



THE STUDY OF THE IMPORTANCE OF LESSON PLANNING AND ORGANISING IN TEACHING EFL

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Abstract

In the present article, the researcher aims to identify the relationship between lesson plans and classroom management and attempt to determine the effect of English teachers' lesson preparation on the implementation of those lessons. Further, we seek to explore English teachers' perceptions toward the role of lesson planning in classroom management in English as a first language (EFL) classroom. We English teachers in secondary schools in via electronic questionnaire, and our findings demonstrate the importance of lesson planning in classroom management, revealing that English teachers prepare their lessons effectively to sufficiently manage classrooms. In addition, our results indicate that lesson planning is an essential skill that English teachers must cultivate to create a successful classroom environment. Moreover, the outcomes of the present study highlight most English teachers' attitudes toward the role of lesson planning in classroom management are positive. Finally, we find a significant and positive relationship between effective lesson preparation and teachers' abilities to create a successful EFL classroom environment.

Keywords: English teachers, Lesson planning, Classroom management,

Introduction

Effective teaching enables learners to develop their skills in a conducive environment and independently apply concepts taught. Teaching effectiveness cannot be measured by student performance but rather educators' ability to appropriately plan for lessons and engage learners throughout the learning process, defusing students' desire to engage in misbehavior (Moradi, 2019). Lesson planning is the process by which an educator sets objectives, prepares activities for meeting those objectives, and develops a timeline on which to achieve classroom goals



. Based on this understanding, a lesson plan can be described as a map teachers use to ensure that lesson goals are achieved within an intended time frame; it also dictates the strategies and procedures to achieve those objectives. An educator develops activities, strategies, and evaluation mechanisms during lesson planning to ensure teaching effectiveness (Batubara et al., 2020; Derin et al., 2020). Regardless of how good an educator is, lesson plans significantly increase productivity. Classroom management includes the approaches used in determining classroom proceedings. Rothstein (2008) noted that classroom management is also referred to as the association between an educator's ability and learners' conduct, which together leads to the creation of a conducive environment for both teaching and learning. Classroom management may include determining the rules, words, and actions used to facilitate operations to meet education goals (Groves, 2009). Lesson planning and classroom management are often challenging for policymakers and English language teachers regarding English as a first language (EFL) goals. Teachers may fail to meet their teaching objectives due to ineffective lesson planning and classroom management (Ali, 2021); this can result in learners experiencing difficulty achieving their learning goals. Despite efforts to address such challenges, more must be done for teachers and learners to comprehensively benefit from sufficient lesson planning and classroom management; this may include more integrated and comprehensive education programs to ensure that teachers can undertake complex tasks revolving around lesson planning and classroom management (Khan, 2020). Failure to address this issue will further cripple the pursuit of an effective and efficient mechanism for achieving educational goals for all stakeholders. Teaching occurs when teachers and learners interact to achieve their respective goals. As such, the student–teacher relationship is a primary determinant of success in any education setting: teachers cannot succeed in classroom management without developing and maintaining healthy relationships with their students. However, the effectiveness of classroom management is determined by teachers' preparedness (Moradi, 2019). Classroom management involves an awareness of all classroom occurrences, thereby facilitating a learning-conducive environment. However, managing the events during a lesson significantly depends on how much one anticipates certain occurrences and knows what to do (Hanane, 2016)

Sesiorina (2014) noted that a lesson plan is a representation that must be used alongside a teaching curriculum in preparing for classroom lessons. Mahon (2011) defined a lesson plan as an organized outline that signals instructions by directing



educators on which instruction techniques to use for lessons depending on the intended goals and the teaching circumstances. An alternative definition of a lesson plan is the process through which teachers think and write down the strategies they intend to use to achieve lesson goals, focusing on aspects such as the number of students, their specific learning needs, and the time allocated for the lesson to take place (Savage, 2014). Similarly, Farrell (2002) described a lesson plan as a written description of how a teacher intends to guide students toward achieving a lesson's learning goals. Moreover, Mohan (2007) defined a lesson plan as a detailed outline of the essential points of a lesson arranged in the order in which they are to be explained to learners by the teacher. There are inconsistencies in the various definitions of lesson plans (Hanane, 2016). Planning is also seen as a way of effectively presenting the teaching experience (Lakchmi & Bhaskara, 2016). The most conspicuous one is that it is a tool that teachers prepare for their lessons based on the specific needs of every learning environment. According to Singh (2008), there are various reasons why teachers create lesson plans. First, it is an outline through which teachers prepare lessons and organize their activities to match a lesson's needs. Second, it is a tool for effectively highlighting a lesson's goals, given that each lesson should begin with a clear direction; this is the only way to ensure that a lesson will serve its purpose. Third, it presents a series of activities that a teacher intends to implement to cover the lesson's content. Fourth, it presents an understanding of the most appropriate way to enable learners to relate their existing knowledge with their newly learned knowledge. Fifth, it is often based on the most important principles of knowledge acquisition. Sixth, it is based on an understanding of the relationship between teaching practice and classroom management. Seventh, it enables teachers to respect and adhere to a content sequence and structure rather than rely on memory alone. Eighth, it allows students to be appropriately placed during a lesson. Ninth, it positively influences a teachers' effectiveness in the classroom. Finally, having a lesson plan makes lessons reachable. According to Fujii (2019), a lesson plan is an important outcome of a lesson study. The collaborative work that teachers put into developing and implementing lesson plans often goes unnoticed. This is because such engagements are invisible to outsiders. Based on case studies undertaken at Tokyo Gakugei University in three Japanese schools, successful lesson plan development depends on task design and the commitment of teachers to ensure the process is as evidence-based as possible (Fujii, 2019). This is often the reason why lesson plans are not transferable because lesson needs and contexts differ in various ways. According to Vermunt et al.



(2019), when a teacher is conversant with the meaning of application, a lesson study becomes increasingly influential in their teaching practice. Thus, it takes an appreciation of the importance of lesson study and planning for a teacher to effectively plan for their lessons.

According to Saito et al. (2018), lesson plan creation is influenced by students' and teachers' shared needs, and it is only through elaborate and evidence-based guidance that teachers can ensure that these needs are met. Lessons are about not only covering content but also ensuring that it is presented to facilitate learning goals; well-intended but disorganized activities may be ineffective in engaging learners to the satisfaction of the lesson objectives. Lynch and Warner (2008) noted that an effective lesson plan is one that addresses individual variances among the learners. It should never be assumed that each learner has the same cognitive and learning ability levels, and the one-size-fits-all approach to developing a lesson plan has proven ineffective. Thus, lesson plans should ensure that the diversity of learning needs and abilities is considered (Lynch & Warner, 2008). These learning variances extend beyond typical diversities in the general population. Over the years, researchers have found classroom management strategies to impact not only students' learning but also other factors such as anxiety. There is no guarantee that the response to different classroom management strategies will be similar for all learners. Marashi and Asggar (2019) found that classroom management strategies had a significant impact on student learning outcomes and directly affected students' anxiety levels during lessons, which can significantly affect learning abilities and outcomes. However, classroom management strategies cannot work for students with anxiety unless they are designed to; thus, anxiety reduction should be emphasized. Some authors argue that classroom management should focus on influencing students' behavior during lessons rather than the contents of the lessons themselves. Evertson and Poole (2008) noted that this also entails actions deliberately taken to promote both students' socioemotional and their academic experiences during lessons. According to Dustova and Cotton (2014), classroom management entails teachers using various skills and techniques to ensure that activities within the classroom setting are organized. It is also meant to ensure teachers use the same skills and techniques to facilitate active, attentive, and productive involvement of students in class. Additionally, teachers acquire some skills, including creating a positive classroom environment, organizing classrooms, interpersonal relationships, managing classroom activities, and putting in place rules and



procedures that determine engagement in a learning environment. Thus, as proposed by George et al. (2017), educational workshops and seminars should be organized to enable teachers to effective classroom management practices. Bissonnette and Gauthier (2018) revealed that some approaches can be considered in classroom management, especially when one operates in a preschool setting. For instance, teachers can focus on preventing misconduct during lessons by using the preventive intervention approach, which is characterized by building a positive relationship with the learner to create a safe, orderly, and predictable environment for them. Teachers should also coach and supervise learners continuously, organize the classes, and use effective instruction approaches to yield the desired outcomes in classroom management (Bissonnette & Gauthier, 2018). Thus, lesson plans and other preparation methods can prevent undesired conduct in educational settings and yield the intended learning outcomes.

Planning for a lesson is crucial to set the foundation for effective classroom management (Butt, 2006). The important role that purposeful class management plays in educational success implies that it requires sufficient preparation and can only occur with diligent lesson planning. Effective teachers plan for their classroom experiences, including how to appropriately manage the classroom (Othmane, 2015). Teachers put their lesson plans into action through lesson implementation, which includes actions taken to mitigate the impact of student misbehavior on the outcome of a lesson (Lopes et al., 2017). When a lesson is poorly implemented, student engagement may be lower and misbehavior may increase; by contrast, appropriate and diligent lesson implementation can minimize the possibility of student misbehavior during a lesson (Sun & Shek, 2012). The importance of developing a lesson plan should never be overlooked; in a recent study, 87% of teachers noted that lesson plans are crucial even at the preschool level (Nkwabi, 2020).

Clear and precise objectives must be included in the teacher's lesson plan because once in class, he/she will need to state them to the learners so they can know which skills or abilities they are expected to develop or learn through the classroom activities. Dealing with what a lesson plan should provide, Les Dangerfield (1985) asserted, "The first thing to decide is what should be achieved within a lesson. By making this an explicit, written statement, teachers provide themselves with simple basic guidelines from which the lesson can be planned and in terms of which it can be judged" (p.18). The objective of a lesson is nothing but what should be achieved within a lesson. So, Les Dangerfield meant that the teacher should state the



objective(s) of the lesson on his plan so that this could serve as a guideline for him to direct the learning activities efficiently. For him, objectives must be specific and include:

- Cognitive objectives: These will help the teacher determine after the lesson whether the pupils have been able to define, recognise, name, number, mention, arrange, translate, interpret, conclude, apply, distinguish, complete, produce, etc.
- Emotional or sentimental objectives: These enable the teacher to find out later whether the pupils have been able to demonstrate, receive, agree, feel, support, love, justify, review, follow, believe, initiate, resist, obey, etc.
- Psychomotor objectives: These are objectives that will let the teacher find out later whether the learners have been able to move, stop, prepare, check, operate, copy, reconstruct, execute, write, draw, design, act, build, etc.

Therefore, the particular aim, which is the objective of the daily lesson, should derive from the general purpose, which is the objective the teacher wishes to meet at a given time in the future

The EFL teachers They appear as the main actors in the process of lesson planning. In fact, in the secondary schools in Benin country, school authorities are not involved in preparing lessons. Their role is to make sure the different materials the teachers and the learners need are available in sufficient numbers and see to it that everybody has easy access to those materials. It is up to each teacher to plan his lessons in accordance with the syllabus and the available materials. They are taken into account for this research work because their experiences and the difficulties they encounter while planning lessons are helpful.

3.1.2. The EFL pedagogical advisers and inspectors

They frequently observe classes to see how well teachers are doing their work. This process enables them to have a good knowledge of the problems most teachers are confronted with. As such, they can know whether lessons are regularly planned or not. It is then important to seek their points of view about teachers' attitudes towards lesson planning and how far they react to urge teachers to plan their lessons.

Conclusion

In the present study, the researcher aimed to identify the EFL teachers' perceptions of the role of lesson planning in classroom management in EFL classrooms specifically in the context. The results indicated that most EFL teachers effectively plan lessons to cultivate classroom management. Moreover, most EFL teachers' attitudes toward the role of lesson planning in classroom management were positive, and they tend to use lesson plans to appropriately control their classroom environments. As such, English teachers should develop and implement an appropriate lesson plan to effectively teach EFL skills. In



addition, I determined the presence of a significant positive correlation between lesson plan preparation and the successful management of a classroom to create a positive EFL learning environment.

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