



INVESTIGATING THE INFLUENCE OF LESSON PLANNING PRACTICES ON CLASSROOM CLIMATE, LEARNER ENGAGEMENT, AND ACADEMIC ACHIEVEMENT IN EFL HIGHER EDUCATION CONTEXTS.

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Abstract

One of the most important aspects of the teaching process is lesson planning. Teachers can either make their own lesson plans based on the requirements and objectives of their students, or they can use an accepted template. Teachers are mostly expected to prepare themselves following the institutional template, though institutional requirements may fluctuate correspondingly. Neither way can identify teachers' knowledge or teaching skill of teachers [1]. Lesson plans can be prepared in a variety of interactive ways. Nonetheless, the purpose of any or all tool and material utilization should be to enhance students' language proficiency and comprehension of the lesson. This study investigates how lesson planning affects three factors in EFL higher education contexts: academic accomplishment, learner engagement, and classroom atmosphere. These three factors can be significantly influenced significantly via improving lesson plan practices since relevant lesson planning might increase learning and teaching cooperation altogether.

Key words: lesson planning, classroom climate, academic achievement, institutional requirements, language objectives.

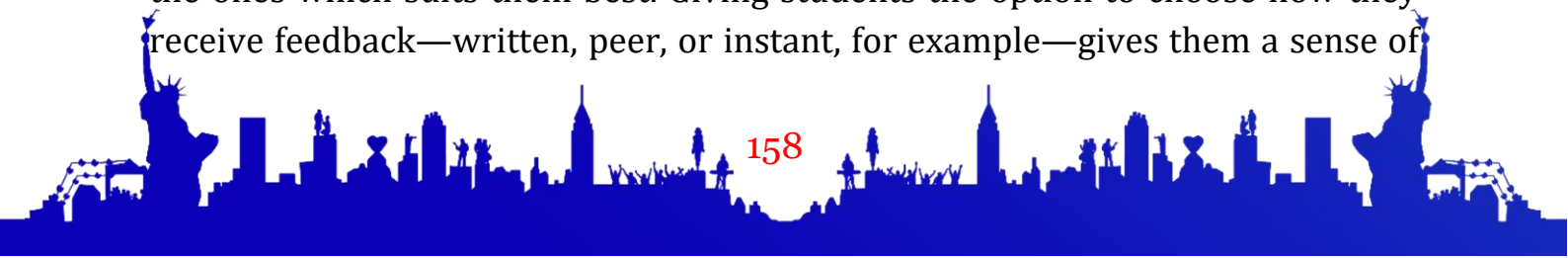
In general, all teachers see the usefulness of preparing lesson planning differently since each one has their own teaching styles and methods. Teachers might plan their lessons for a day, a week, a month, or even a year. These could change depending on the way teachers teach. Some even have the ability to mentally sketch it out before class, while others choose not to consult a lesson plan they have prepared in advance. However, the effectiveness of the lesson plan frequently determines the success of the lesson. It does not matter whether it is for daily plan or yearly unit plan. Creating a lesson plan and practicing it regularly is very essential skill for teachers, not least because it provides great opportunities to see difficulties and misunderstanding during lesson beforehand. Benjamin Franklin mentioned that by failing to prepare, individuals should be prepared to fail. Not each lesson goes as it is planned, there might occur several challenges such as, not understanding the activity properly, having less time to check homework and other problems. In theses situations good lesson plan can be included an instant feedback session for less time for checking and more





comprehensible instruction to the new topic. The template can be a very useful for teachers for many times. Lesson plans give teachers a record of what has been taught and assist them in visualizing the lesson and detecting difficulties and obstacles to be encountered [4].

First, this study delves into how lesson design practices affect the atmosphere in the classroom. What does "classroom climate" mean? Everyone imagines the large classroom with a few students chatting to a teacher while grinning as they look at the question. The atmosphere is lovely and centered around the topic. Nonetheless there is much more to discuss about the classroom environment. "The social, emotional, and physical elements of a learning environment are all included in the term "classroom climate." The general learning environment is determined by the behaviors, feelings, and tone of discourse among students and instructors as well as between students. The classroom environment is also influenced by both explicit and implicit communications as well as deliberate and inadvertent behaviors" [5]. The choosing the correct and relevant lesson plan might affect to feeling and emotions of learners together with learners' behavior and communication. If we divide classroom climate into several parts, we can identify it better. Generally, there might be a few useful dimensions of classroom climate, such as task orientation, involvement, satisfaction, personalization and individualizations. Firstly, lesson plan should be task oriented which means activities and materials is about to be selected accordingly. If the lesson is about renewable energy, activities and reading materials should be around this topic, vocabulary should be focused renewable energy types, for example. Secondly, mainly everyone should be involved in the lesson. Obviously, it is difficult to integrate all learners to the one lesson, but using grouping, peer checking or preparing presentations with a teach, lesson plan can be prepared to involve almost all learners to the class. Thirdly, the lesson should satisfy both teachers and students. Students as well as teachers may be less satisfied if the lesson plan is too complex for the target learners. Activities and materials should be thoughtfully and appropriately planned. Not too easy, not too hard. Finally, individualization and personalization. Teachers can also let their students participate in the development of lesson plans by letting them choose activities and teaching strategies. They can even conduct in-person interviews with their students to find out what students value. Moreover, participating in other cases like feedback types can be also valuable for learners since they select the ones which suits them best. Giving students the option to choose how they receive feedback—written, peer, or instant, for example—gives them a sense of

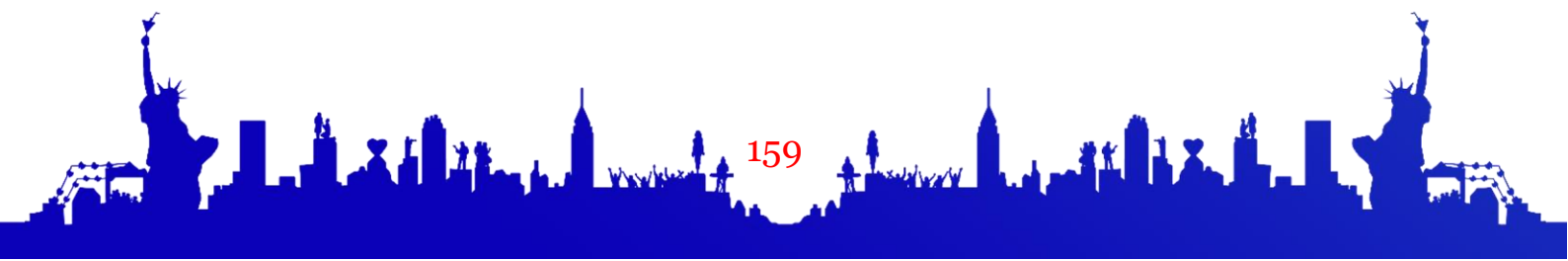




autonomy. Thus, clear and in-thought lesson plan maximize time and minimize confusion among learners, making classroom management better [6].

Second component, this study explores is student engagement. Students' past experiences, lifestyles, goals, perspectives, mental states, and other factors will determine the selection of materials, approach, and resources. Social circumstances must also be taken into account, particularly when planning a class strategy that could present any of such obstacles to students. These factors mentioned above improves students' engagement process. A greater commitment and accomplishments can be observed by students who are engaged [7].

Student engagement is not only about how well learners participate in activities and how well they engage in a class, but also their focus, curiosity, interest, and enthusiasm while studying is known as "student engagement". It includes students' drive to advance in their educational experience, their emotional attachment to the educational setting, and their level of engagement with their academic endeavors. It demonstrates that lesson design is linked significantly with student engagement. While language focus, learning objectives, learning outcomes and evaluation are all connected with learners feeling, interest, motivation and curiosity. Moreover, defining the lesson plan is learner-centered or teacher-oriented is final effect of practicing lesson outline. Teachers' techniques and skills play a crucial role while improving learners engagement during class, their lesson plan preparation can also be a vital in it. If teacher determines to engage learners to the class, they put correct lesson objectives before preparing the lesson plan. The activities, methods, materials and time limit and simulations are sketched depending on learning objectives above. These language objectives can be mainly focused to increase learners' productivity.





Level: pre-intermediate

Time: 90 min

Language focus: speaking + vocabulary

Method: TBLL

Stimulation: preparing for a new topic (pantomime)

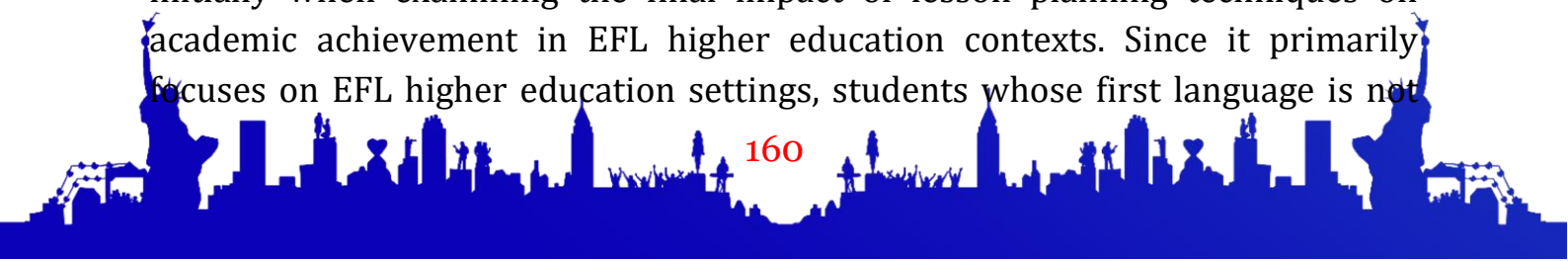
Learning objectives:

- Sts reread the given text in a group (Task Based language learning)
- Sts with a group identify ten new words and make up example sentences for each
- Sts prepare a role-play with peers using at least five new words in it
- Sts give their feedback for other members role-plays orally

Follow-up: teacher ask sts what they have learnt and what difficulties they have faced

The purpose of the illustrations in this sample lesson plan is to highlight the function of learning objectives. The learning objectives that are offered are mostly focused on students and are intended to increase their level of involvement. Lesson plans can be highly successful if teachers set goals that are student-centered and encourage students to participate. The overall task is completed because the goal of lesson planning is about to increase students' productivity. Teachers can enhance learning opportunities by combining appropriate objectives and tasks through lesson planning [6]. It is undeniable that lesson preparation maintains learner involvement by giving teaching and learning the correct frameworks and consistency. While lesson plannings define systematic way of organizing relevant focus to activities, skills, tools, materials, students' engagement is truly facilitated via effective teaching structures. Finally, students are about to invest in learning and support the teaching process if they are purposefully active and involved in the lesson process. Therefore, if teachers approach lesson planning as an uphill battle, they not only support the learning process but also help students become fully engaged.

Teachers and institutional settings should be taken into consideration initially when examining the final impact of lesson planning techniques on academic achievement in EFL higher education contexts. Since it primarily focuses on EFL higher education settings, students whose first language is not

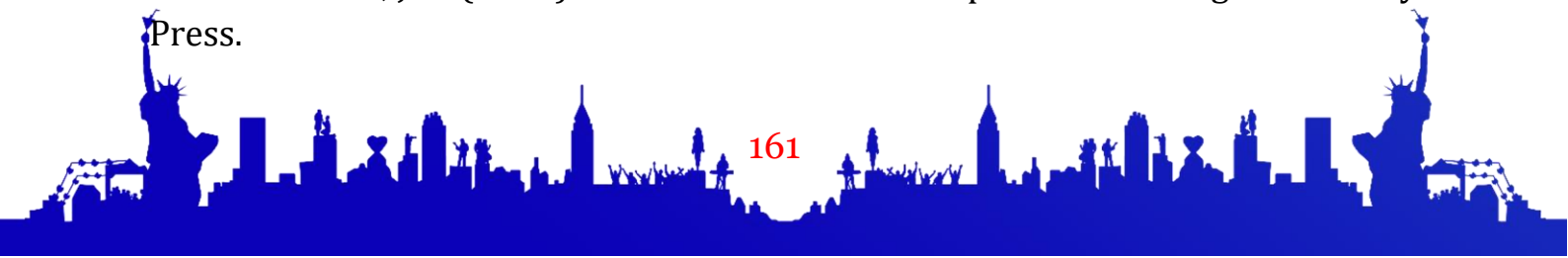




English are taught English as a foreign language. In general, English can be learned there for communicative, career-related, and scholarly purposes. Lesson planning may be modified by differences in teaching methods and styles depending on the academic context and goal [5]. According to the purpose and academic settings, teaching style and methods can vary, thereby influencing on lesson planning. Obviously, creating a clear lesson plan, teachers and educators align learners with the language relevantly. Moreover, planning structures assist teachers improve professionally and individually, thereby influencing academic settings as well. If learners understand the topics and are aimed for ticking all learning objectives, they actively participate in all activities, they comprehend the instructions better and they progress in their achievement with better scores, better comprehension and better cooperation with a group. Since teachers pay close attention to the details, such as details of lesson stages: timing, language focus, and learning objectives of each lesson plan rather than just copying and pasting it from standard templates, it is indisputable that they can accomplish greater professional progress. Teachers can determine which topics to focus on later if they take into account each follow-ups, such as asking students to summarize what they have learned orally or in written form. By connecting learning objectives with classroom activities, lesson planning may strengthen educational performance and produce positive educational outcomes [6]. Correct scheduling, relevant details, and purposeful assignments can have a favorable impact on students in addition to teachers. They are more capable of learning, comprehending, and producing greater outcomes. With more engaging teaching and learning methods, more professional students with higher academic reputation may enhance the overall quality of educational settings. As therefore, lesson planning can be seen as a crucial element that enhances academic performance. It facilitates meaningful learning experiences, increasing student engagement, improving classroom atmosphere and learning objectives.

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