

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Abbes Laghrou Khenchela
Faculty of Letters and Languages
Department of English



Teachers' Views on the Role of Lesson Planning in Classroom

The Case of Batna Secondary Schools EFL Teachers

Dissertation submitted to the Department of English as a partial fulfillment for
the Requirements of the Degree of Master in Culture and Language Studies

Candidates

➤ **BENABBES MERIEM**

Supervisor

DR MESSERHI . M

Board of Examiners

<i>Chairperson</i>	<i>BAGHZZOU.SABRINA</i>	<i>University of Khenchela</i>
<i>Supervisor</i>	<i>DR MESSERHI . MAHBOUBA</i>	<i>University of Khenchela</i>
<i>Examiner</i>	<i>SLIMANI</i>	<i>University of Khenchela</i>

DEDICATION

*TO MY FATHER'S SOUL WHO PASSED AWAY WHILE I WAS DRAFTING
THIS WORK.*

*TO MY MOTHER, THE CANDLE OF MY LIFE AND THE SOURCE OF
SECCES .*

TO MY BELOVED MOUHAMAD AMINE AND ANES .

TO MY DEAREST BROTHERS AND SISTERS .

*TO MY LOYAL TRUTHFUL, AND SECRITIVE FRIENDS RIM, SARA,
KALTHOUM.*

*TO ALL THOSE WHO ARE FORGOTTEN BY MY PEN AND NEVER
FORGOTTEN BY MY HEART.*

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Abstract

The present research is about the teachers' views about lesson planning. It aims to highlight the role of lesson planning in the classroom success . With the case study of teachers of EFL in the public Secondary Schools at Batna. The study also is an attempt to answer the following questions: to what extent do teachers depend on lesson planning? what are EFL secondary school teachers' attitudes towards lessons planning? Does lesson planning have any effects on classroom lessons success? The study used the descriptive design and employed a quantitative approach. The sample of the study consisted of 38 teachers of EFL in the public Secondary Schools at Batna, among them, 18 teachers are Trainee Teachers, 12 are principal Trainee and 8 are trainer teachers. The research instrument used to collect data was a questionnaire. The questionnaire was administered by Google Forms and shared via Gmail . The Microsoft office package EXCEL was used to analyze data from questionnaires which generated frequency tables, graphs and percentages. The analysis and the interpretation of the questionnaire showed that the majority of participants use a lesson plan but they have some difficulties concerning the time, materials, and students in general. The studies also revealed that teachers had positive attitudes towards teaching through lesson plans due to its role in the classroom lesson success. The study led to determined that lesson planning takes a great place in the teachers' job since it affects deeply the success of their classroom success.

Liste of Abbreviations and Acronyms

EFL: English Foreign Language

N: Number of teachers

%: Percentage

&: And

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introduction

1. Statement of the Problem
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Introduction

Every teacher involved in education field is obliged to follow a lesson plan which is typically known as the guidelines that draw the course path within the teaching-learning process inside the classroom.

Lesson planning is both an important tool and a fundamental resource for teachers because it shows the competence and skill of the teacher and how successful the lesson can be. The lesson planning is considered as an initial step in teaching process which would make the tutor more systematic, organized and productive within the classroom ,it also helps avoiding content repetition and irrelevant details, and finally creates an effective time management plan to addresses all aspects and contents of the lesson as well as connecting new knowledge to previous one in a cohesive manner.

However EFL teachers' views about lesson planning differ in significant ways: some teachers see lesson planning as a step that has no significance since they have enough experience in teaching, other teachers use lesson planning just for administrative procedures and paper work or under supervisors surveillance and cooperating teachers visits, while others believe that lesson planning is flexible and should be redeveloped and changed and that it is an essential step which has positive impact on classroom lesson's success.

1. Statement of the Problem

Although lesson planning has always been regarded as a map of lessons which enables teacher manage his classroom perfectly in coherent and effective way, teachers show different attitudes toward lesson planning and its relation to the classroom success.

2. Research Questions

The current study is guided by the following research questions:

1. what are EFL secondary school teachers' attitudes towards lessons planning?
2. to what extent do teachers depend on lesson planning?
3. Does lesson planning have any effects on classroom lessons success?

3. Hypothesis and Assumptions

- 1-The teachers are aware of role of lesson planning.
- 2-The teachers' lesson plan effects the successful of the classroom .
- 3-Lesson planning may be facilitate the learning process in E.F.L classroom.

4. Aims of the Study

This study aims to investigate teachers' views on the use of lesson planning and its relation to classroom success.

5. Significance of the Study

The ultimate purpose of this study is to show EFL secondary school teachers' attitudes and views towards lesson planning, the reactions of the teachers can determine the effects of using lessons planning in classroom management.

6. Research Methodology

6.1 Choice of the Method

As sated previously, this study aims to investigate EFL secondary school teachers' views and attitudes towards lesson planning, and highlighting its impact on classroom lessons success, the appropriate method that would be adopted for conducting the research is the descriptive method. The study will be conducted quantitavely though the questionnaire.

6.2 Population and Sampling

The population of this study consists of EFL teachers of the public sector who are currently working in Batna secondary schools. The sample comprised of 38 EFL teachers who are randomly selected to participate in the study from the whole number of teachers which is about 60.

6.3 Data Gathering Tools

The instrument chosen in conducting this research is the questionnaire. Firstly, it is suitable for getting insights into teachers' attitudes towards lessons planning. Secondly, it is helpful in gathering data to see whether the lessons planning has effects on classroom lessons success. .

6.4 Structure of the Study

This dissertation has started with a general introduction, then it will be divided into two main chapters.

Chapter one is going to be a literature review under the definition of lesson planning, its importance, its structure, its stages and other practical considerations, tips towards a good lesson plan and its characteristics, lesson plans EFL in classes, and section two is about attitudes of teachers.

The second chapter is the applied field of research. It will be devoted by submitting the questionnaire for teachers and gathering it, then analyzing the process and finding the results.

Chapter One : General Overview on Lesson Planning

Introduction

4. Definition of Lesson Planning
5. The Importance of Lesson Planning
6. Structure of Lesson Planning
 - 6.1 Elements of Lesson Planning
 - 3.2. Stages of Lesson Planning
 - 3.3. Other Practical Considerations
4. Characteristics of a Good Lesson Planning
5. Practical Tips towards a Good Lesson Planning
6. Lesson Planning in EFL Classes
7. Teachers' Attitudes towards Lesson Planning

Chapter One : Literature Review

Introduction

This chapter discusses the literature on the research topic. It gives an outlook about the definition of lesson planning .Then; it sheds the light on the importance of lesson planning, and the structure of lesson with practical tips and advices which would be preferably followed by the teachers. In addition to some features of an effective lesson planning and finally, it focus on the attitudes of teachers toward lesson plan.

I. 1. Definition of lesson plan

Since lesson plan affects deeply the education cycle and education in turn is considered as an important aspect of the country's global success. The term has been carefully regarded by many researchers and practitioners of education. They give it different definitions that vary from one to another.

Starting with Partin (2009) who sees lesson plan as simply a consistent guide to how the teacher achieves his learning goals. According to him, lesson plan determines what both teachers and learners will be doing in the classroom. Lesson planning is a destination of the aims and goals that every teacher attends to reach at the end of the session.

In addition, Bailey & Nunan (2007) say that lesson planning is like a road map depicting where the teacher wants to go in class, preferably with the student. Similarly, Clarck & Yinger (1979) describe planning as a process of preparing a framework for directing the teacher's action toward particular goal.

An author named Lenov(2010) also says:" At its best, lesson planning is driven by an objective that's part of a carefully planned sequence of objectives. It determines how to

assess the outcome before choosing activities to get from A to B". Lesson planning is an overall shape of what is going to be in the classroom.

Also Mishra (2008) views that lesson planning is a creative skill in the teaching process that enables teachers to make the appropriate use of his /her experience.

Along the same line, Harmer (2007) points out that lesson planning is the art of combining many different elements into one unit, so a lesson plan has an identity that the teacher can recognize in order to work inside and responds. He adds that plans are suggestions for action, not scripts to be harshly followed.

To sum up, Lesson planning is a teacher's skills that appear in formulating educational objectives, analyzing the content, choosing and preparing the appropriate evaluation, and using it to check to what extent these objectives have been achieved.

I. 2.The Importance of Lesson Planning

Planning for lessons has been always considered as the essential factor for success. as a result of its plays and important role in increasing the qualities of education. Many researchers strongly agree that teachers who plan their lessons before walking in the door of the classroom are more disciplined, organized, and productive.

On top of that, lenov (2010) says " Thinking about and planning for what students will do is critical. It helps you see the lesson through their eyes and keeps them productively engaged. It helps remind you that it's important to change pace occasionally during your lesson and for students to change pace, to get to do a variety of things during a lesson— write, reflect, discuss" . He adds, "It's as important to plan for what students will be doing during each phase of your lesson as it is to plan for what you'll be doing and saying"
.Richard (1998) informs that preparing for lessons previously can limitate the problems

and difficulties, it provides structure for a lesson and map for teacher to follow, and record of how the session was. One example is if a teacher needs to teach the grammatical structure in a lesson and he is unsure of the rules, he will pay attention to this during lesson planning and can take action. If he is unsure how to pronounce new words in the dictionary, he can practice on them during the lesson planning process

Another point of the role of lesson planning has been achieved in Woodward's book of planning lessons and courses (2001). She views that the need of planning lessons can be summarized in the following statement:

*Rethinking before teaching will help reduce feelings of insecurity or panic and in turn inspire you with confidence and clarity.

*it can instill self-confidence in students who develop meaning, progress, and coherence.

*It reminds teacher of Marshal Material in advance and make it easier for him/her to manage the flow of time and activities in class.

*If the plan is shared with students; they can also gently collect their thoughts before the class

*Plans are useful to keep things moving and bring back memories, and they can help teacher to answer student's questions.

*Post-class planning work continues to ensure that classroom learning is provided with a balanced mix of different types of material, content, and types of interaction throughout the course.

*Scheduling courses and lessons will help teacher develop a personal style as all of his information, resources, and beliefs will be filtered and reduced to distillations for specific

groups, times, and places. This distillation, along with what happens in the classroom, is a cross-section of the teacher's current state of technology.

Likewise, Harmer (1998) acknowledged the use of lesson planning when he introduced lesson plans as evidence for students which shows that their teacher takes time to think about the class, this clearly implies the level of professionalism and commitment to the kind of research they can expect. He thinks that having a plan helps to remind teachers what they are doing, especially if they get distracted or momentarily forget what they had intended to teach. In other words, Students can feel the commitment and responsibility of their teacher, which can increase student confidence and collaboration with their teacher. Similarly Farr (2010) views " Planning is not just theoretical exercise: effective teachers practice their plans in their mind 'eye as a means of identifying hidden problems and opportunities for students learning".

Moreover, Linda (2001) in Marianne's book of Teaching English as a Foreign Language believes that lesson planning serves as a card or checklist that helps teachers know what to do next. This series of activities remind teachers of the purpose of their teaching for their students. Lesson planning is also a record of what the teachers do in class. These notes serve as valuable resources when planning assessment activities such as tests, intermediate courses, and final exams. According to her, lesson planning benefits multiple stakeholders: teachers, administrators, substitutes, and course of students.

Furthermore, Kelly (2005) adds that lesson planning provides a better understanding of the quality of student teaching while simultaneously creating a coordinated and focused pace of educational activities. The lesson plan clarifies ambiguous objectives and shows the correct way to teach the instructor.

At the same time, Singh (2005) insists that teacher can benefit from preparing lessons by achieving the lesson's goals and objectives, specifically when he prepares his lessons in advance and uses the appropriate rules and procedures. Besides that, He can successfully avoid wasting time's problems because through the preparation process, teacher would automatically arrange his course according to the allotted time. He adds that lesson planning facilitates the learner's capacities of understanding especially when the teacher also devoted his time to explore the norms and values of his learners. Teacher is able to examine his effectiveness and competence through the preparation's process.

As lesson planning benefits the relationship between the teacher and his learner inside the classroom, it can be in turn affects the teacher's relationship outside the classroom. since the lesson plan can pass to the school staff: including supervisors who generally evaluate teacher depending on the lesson plan, the administration who requires the lesson plan's paper from time to time, and the substitute teacher who should carefully take the detailed plan under consideration in order to avoid any sudden problems and unexpected difficulties, he can successfully replace the teacher and the teacher will be reassured about the path of his classes during his absence.

In brief, the teacher's job in the classroom cannot be adequately integrated unless he utilize the lesson planning. Lesson plan is a creative process that enables teachers to link their understanding of pedagogy with the knowledge of their students, curriculum, and learning context. Lesson plans can also be documented for administration's procedures and requirements. Thus gives a teacher good reputation about his discipline and control of his classes. Lesson planning enhances the learner's achievement and their academic performance as well.

3. Structure of lesson plan

3. 1. Elements of a lesson plan

Many researchers and educators try to figure out every technique and strategy to make a perfect lesson planning format. They introduce different elements and considered as the principles that should be involved in every lesson plan:

3.1.1 Aims and Goals

The two terms are used interchangeably. according to Maxom (2009), aims are general points that students should understand when the lesson done . Brown (2001) in his return shows that the goals are the teacher's purpose that he hopes to accomplish at the end of the class. Also, Harmer (2007) adds that the aims should reflect what the student is expected to do, not what the teacher will do.

3.1.2 Objectives

Maxom (2009) states, "objectives are the skills you want students to be able to demonstrate by the end of the lesson or their accomplishments during lessons". Setting objectives for the lesson shows what the teacher wants his students to gain from the lesson.

Furthermore, Lenov (2010) says "great lesson objectives (and therefore a great lesson) should be manageable, measurable, make first and most important on the path of college". Similarly, Farr (2010) stressed that strong objectives are based on student performance, measurable and rigorous. Formulating objectives that meet the criteria is an art and a science that requires significant effort, as learning is likely to be limited if objectives are poorly designed.

Effective lesson planning involves identifying clear lesson objectives; indeed, the teacher has to clarify the objectives during the lesson's preparation to reinforce the opportunities of holistic understanding of lesson.

3.1.3 Material and equipment

In general, material and equipment refer to what will be used for each activity and what can be used for homework. Teachers can adapt from handouts, photos, and links to videos, screen casts, simulation, case studies, and interactive tutorials. Felder & Brent (2016) add that teachers can find resources using digital resources libraries Google, Bing Images, YouTube, Wikipedia commons, MERLOT, and national science digital library. Brown (2001) sees that teachers need to keep in mind what they should have as necessary tools which are aligned with the expected objectives that would be released at the end of the session.

3.1.4. Procedures

Procedures are the teacher's techniques used to perform a certain activity. Teachers should appropriately choose the procedures in accordance with the skills (reading, writing, listening, and speaking).

3.2. Stages of lesson Planning

For an effective lesson plan, teachers always supposed to follow these stages:

3.2.1. Warm up Activity

Sometimes teachers find their students lazy and tired under different circumstances and the only way to attract their attention and bring them back to the class is by warming up activity. Warning up activity is an engagement activity that gets students to talk, wake them up mentally, and give them the opportunity to prepare for what lies ahead. According

to Dixon (2016), warming up activity is a short activity which activates the existing knowledge, captivate students' attention , and approaches the learners to what they already know.

Moreover, Warning up activity helps students review and remind them what they recently have learned. It takes in a maximum five minutes it can take different forms like a fun game, a joke, an answer to a question, a pantomime.

3.2.2. Introduction

This stage draws the students' attention to the new lesson objectives and connects those goals to their lives. The introduction gives students an overview of the new lesson.

Cote (2003) 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 everyday 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 everyday life”

3.2.3. Presentation

At this part, teachers are ready to present the lesson, introduce new information, verify students' understanding of new material, and model assignments that students will undertake during the practical phase. The presentation will look at various techniques such as photos, videos, recorded stories, songs, dialogue, and data transfer to engage students in a new class.

3.2.4. Practice

The learners will have an opportunity to use what they have learned in the previous stage and practice it in different contexts. There are several assignments depending on what the teacher wants to practice. This includes games, class discussions, free writing assignments, and communication activities.

3.2.5. Evaluation

Evaluation is an assessment that allows instructors and students to rate how well they understand a lesson. This final stage presents different tasks and activities to improve the learners' skills.

3.3. Other practical considerations

Good lesson plans involve looking beyond what is being taught. Therefore, Brown (2001) lists some other elements that should be taken under consideration in the process of preparing lesson the most important of them are:

3.3.1. Variety

According to Brown(2001), providing variety in lessons keeps lesson lively and interesting. He adds that a successful lesson is the one that would be dependent on a number of different activities during the class hour and keeps mind alert and enthusiasm high.

McLeod & Fisher & Hoover (2003) write about variety:" Note that while the lesson plan emphasizes oral skills practice, a dictation activity is also included to provide a break from the heavy diet of speaking practice. Students generally stay more alert if activities vary during a class period". Teacher should work on the variation of activities to avoid both boring routine and students' reluctance as well as to attract his students with newness

techniques.

3.3.2. Sequencing

The sequence describes what will happen during the lesson, the order in which it occurs, and how to move smoothly between the activities to the next lesson.

Brown (2001) also discusses this element when he says that elements of the lesson will be built progressively toward accomplishing the ultimate goals. Easier aspects will be usually be placed at the beginning of the lesson; tasks that required knowledge gained from previous exercises will be sequenced appropriately.

Lessons will usually run more smoothly as all the information is gathered and the details are predetermined.

3.3.3. Pacing

Brown (2001) considers pacing as a signal that the activity is neither too short nor too long. Second, predicts how well the different techniques will work together. And pacing provides a transition from one activity to another.

3.3.4. Timing

Time is one of the most difficult parts of managing a lesson plan. It is important to consider how long any part of the class will last. This will help organize activities and identify the appropriate ways to complete the lesson.

The teacher should never forget that winning takes time and remember to give his students enough time to work on an activity or take a new training.

4. Characteristics of an Effective Lesson Plan

An effective Lesson plan supposes to have some features which can reflex those teachers who prepare their lessons honestly and those who enter their classes spontaneously. Initially, an effective lesson plan should be in written form as Aggarawal (1996) said :” a lesson plan preferably be written and should not be remain at the oral or mental stage “.Also an effective lesson planning focuses on designing student activities rather than designing what the teacher will do. An effective Lesson plans teach students what they learn and how they are assessed, and they help teachers organize content, materials, timing, class strategies and classroom support.

Craig & Dickenson (2003) view good planning ensures that the class includes a period of time during which students can discuss in open or closed groups or in pairs. Hence, effective teachers need to understand a topic by providing students with relevant material whenever possible and finding ways to stimulate interest in it.

Furthermore, good planning should focus on improving physical facilities, teachers, library services, curricula, joint learning activities, participation in community programs. Jensen also emphasized that a good lesson plan is coherent, variable and flexible (Celce- "Murcia, 2001).

Certainly, an effective lesson plan should be required to be flexible and reacted to suitable teaching and learning methods as well as the time aligned with all the stages of lesson planning. Also, effective planning must deal with its own implementation - with or without progress, with unexpected obstacles and how to overcome them.

5. Practical tips toward a good lesson plan

Based on the positive effects of lesson planning on the classroom success. Patrin (2009) highlights the most practical tips and advices that many effective teachers follow:

- * make a general plan for the year and be vague and deal with general concepts, topics, and skills.

- *Try to plan at least a week in advance. In case you must obligatorily to be absent, your substitute will appreciate it.

- *Make a master lesson-plan form, combined with all the details and activities that will remain the same each week.

- *Focus on the goal(s) you hope to accomplish. State these in terms of how the students should be different after encountering your instruction.

- *You are planning to intentionally change the students' knowledge, skills, or attitudes.

- *Be specific and reasonable in what you can achieve in a week or a day.

- *Keep a notebook for each class to organize the lesson plans, handout masters, tests, quizzes, and lists of audiovisual requirements for each subject.

- *You can develop and store his lesson plans on your computer. This makes revision much simpler.

- * Schedule the blocks of time your students have to be out of the room. Then schedule the topics and content that you are responsible for teaching.

- *Embellish and enrich the established curriculum with your interests, talents, and creativity.

*In planning any lesson, develop the body of the instruction including specifics on what you will do and what the students will do. Then give special attention to developing a powerful and interesting opening and ending.

*Be sure to list any equipment, supplies, and preparations that you will need to arrange before the class.

*Where possible, schedule challenging and new content early in the day.

*Generally, student attention, and concentration wane in the afternoon. Ideally, save the less mentally challenging, more energizing activities for the afternoon.

*Always have several sponge activities available for students to work on if they complete an assignment or test early. These should have an educational purpose yet be interesting, lest students perceive them as punishments.

*After you teach each lesson, note on your lesson plan which parts of the lesson went well and which need to be improved.

*Use colored folders to arrange each day's lesson plan and student and use a different color for each class. Use the same color to identify any materials for that class.

* Some teachers choose to put their lesson plans on note cards, a single idea, or activity on each card. That makes it easier to reorganize the order or add and delete items in the future.

*Use checklists to help organize your lessons. For example, if you use a simulation game, develop a checklist to record any items you'll need or tasks to include.

* Try to prepare materials for class the next day before you leave school. Even if you have to stay after school to copy materials or prepare other materials, it will be less stressful than the next morning's competition to finish your practice.

* Develop card files or notebooks with free sheets to collect lesson ideas. This can be a copy of an idea you find in magazines.

* If you see a teacher or other facilitator using a technique or strategy that works, brainstorming can adapt the idea to one of your lessons.

* Visit teachers who teach the grade above or below yours to discover how your lessons fit into the larger picture.

*As you develop each lesson plan, include brief notes detailing the state or national content standards to which the lesson applies. You will prove valuable in assessing the level of compliance of course content with these standards.

*Save a few moments at the end of each day to reflect on your day's lessons. What went well? What clearly needs to be improved? Any ideas on how to make your lesson more effective the next time? Jot these down on your lesson plan and file them in your notebook.

*At the end of the day, take a few moments to reflect on your day's study. What is going well what clearly needs improvement? Any ideas on how you could make your class more effectively next time? Write it down on your schedule and notebook.

6. Lesson Planning in E.F.L Classes

Lesson planning is at the fundamental factor of being an effective teacher. It is a creative process that allows teachers to reinforce their understanding of second language teaching with their knowledge of their learner , the curriculum and the teaching context .It also determines the learners' capacities and possibilities in acquiring English .

An English teacher should be able to put the goals of the educational process, analyze the content of the material to be taught, and bring an elaborate plan for his/her lesson. In other

words, Lesson plan is simply some steps that guide the E.F.L teacher plans to do in the classroom.

I.7. Teachers' Attitudes Towards Lesson Planning

Baron & Byrne (1984) define attitudes as a collection of feelings, beliefs, and behavioral tendencies oriented towards specific people, Ideas, objects, or groups. In other words, Attitude is a belief that could be built about people, objects, ideas, and situations. Adding to that, Malhotra (2005), views an attitude as a brief evaluation of an object or thought.

People's attitudes differ from positive to negative and to neutral, and even in the degree of strength of both benevolence and disapproval. Likewise, attitudes are subjective and have personal features that can't be easily measured.

Attitudes gained popularity because social psychologists suggest that attitudes have an impact on social behavior (Wicker, 1969). Also Attitudes are believed to specifically effect on behavior. Attitudes are the result of upbringing or culture later in life that affect a person's behavior towards certain objects, people, institutions or events, etc
A number of researchers -Among them - Allport, (1954) and Hilgard (1980) have considered three components that categorize the formation and expression of attitudes.

To start with, the cognitive component of attitude is related to the value stated. It consists of values, beliefs, ideas, and other reliable information. For instance, the quality of true assertiveness is an expression of the beliefs or values a manager can have.

Secondly, the affective component is also known as an emotional component, it is associated with how individuals feel about others which can be positive, neutral, or negative. One someone for instance likes his friend because he is not honest, or vice versa. It is an expression of feelings about a person, object, or situation.

Thirdly, the Behavioral component of attitude is associated with the impact of various conditions or situations that lead the person behavior based on cognitive and affective components. As in the previous example, when a person dislikes his friend because he's dishonest, he's an effective component, that's why he wanted to break up with him, he's a behavioral component and as consequence he would avoid his friend. As summary evaluations have affective, cognitive, and behavioral components.

In any profession, and whatever the attitude has been negative or positive, it impacts on the levels of performance and the degree of achievement of the objectives (Ball & Lampert, 1999). Based on that Teachers' beliefs, experiences and perceptions have deeply affected their teaching practices since the teacher is considered as the ruler of the teaching process.

Adding to Richards, Gallo & Renandya (2001), who assume that knowing what the teachers' Attitudes and their beliefs are, will help to understand how teachers view their work; how teachers' beliefs affect their behavior in the classroom; what goes on in the classroom; how teachers use new information about teaching and learning in their teaching; how teaching practices and professional teacher preparation programs can be improved.

Another point is that education is an important aspect that plays a major role in the modern industrial world and social development of Nations. People need a good education to survive in this competitive world. Accordingly, Teachers suppose to possess a positive attitude toward every step and manner that could positively affect the teaching-learning process. They have to try methodologies that help all learners in their classroom. Positive teachers have stable emotions and feelings. They show love, patience, sincerity, and care when dealing with teachers, parents, or school staff. Baxter (1989).

Some studies concerned with the attitudes of teachers towards the lesson planning. Among them Bazzafkan & Shokpour (2005) revealed that the academic staff have a positive attitudes towards lesson planning and they believed that the most important aspect of lesson plan was behavioral objectives.

As mentioned above, the lesson plan is the cognitive process of thinking about what will happen in the classroom during a lesson. Jalongo, Reig, & Helterbran (2007). Planning for the lesson is a sign of a teacher's professionalism that directly and positively impact students' learning. It makes the content of lesson interesting and comprehensible.

Conclusion

Lesson Planning is a detailed description of what the teacher is going to introduce to his learners during the class period. Thinking about the class and preparing for it can naturally guarantee the success for both teachers and learners. Wong & Wong (2009) state that lesson plans affect not only teachers instruction but classroom management as well.

When Teacher design his plan he is also indicating the aims and goals to be reached, the objectives to be learned, the time allotted, the material and equipment to be used. During the preparation process, the teacher passes through different stages as a warm up activity, introduction, practice, and evaluation. As well as other practical considerations such as a variety of lessons, sequencing, pacing, and timing.

Teachers must exploit every tip and piece of advice for more effective and successful lesson planning. This last must be in written form, coherent, variable, and flexible.

Since the lesson plan is an integrated part of educational success, and teachers are the leaders of this process. The teachers have to possess favorable attitudes towards it for a more productive and disciplined and well-organized classroom.

Chapter Two : Findings of the Study

Introduction

1 . Population

2. Teachers' Questionnaire

2.1. Administration of the Teachers' Questionnaire

2.2. Description of the Teachers' Questionnaire

2.3. Analysis of the Teachers' Questionnaire

3. Discussion of the Main Results

Conclusion

Recommendations

Chapter Two : Findings of the Study

Introduction

The present research is conducted to investigate the role of lesson planning in classroom lesson success based on the teachers' views about this process. The teachers' views aim to test the mentioned hypothesis.

This chapter deals firstly, with the population of the research, secondly, description, administration and analysis of the questionnaire results. And finally, it is for presenting the research findings about the teachers' attitudes towards the role of lesson planning in lesson classroom success.

1.Population

The population of this study consists of EFL teachers of the public sector who are currently working in Batna secondary school . the sample comprised of 38 EFL teachers who are randomly selected to participate in the study from the whole number of teachers which is about 60

2.Teachers' Questionnaire

The teacher's questionnaire was given to the teachers of English second language to know to what extent teachers use lesson plans in their classroom. Moreover, it aims at getting insights about the teachers' attitudes towards lesson planning and its role in classroom lesson success.

2.1.Administration of the Teachers' Questionnaire

The questionnaire was administrated to 38 teachers of the secondary school of Batna's County they are randomly chosen from the whole number of teacher that is about 60. The

questionnaire is administered by Google forms via Gmail. The reason behind choosing the selected sample is that the secondary school phase is the most difficult and sensitive phase in Algeria 'system of education which requires a disciplined and organized teacher. The teachers were very helpful since they accepted to fill in the questionnaire and to help us to continue the ultimate chapter.

2.2. Description of the Teachers' Questionnaire

The questionnaire given to the teacher consists of eighteen questions. It contains close-ended questions and only one open-ended question. The questionnaire is divided into three-section. The first deals with the personal information, the second section is about the teachers' use of lesson planning in their classroom, and the last concern about the teachers' attitudes towards lessons plan.

2.3. Analysis of the Teachers' Questionnaire

Section one:

Background Information

It is based on general information about the teachers' gender, qualifications, and classification. This section is an attempt to differentiate between experienced teachers and a novice ones.

Section two:

The Use of Lesson Planning

This section contains seven questions . It is a hopefully concerned to explore the teachers' use of lesson plan in their classroom

Section Three:

Teachers' Views of a Lesson Plan

In this section of ten questions. The teachers are clearly asked about their agreement and disagreement on the role of lesson planning in the classroom.

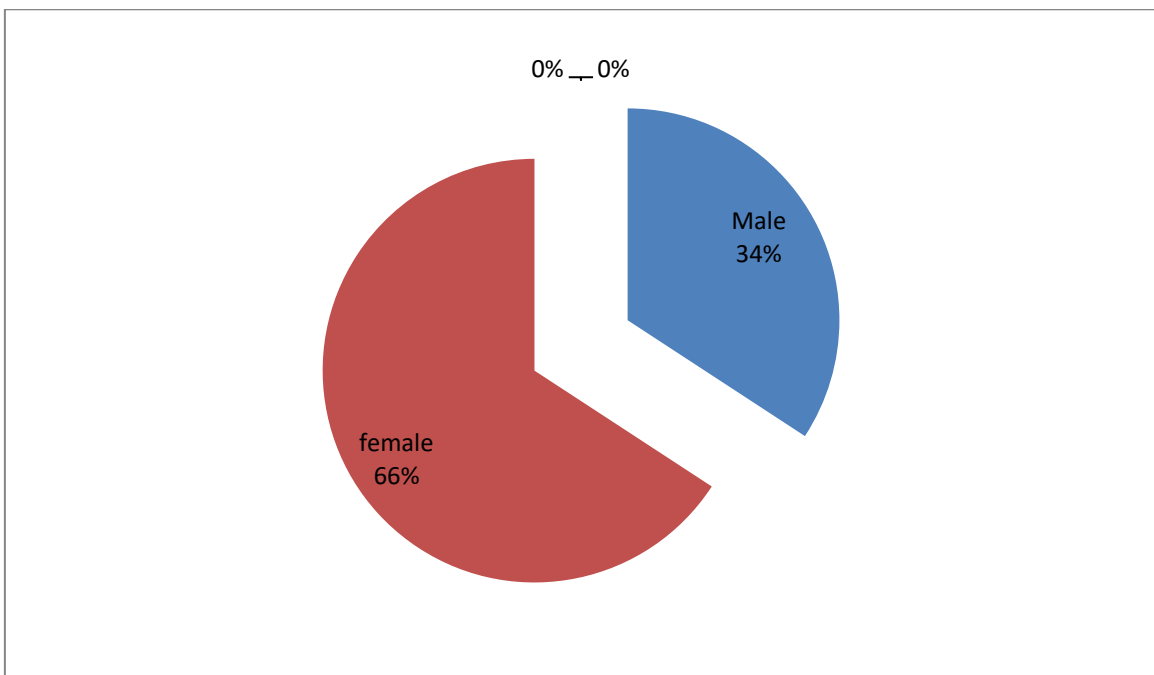
Section one: Background Information

Question 01

Are yo

	N	%
Male	13	34%
female	25	66%
total	38	100%

Table 01 : Teachers' Gender



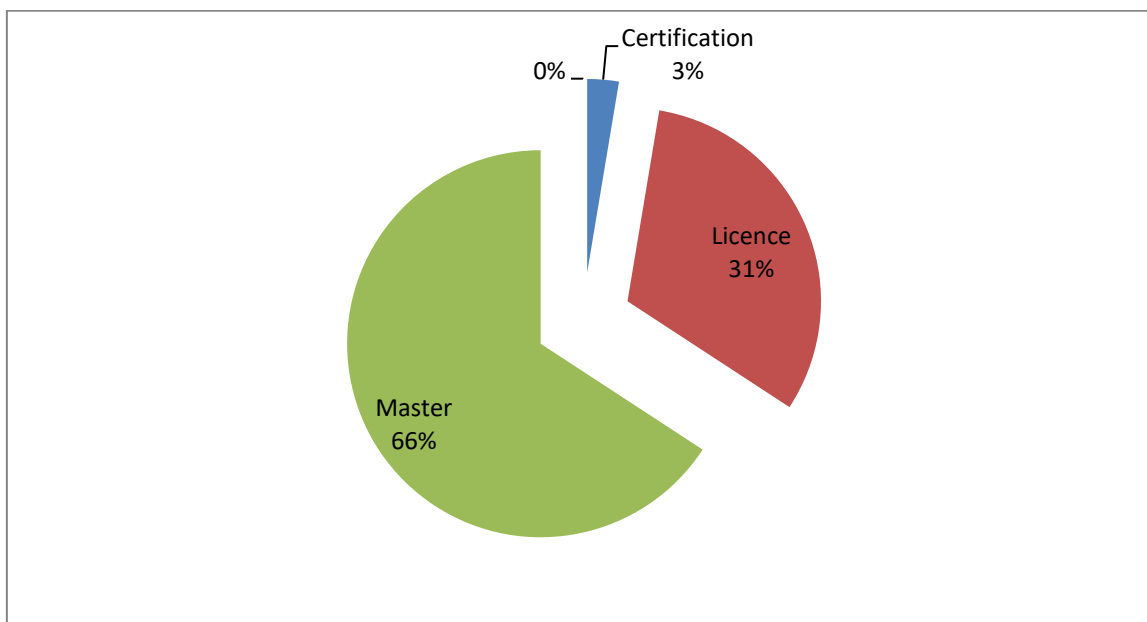
Graph 01 : Teachers' Gender

The results of the first question shows that among the 38 teachers who responded to the questionnaire there are 66% female and 34% male. Thus, the number of female is greater than the number of male.

Question02 : What is your qualification?

	N	%
Certification	1	3%
Licence	12	31%
Master	25	66%
total	38	100%

Table02 :Teachers' Qualification



Graph 02 : Teachers' Qualification

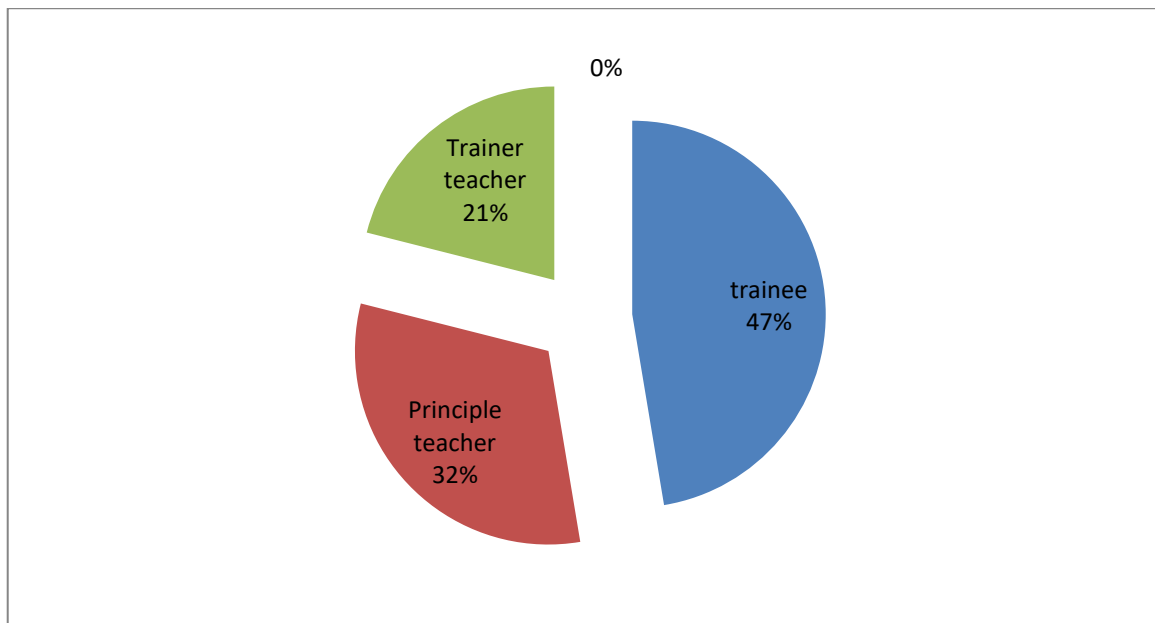
Concerning the second question, the question was more about to have an idea about the teachers' knowledge and thier educational levels. 66% of teachers are master, 31% are license and only 3% are certificate. This shows that the majority of teachers are educated and they have university' attestations.

Question 03

What is your current classification ?

	N	%
trainee	18	47 %
Principle teacher	12	32 %
Trainer teacher	8	21 %
total	38	100 %

Table03: Teachers' Classification



Graph 03: Teachers' Classification

This question aims to investigate the teachers' experience and responsibilities. The result obtained shows that trainee teachers represented 47% , principle teachers are 32% and trainer teacher are 21%. This indicates that the novice teachers are approximate to the experienced ones

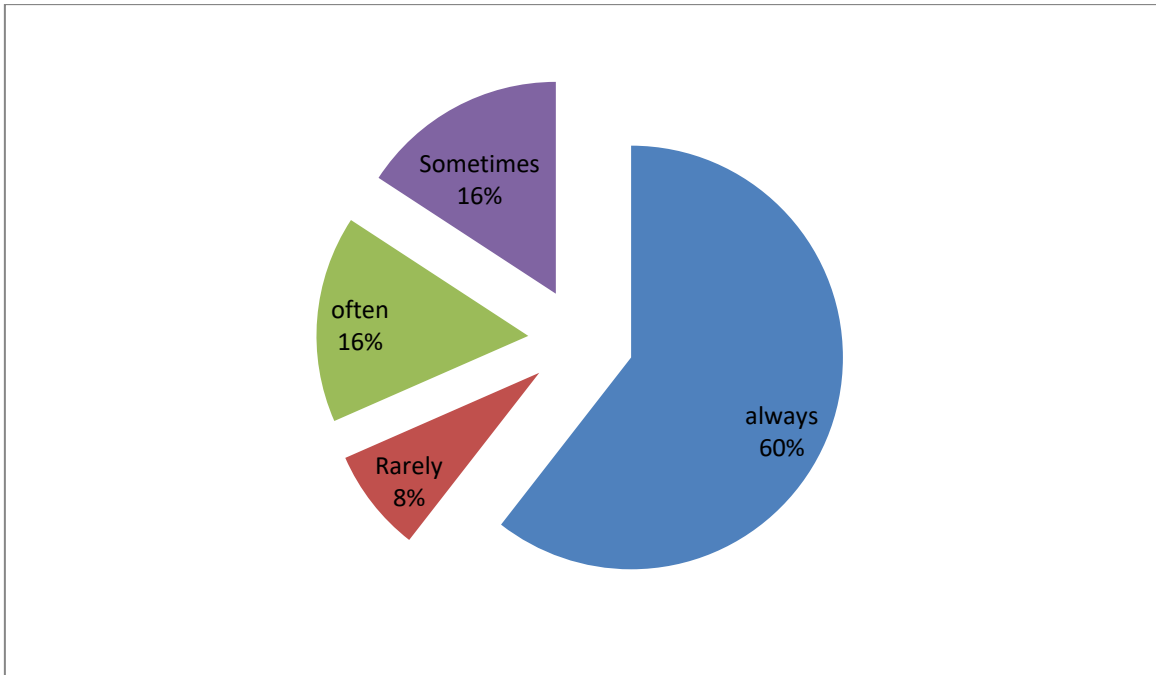
Section two : The Teachers' Use of Lesson Planning

Question 04

How often do you plan your lesson?

	N	%
always	23	60%
Rarely	3	8 %
often	6	16 %
Sometimes	6	16 %
total	38	100%

Table 04: Frequency of Lesson Planning



Graph 04: Frequency of Lesson Planning

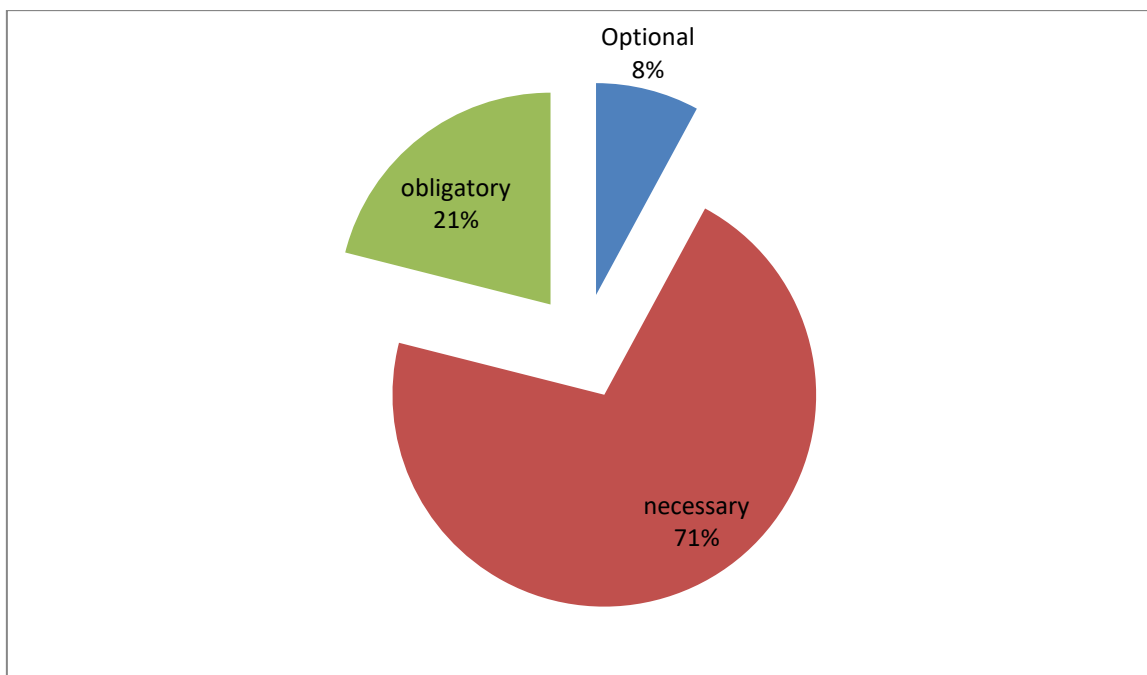
The first question of this section aims to investigate the frequency in which lesson planning. The result determines that 60% of teachers always prepared their lesson. While 16% said often and the same percentage for those who said always 16%, and finishing with 8% who said they rarely prepared their lesson.

Question 05

for you, plan a lesson is

	N	%
Optional	3	8%
necessary	27	71%
obligatory	8	21%
Total	38	100%

Table 06: Teachers' Choices for Lesson Planning



Graph 05 : Teachers' Choices for Lesson Planning

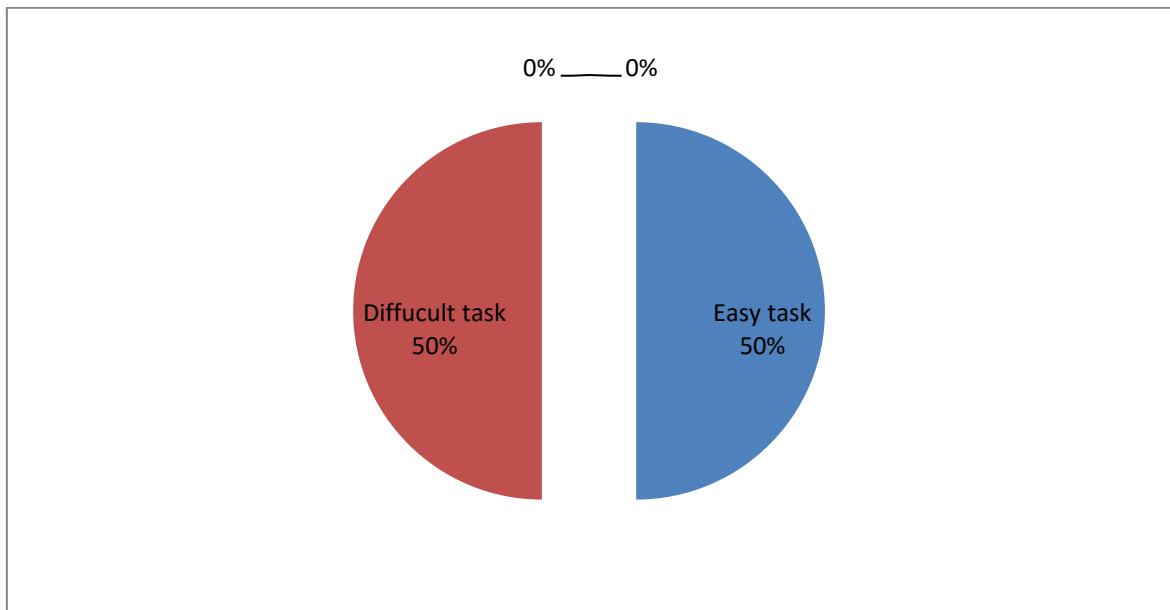
The question tries to investigate the place of the lesson plan for the teachers. The highest percentage of teachers which 71% said that it is necessary, 21% it is obligatory for them while 8% see it is optional. Teachers' responses indicate the necessity of a lesson plan.

Question 6

Item 01: Do you see the lesson plan as

	N	%
Easy task	19	50%
Diffecult task	19	50%
total	38	100%

Table 06: Teachers' Opinion if Lesson Planning is an Easy Task or a Difficult Task



Graph 06: Teachers' Opinion if Lesson Planning is an Easy Task or a Difficult Task

This question aims to investigate whether planning lessons is an easy or difficult task. And the result summarized that there is a balance between their choices, 50% of participants see lesson planning as an easy task and the others 50% see lesson planning as a difficult task.

Item02: if you select B (difficult task) explain

The half of the whole sample clarify that lesson plan is difficult task. The most shared reason between the teachers was that planning for lessons takes time. Especially for the novice ones who are preparing for the first time because they would keep imagining the situation and the procedure of the lesson and how to best convey meanings and explain things for the learners. Also, It takes time when they are looking for a motivation warming up and for materials, Each lesson needs specific materials and they have to find an easy

entertaining way to convey the information. Including the detailed information that surrounding the steps of the lesson.

Others said that it requires covering all the problems that they may face in the classroom. Besides, there are many constraints that interfere to make the task even worse, like time constraints, length of the syllabus. All these parameters should be taken into account when preparing lessons. Also, they have to take into consideration the different learning styles and levels of the learners and select what is appropriate for the learners.

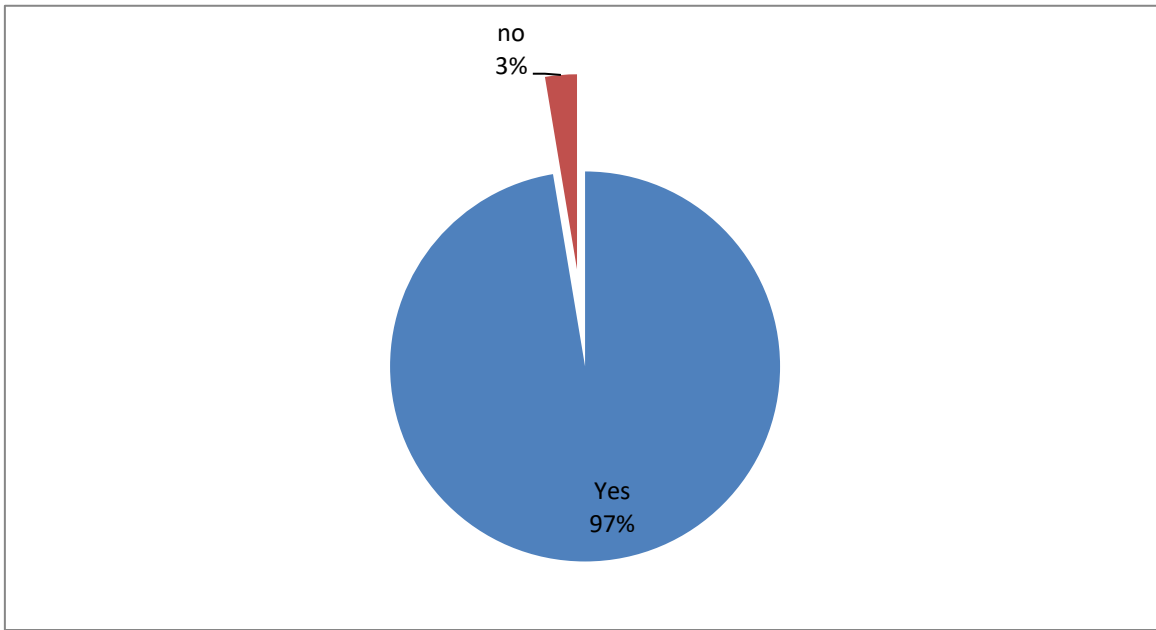
Moreover, another teacher simply said that depends on the lesson in which they are planning for. If the lesson is simple and easy then the planning for it will be an easy task. Otherwise, if the lesson is difficult and full of details then the planning will be difficult as it requires a lot of examples and tasks to simplify the understanding of the lessons for learner.

Question 07

do you think the lesson plan's structure is a useful tool?

	N	%
Yes	37	97%
No	1	3%
Total	38	100%

Table 07: Following Lesson Plan Structure is a Useful Tool



Graph07: Following Lesson Plan Structure is a Useful Tool

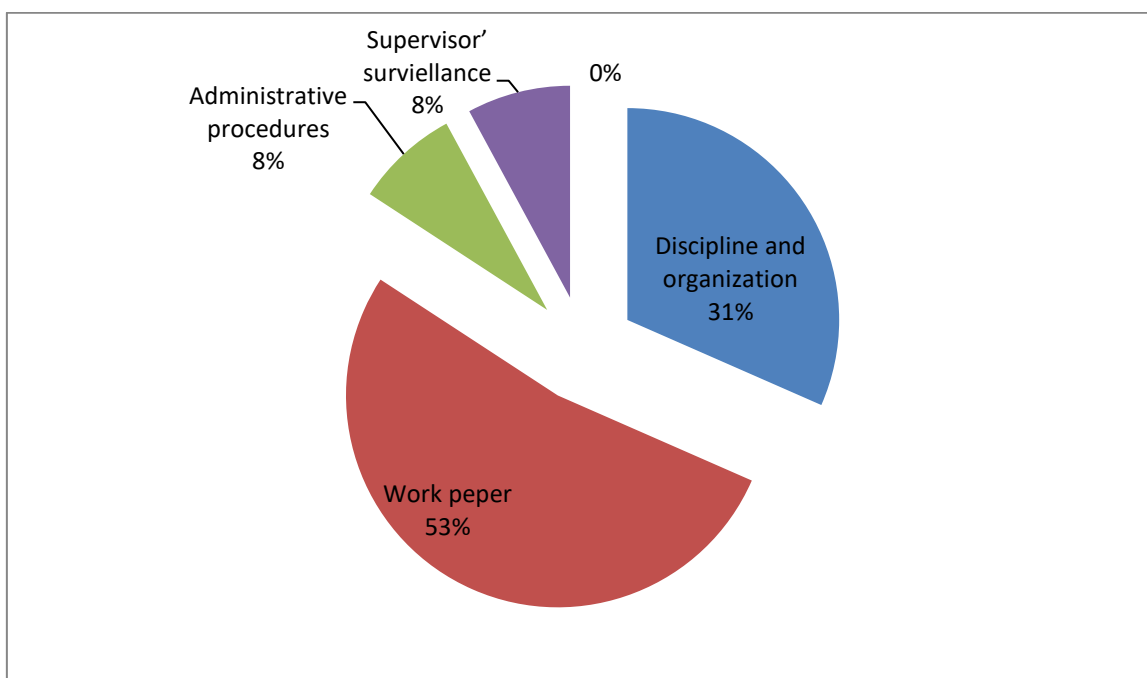
The question was asked to know whether the teachers think that following lesson plan' structure is a useful tool or not. The result determined that the 97% of teachers consider the lesson plan' structure as useful tool while only 3% said no.

Question 8

do you prepare your lesson for

	N	%
Discipline and organization	12	31%
Work paper	20	53%
Administrative procedures	3	8%
Supervisor' surveillance	3	8%
total	38	100%

Table 08: The Reasons for Preparing Lesson



Graph 08: The Reasons for Preparing Lesson

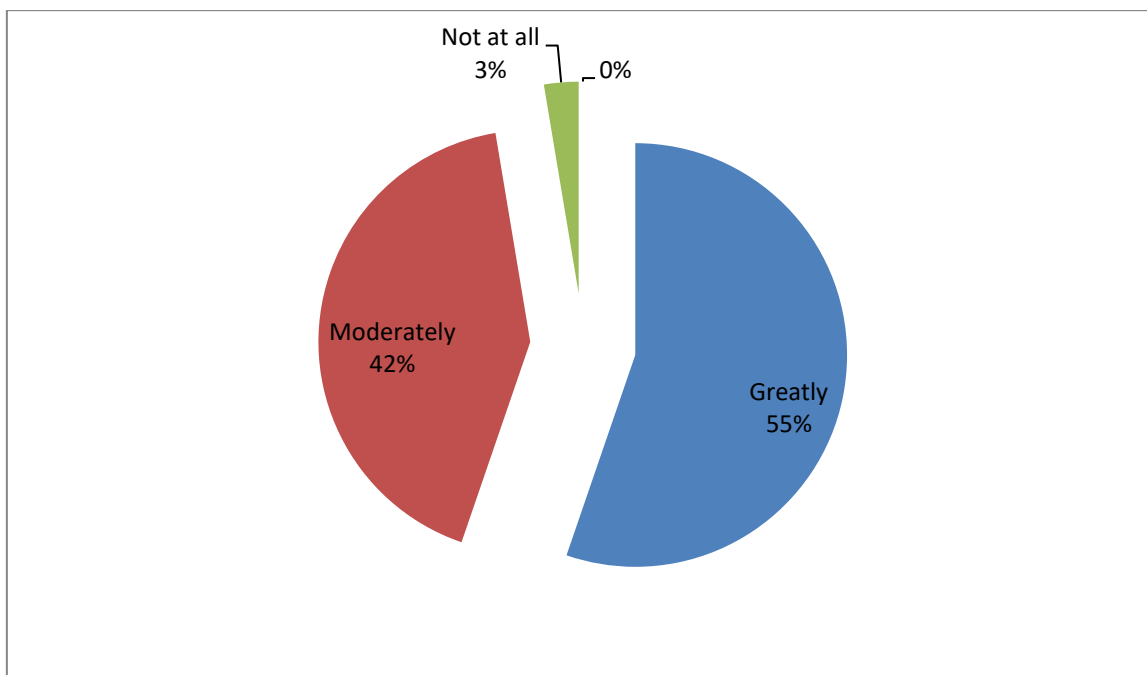
This question aims to shed light on the reasons behind preparing lessons. According to the achieved results of the question, 53% of teachers prepare their lesson for work paper, while 31% prepare for discipline and organization. Only 8% of teachers prepare for administrative procedures and the same percentage for those who prepare for supervisor's surveillance 8%.

Question 09

To what extent lesson plans help you to manage your classroom?

	N	%
Greatly	21	55.%
Moderately	16	42%
Not at all	1	3%
total	38	100 %

Table 09: Lesson Planning in the Classroom management



Graph 09: Lesson Planning in the Classroom management

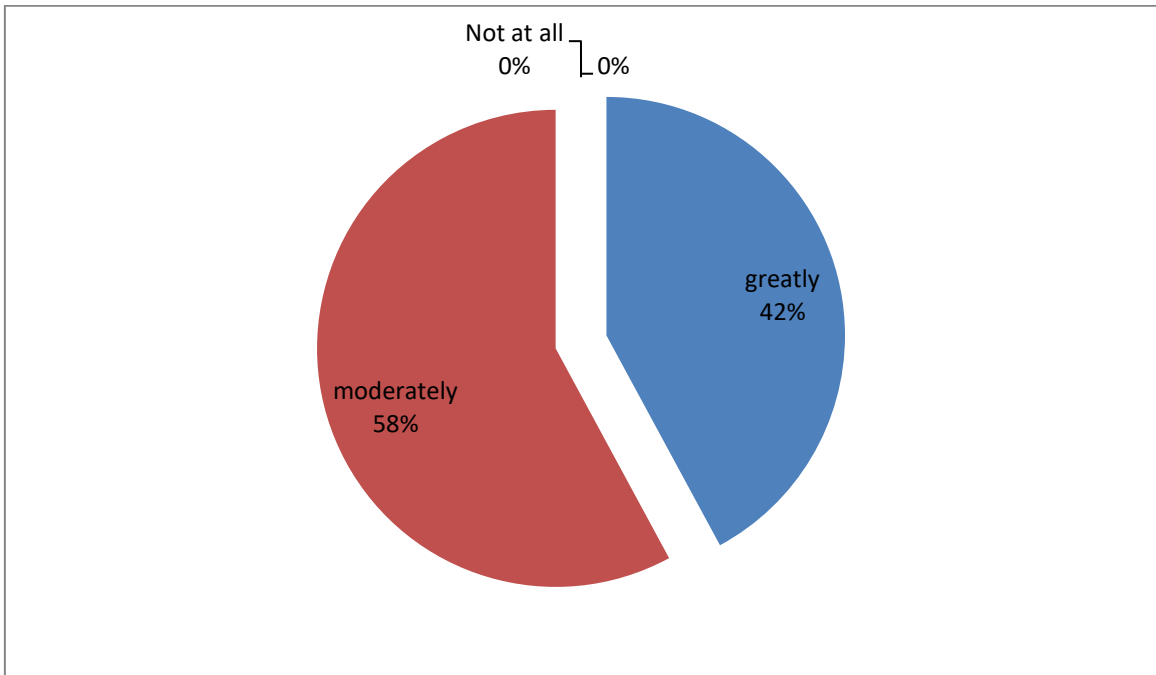
The question tends to show if the lesson plan helps teacher to manage their classroom. The results show that 55% of the responders said lesson planning greatly helps them, 42% said that lesson planning moderately helps them and only 3% said it does not help.

Question 10

When you plan your lesson do you gain your students' attention

	N	%
greatly	16	42 %
moderately	22	58%
Not at all	0	0%
total	38	100%

Table10: Gaining the Students' Attentions though Planning Lesson



Graph 10: Gaining the Students' Attentions though Planning Lesson

The last question of this section is an attempt to know whether teachers gain their students' attention. Within the answers, 58 % of teachers who show that they are moderately gain student's attention while 42% said that they are greatly gain their students' attention.

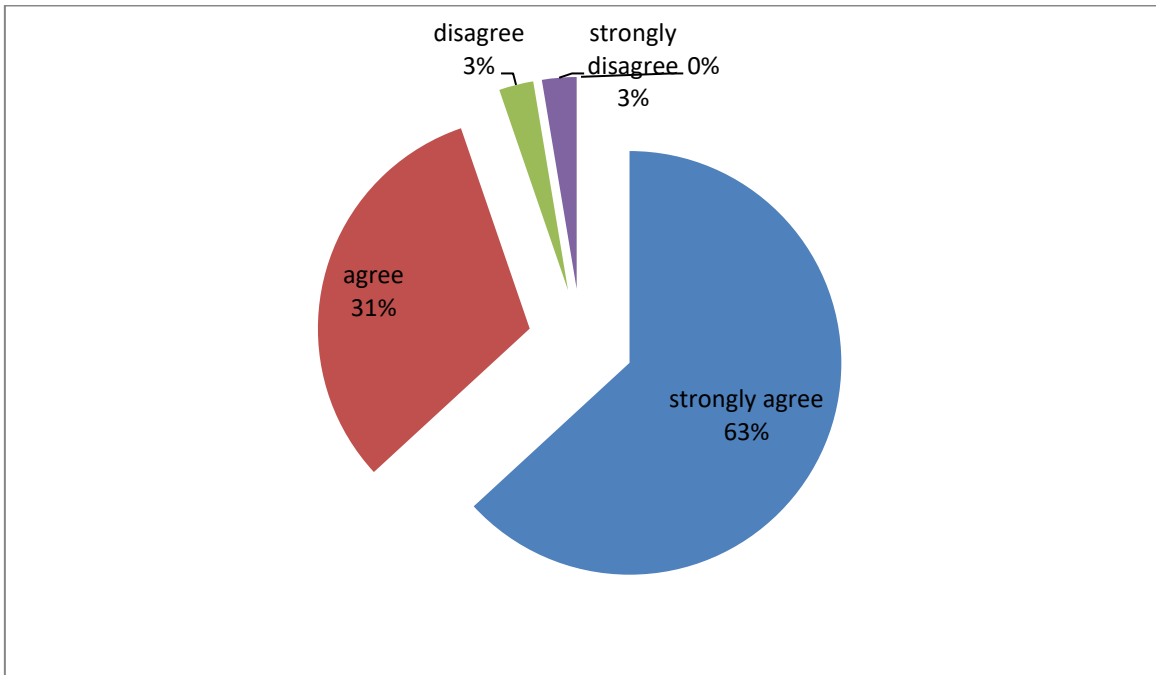
Section three :Teachers' Views about Lesson Planning

Question 11

Lesson plan is very important

	N	%
strongly agree	24	63%
agree	12	31%
disagree	1	3 %
strongly disagree	1	3 %
total	38	100 %

Table 11 : The Importance of Lesson Plan



Graph 11 : The Importance of Lesson Plan

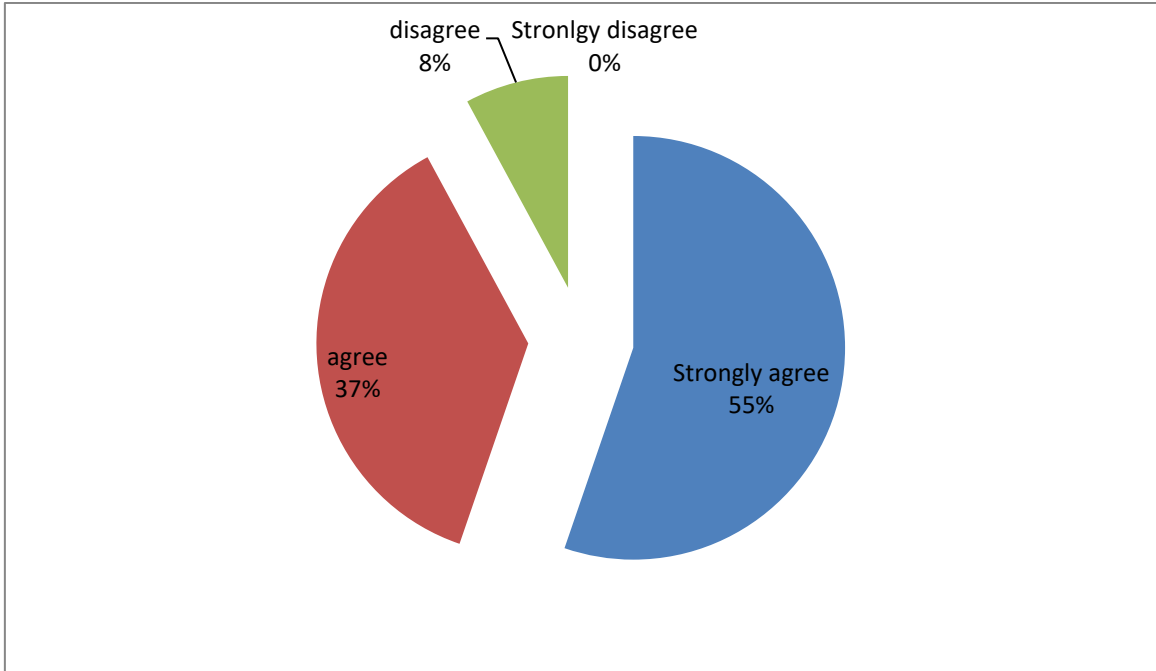
The table(12) represents 63% of teachers are strongly agree with importance of lesson plan. And 31% of teachers also show their agreement too about the importance of lesson plan. And only 3% disagree of its importance, the same percentage for those who select strongly disagree3%.

Question 12

lesson plan doubles the chances for more understanding of lessons

	N	%
Strongly agree	21	55%
agree	14	37%
disagree	3	8%
Strongly disagree	0	0%
total	38	100%

Table 12 : lesson Planning in Doubling the Chances for More Understanding



Graph 12: Lesson Planning Doubling the Chances for More Understanding

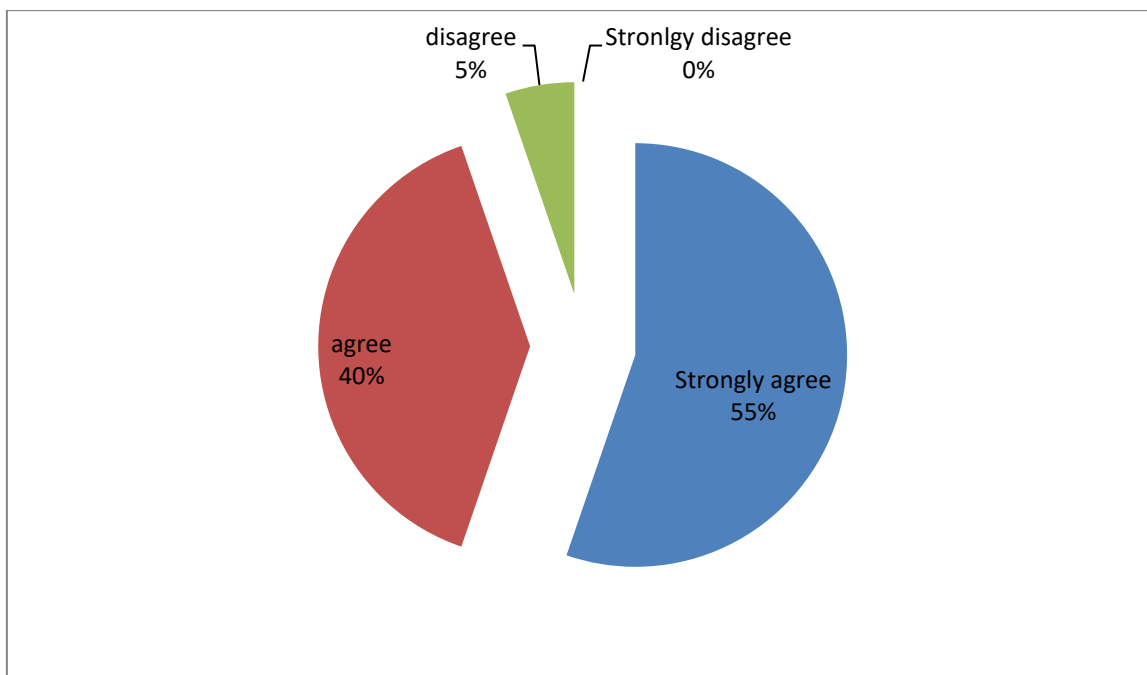
The question was asked in order to know the opinion of teachers whether lesson planning doubles the chances for more understanding of lessons. As shown in the table (13), 55% of teachers strongly agreed to the fact that lesson planning double the changes for more understanding. The table also shows that 37% of teachers are agreeable to the mentioned fact, while only 8% shows that they are disagree.

Question 13

lesson plan saves time

	N	%
Strongly agree	21	55%
agree	15	40 %
disagree	2	5 %
Stronlgy disagree	0	0 %
total	38	100%

Table 13: Lesson Plan for Saving Time



Graph13: Lesson Plan for Saving Time

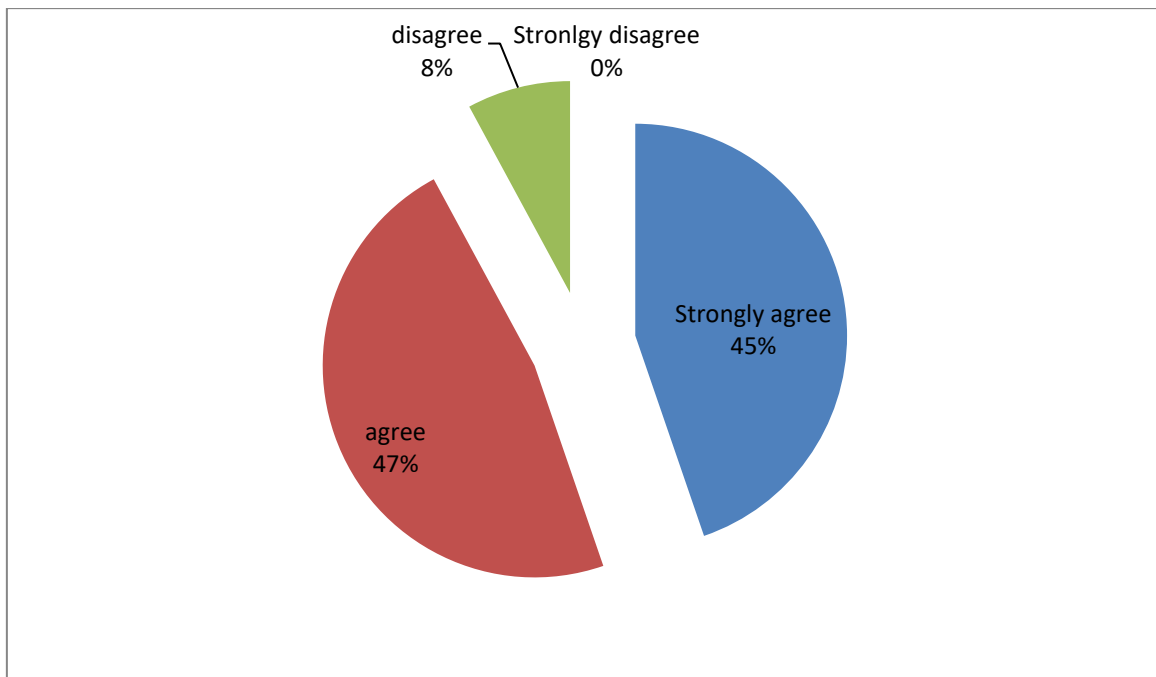
The purpose of this question is to know if plan saves time for the teachers. As shown in the table, the majority of teachers 55% strongly agree about this item and 40% agree while 5%disagree.

Question 14

lesson plan minimizes the teacher's fear and confusion.

	N	%
Strongly agree	17	47%
agree	18	45%
disagree	3	8%
Strongly disagree	0	%
total	38	100%

Table14 : Teachers' Fear and Confusion



Graph 14: Teachers' Fear and Confusion

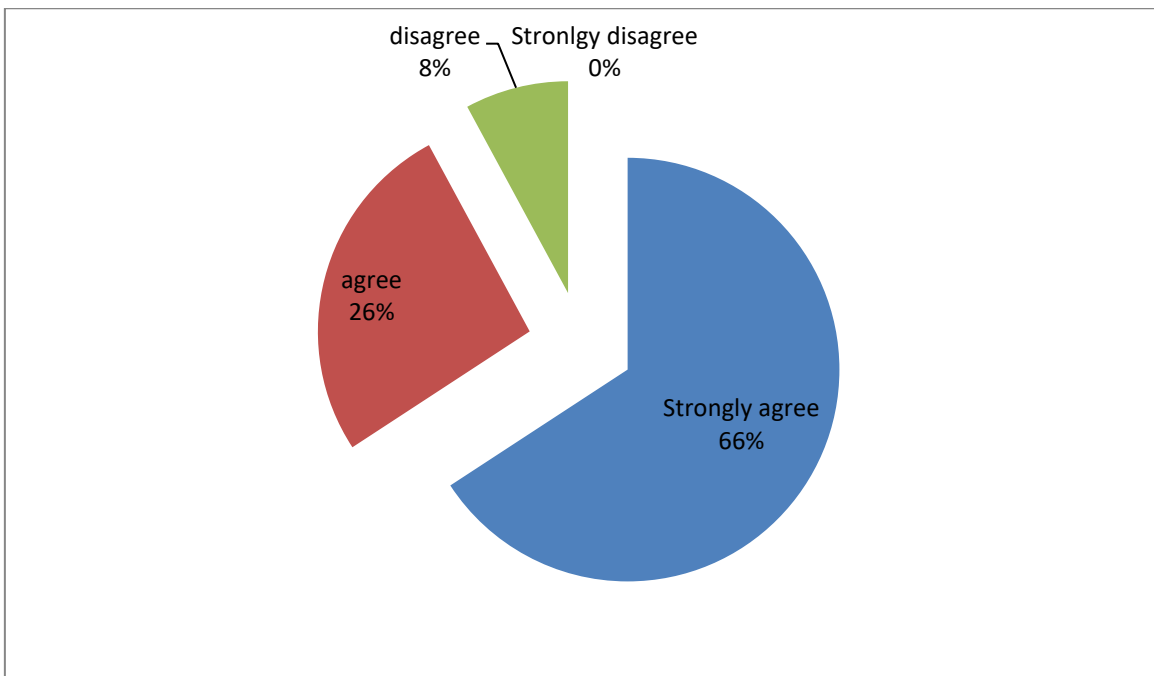
As indicated in The above figure (14), there is equality in the teachers 'responses concerning the fact that lesson planning minimize the teacher's fear and confusion. The answer balanced between those who strongly agree with 47% and those who agree with 45% and only 8%.

Question 15

successful teacher prepares his lesson.

	N	%
Strongly agree	25	66%
agree	10	26%
disagree	3	8%
Strongly disagree	0	0 %
total	38	100%

Table15 : The Successful Teacher Prepares his Lesson



Graph 15: The Successful Teacher Prepares his Lesson

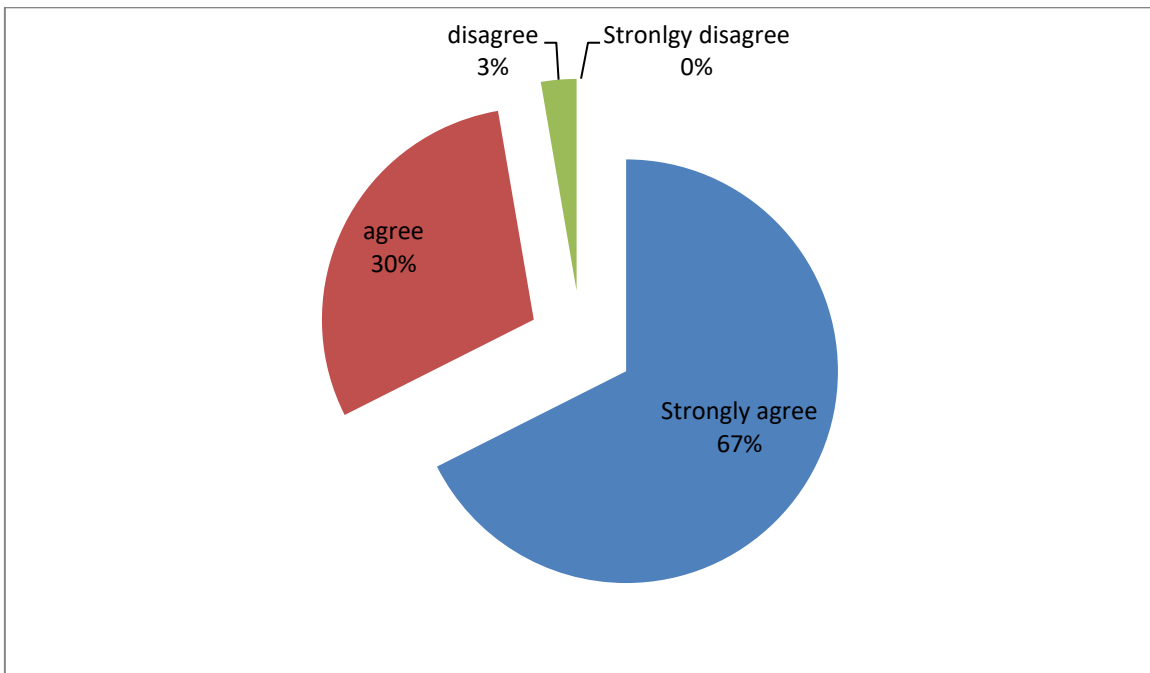
The collected answers of teachers in this question confirm that teachers strongly agree that a successful teacher prepares his lesson with a percentage of 66 %, adding to 26 % of teachers who also confirmed their agreement. And in a low percentage of 8% shows their disagreement.

Question 16

the lesson plan is a sign of professionalism

	N	%
Strongly agree	25	67%
agree	11	30 %
disagree	1	3 %
Strongly disagree	0	0 %
total	38	100%

Table 17: The Lesson Plan is a Sign of Professionalism



Graph 16 : The Lesson Plan is a Sign of Professionalism

According to the table, the attitude of the teacher towards this fact indicates their strong

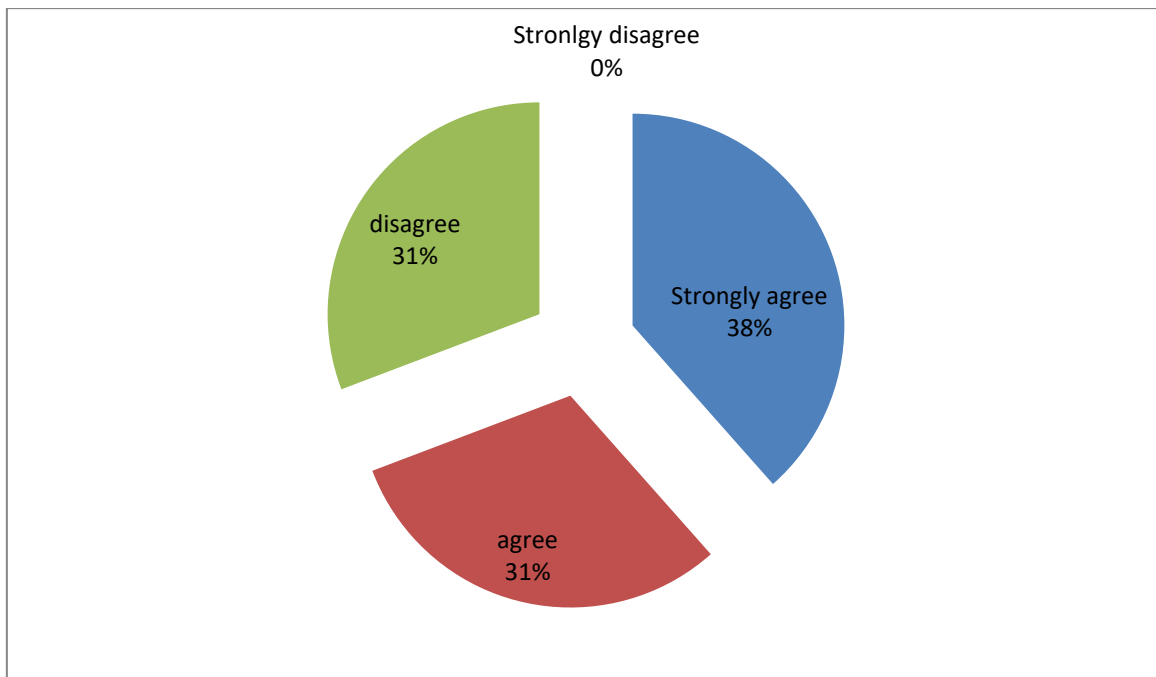
agreement that the lesson plan is a sign of professionalism since 67% of the teachers. The rest of the percentage consists of 30% was selected by the teacher who also agreed about the mentioned fact. Only 3% of teachers disagree with

Question 17

Lesson planning improves your relationship with your students.

	N	%
Strongly agree	15	38%
agree	12	31%
disagree	12	31%
Strongly disagree	0	0 %
total	38	100%

Table 18: Teachers' Relationship with Students



Graph 17: Teachers' relationship with students

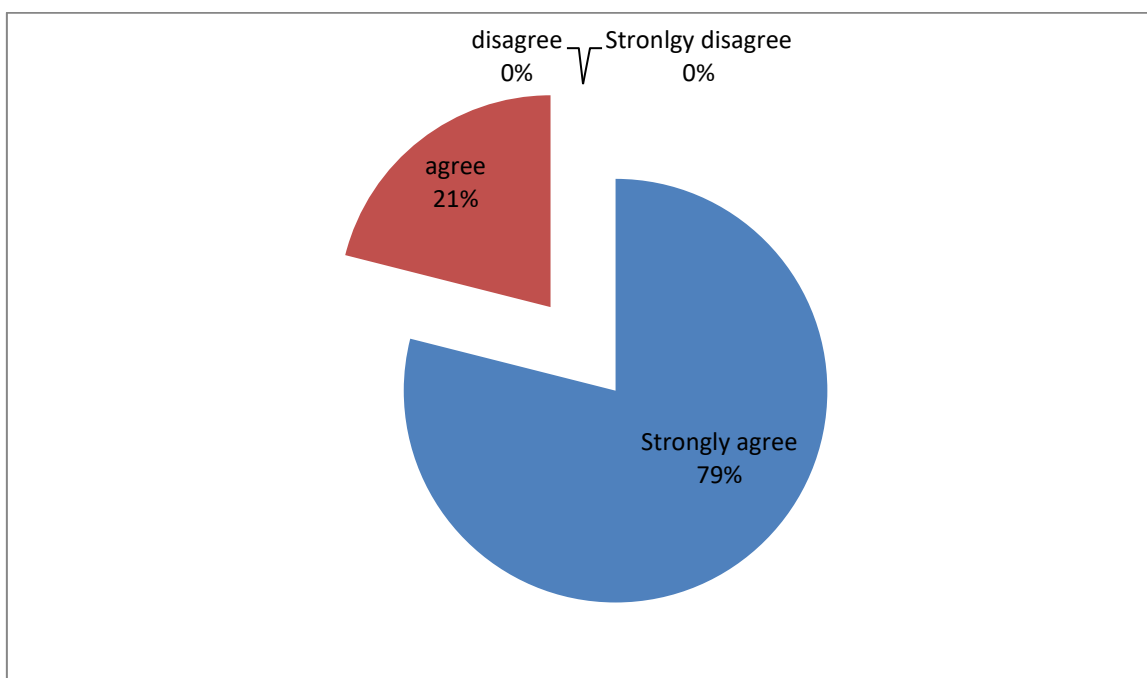
This question was asked to know if lesson planning improves the relationship with teachers and students. The teacher's views were approximate between those who strongly agree with, who represent 38 % in the table, those who agree who represent 31%, and who disagree about this fact who are 31% too.

Question 18

lesson planning affects classroom success

	N	%
Strongly agree	30	79%
agree	8	21%
disagree	0	0%
Strongly disagree	0	0 %
total	38	100%

Table 18: Classroom Success



Graph 18: Classroom Success

As shown in the table (19), the majority of teachers strongly agreed that lesson planning affects classroom success with 79%. as well as 21% of responders were agreed.

3. Discussion of the findings

During the analysis of the answers represented by the teachers (participants), it was noticed that the teachers of EFL showed their views about the role of lesson planning in their teaching process. Also, the teachers' answers were in accordance with what was represented in the literature review.

Concerning the second section, which was about the usage of lesson planning, the answers reveal that most of the teachers went to their classes with the lesson plan. In the same section, the majority of teachers indicate the necessity of lesson planning but half of them

considered as a difficult task because the preparation takes too much time and effort. However, they widely confirmed the importance of using a lesson plan's structure. Furthermore, the study found that most of the teachers prepare their lessons for work paper, discipline, and organization while few of them prepare for both supervisors' surveillance and administrative procedures. Based on the extent to which lesson plans help teachers to manage their classrooms, the response was highly positive even when they asked if they gain their students' attention due to their preparation for the lesson.

Moreover, section three which was about the teachers' views about lesson planning. It was observable that the majority of the teachers tended to agree on the importance of the lesson plan. Teachers also show their high agreement with the role of lesson planning in doubling the chances for more understanding of the lesson and saving the time too in the classroom. Additionally, Teachers agree that minimizing their fear and confusion. Not only teachers strongly agree with the fact that successful teachers prepare their lesson but also they agree at the same level that lesson plan is a sign of professionalism. A few teachers didn't agree about the fact that lesson planning improves relationships with the student but they totally agree with its effects on classroom success.

Regarding to the collected data from the teachers' questionnaires, we can say that the most of the teachers of EFL are aware of the powerful role of lesson planning in affecting the lesson classroom success and they depending on its structure even though they considered as difficult task. Significantly, teachers have a favorable attitudes towards this process.

Conclusion

Through this chapter, we discussed the teachers' questionnaire which examined the validity of the role of lesson planning in the classroom lesson success. There were high attitudes and knowledge-based toward the role of lesson planning among the EFL teachers of Public secondary schools in Batna who participated in this study. Lesson planning is widely adopted as a guideline by the teachers in their career path for both novices teachers and the experienced ones. In this study Teachers confirmed their use and the necessity of lesson planning in their teaching process as successful and effective equipment in which teachers can gain the students' attention during the session and teach them in more comprehensible way.

According to some of teachers' answers ,the only shortcoming of lesson planning that it takes the teachers' time when they prepare lesson to access the desired objectives , but it save time in the classroom. However, the teachers indicated a positive attitude towards the role of lesson planning as a strategy for achieving classroom success.

Recommendations

*Ministry of education must put an appropriate syllabus that corresponds with the time allotted.

*Teachers should not enter their classes with empty hands.

*the teacher should apply the various teaching methods and strategies that stimulate students and their interaction with the educational material. This, can improve students' achievement and retain information for a long period of time.

*The successful teacher can be the foundation of a successful lesson plan.

*Teachers must prepare the three types of plan.

*The teacher needs to set up the objectives of the lesson according to the students' needs and levels.

*Teachers must take the teaching process as a responsibility not just as duty.

* teacher should know the students' motivation and nature in terms of their levels of study, their abilities, their needs, their problems, and how to learn it.

*The plan should include development and renovation as well as avoiding the routine planning.

General conclusion

The main purpose of this research work was to find out teachers' views about the role of lesson planning in the classroom lesson success. This study has included two main chapters. The first chapter was devoted to the literature review; it defines the concept of the lesson plan in addition to the teacher's attitudes towards lesson planning. The second chapter of study is for the practical part. A descriptive study was chosen to conduct data; the questionnaire was devoted to the 38 EFL teachers of public Secondary Schools of Batna. On the light of the result of this research work, it is observable that the teachers of EFL have favorable attitudes towards the role of lesson planning in classroom lesson success.

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Appendices

Dear teacher

The questionnaire is a part of the research work. It hopes to investigate the teachers' attitudes towards the role of the lesson plan.

Your collaboration will be very appreciated.

You kindly invited to answer the following questions.

Section One: Background Information :

1- gender

a) Male

b) Female

2-What is your qualification?

a) certificate.

b) license.

c) master

3-what is your current classification?

a) Trainee

b) Principal teacher

c) Trainer teacher

Section two : the teachers' use lesson planning.

4-how often do you plan your lesson?

a) always

b) rarely

c) often

d) sometimes

5-For you, preparing lesson is

a) optional

b) obligatory

6-do you see lesson plan as

a) an easy task

b) difficult task

If you select (b). Explain the reason.

.....
.....

7-do you think that following lesson plan' structure is a useful tool?

a) Yes

b) no

8-do you prepare your lesson for

a) discipline and organization

b) work paper

c) administrative procedure

d) supervisor 'surveillance

9 - to what extent lesson does plan help you to manage your classroom

a) greatly

b) Moderately

c) not at all

10 -when you plan a lesson. Do you gain the students' attention during the whole session ?

A) greatly

B) moderately

C) not at all

Section three : teachers' views about lesson planning.

To what extent do you agree with the following statements

11- lesson plan is very important

- a)-Strongly Agree(SA)
- b)-Agree(A)
- c)-Disagree (DA)
- d)-Strongly Disagree (SDA)

12- lesson plan doubles the chances for more understanding of lessons.

- a)-Strongly Agree(SA)
- b)-Agree(A)
- c)-Disagree (DA)
- b)-Strongly Disagree (SDA)

13- lesson plan saves time.

- a)-Strongly Agree(SA)
- b)-Agree(A)
- c)-Disagree (DA)
- d)-Strongly Disagree (SDA)

14-lesson plan minimizes the teacher's fear and confusion.

- Strongly Agree(SA)
- Agree(A)
- Disagree (DA)
- Strongly Disagree (SDA)

15- successful teacher prepare his lesson.

a)-Strongly Agree(SA)

b)-Agree(A)

c)-Disagree (DA)

b)-Strongly Disagree (SDA)

16- the lesson plan is a sign of professionalism.

a)-Strongly Agree(SA)

b)-Agree(A)

c)-Disagree (DA)

d)-Strongly Dfsagree (SDA)

17- lesson planning improves your relationship with your students.

a)-Strongly Agree(SA)

b)-Agree(A)

c)-Disagree (DA)

d)-Strongly Disagree (SDA)

18- lesson planning affects classroom success .

a)-Strongly Agree(SA)

b)-Agree(A)

c)-Disagree (DA)

d)-Strongly Disagree (SDA)

ملخص

يعد مفهوم التخطيط لدرس من اهم المفاهيم التي حظيت باهتمام كبير من قبل الباحثين والدارسين على حد سواء . فأهمية تخطيط لدرس تكمن في العملية التعليمية لما له من دور فعال وأساسي في نجاح الدرس التعليمي. وقد تم تجسيد هذه الدراسة لمعرفة تصورات الاساتذة حيال هذه العملية والى اي مدى يعتمدون عليها في إنجاز دروسهم في القسم. ومن اجل تحقيق هذه الأهداف تم إجراء دراسة وصفية اعتمدت فيها استبيانات حيث أجاب عليها 38 استاذة) يدرسون حاليا مادة اللغة الانجليزية بمختلف الثانويات الحكومية في ولاية باتنة لاكتشاف ارائهم حول أهمية التخطيط لدرس في إنجاز الدرس في القسم ووفقا للنتائج المتحصل عليها تبين ان تخطيط الدرس له دور كبير في إنجاز الدرس في القسم كما أن الاساتذة غالبا ما يعتمدون عليه كعنصر اساسي يؤثر و إيجابيا على القسم .