the process of a lesson planning.
- Teachers should conceive the anticipatory learning environment problems that may occur.
- The objectives of lessons, classroom seating, time management should be set carefully when planning a lesson.

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- Teachers should update their lessons plans if they are going to teach the same lesson to another classes next time.
- Teachers should prepare a detailed printed lesson plan before going to classrooms.
- Teachers should receive a training course on how to make an effective lesson.
- Teachers should give enough time and pay rigorous attention to the process of lessons planning.
- The ministry of education should provide teachers with lessons plans models.

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