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INDEXING AND ABSTRACTING



1. International Academic Databases and Academic Social Networks



Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines. Google Scholar index includes most peer-reviewed online journals of Europe and America's largest scholarly publishers, plus scholarly books and other non-peer reviewed journals. It contains roughly 160 million documents as of May 2014 and approximately 80-90% coverage of all articles published in English.

Usually, a period of time, approximately 3-5 weeks, is required between the publication of the research and its indexation. Our indexed articles could be accessed from **here**. https://scholar.google.ro/scholar?start=0&q=oapub.org&hl=en&as_sdt=0,5&scioq=open+access+publishing+group



Microsoft Academic is a free public web search engine for academic publications and literature, developed by Microsoft Research. Re-launched in 2016, the tool features an entirely new data structure and search engine using semantic search technologies. It currently indexes over 375 million entities, 170 million of which are academic papers. The Academic Knowledge API offers information retrieval from the underlying database using REST endpoints for advanced research purposes. The service replaces the earlier Microsoft research project, Microsoft Academic Search, which ended development in 2012. Preliminary reviews by bibliometricians suggest the new Microsoft Academic Search is a competitor to Google Scholar, Web of Science, and Scopus for academic research purposes as well as citation analysis. Our indexed articles could be accessed from **here**, **here**. <https://www.microsoft.com/en-us/#/search?iq=@european%20journal%20education%20studies@&q=european%20journal%20education%20studies&filters=&from=0&sort=0>



In June 2014, Baidu launched **Baidu Scholar** with the aim of becoming the biggest research platform in China, and, through the acquisition of English language resources and publications, to become the best English language search platform in China. By the end of 2014, Baidu Scholar included hundreds of thousands of academic websites and had indexed over 100 million literature resources in total, providing free access to a huge amount of Chinese and foreign literature. Researchers are able to carry out an advanced search (by keyword, author, title and field), plus an advanced filter and ranking (by professional field, time, document type) to find the document that they want. Additionally, for each article, the author information and publication source are easy to view, making Baidu Scholar a very real rival to Google Scholar. Our indexed articles could be accessed **here**. http://xueshu.baidu.com/s?wd=european+journal+of+education+studies&rsv_bp=0&tn=SE_baiduxueshu_c1gjeupa&rsv_spt=3&ie=utf-8&f=8&rsv_sug2=1&sc_f_para=sc_tasktype%3D%7BfirstSimpleSearch%7D



Academia.edu is a social networking website for academics. The platform can be used to share papers, monitor their impact, and follow the research in a particular field. It was launched in September 2008, with 31 million registered users as of January 2016 and over 8 million uploaded texts. Academia.edu allows following the evolution of a shared research, offering statistics about referring sources, views of the abstract and downloads of the indexed article. Our profile could be accessed **here**. <https://open.academia.edu/OpenAccessPublishingGroup>



ERIC (Education Resource Information Center) is an online library of education research and information, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. The Education Resource Information Center (ERIC) provides access to educational literature and resources. This database provides access to information from journals included in the Current Index of Journals in Education and Resources in Education Index. The submission/accessing procedure are not conditioned by the existence of an account. THE INDEXING IS A COMPLEX PROCEDURE, THE ARTICLES ARE REVIEWED BY ERIC, INDEXED AND CLASSIFIED BASED ON THEIR EDUCATIONAL CONTENT, UNDER THEIR OWN KEYWORDS, ETC.. USUALLY THE INDEXING TAKES BETWEEN 4 AND 6 WEEKS. [ERIC INDEXED ARTICLES](#) or [ERIC.ED.GOV](#)





EUROPEAN JOURNAL OF EDUCATION STUDIES



The FP7 project **OpenAIRE** aimed to support the implementation of Open Access in Europe. It provides the means to promote and realize the widespread adoption of the Open Access Policy, as set out by the [ERC Scientific Council Guidelines for Open Access](#) and the [Open Access pilot launched by the European Commission](#). Its

successors OpenAIREplus was aimed at linking the aggregated research publications to the accompanying research and project information, datasets and author information. The goal is to make through the portal www.openaire.eu, as much European funded research output as possible available to all. This research output, whether it is publications, datasets or project information is not only accessible through the OpenAIRE portal, extra functionalities are also offered, such as statistics, reporting tools and widgets – making OpenAIRE a useful support service for researchers, coordinators and project managers. OpenAIRE relies heavily on a decentralized structure where there is a representation in all member states (the so-called NOADs or National Open Access Desks) who can give specialized advice. Our indexed articles could be accessed [here](https://www.openaire.eu/en/search/find/publications?keyword=european%20journal%20of%20education%20studies), <https://www.openaire.eu/en/search/find/publications?keyword=european%20journal%20of%20education%20studies>



ROAD is a Directory of Open Access scholarly Resources. ROAD has been developed with the support of the Communication and Information Sector of UNESCO, it provides a free access to a subset of the ISSN Register. This subset comprises bibliographic records which describe scholarly resources in Open

Access identified by an ISSN: journals, monographic series, conference proceedings and academic repositories. ROAD records are enriched by metadata about the coverage of the resources by indexing and abstracting databases, registries and journals indicators. They are downloadable as a MARC XML dump and will be available as RDF triples in 2014.



ICDS = 2.5 (2016) / 2.8 (2017)

Updated annually, **MIAR** (a database of scientific resources developed by **Universitat of Barcelona, Spain, Generalitat di Catalunya and Agencia di Gestio, d'Ajuts Universitaris e di Recerca, Spain**) gathers key data for identification and analysis of journals. These are grouped into major scientific areas -subdivided turn in more specialist academic fields. The system creates a matrix of correspondence between journals, identified by ISSN, and databases, directories and library catalogs that indexed or included. In addition, the link to the websites of the publishers and makers of repertoires and sources indicated institutions is available whenever it. MIAR is a support tool for those who have to perform assessment work : now have data on the identity and dissemination of the journals in which the works are published under evaluation MIAR includes more than 28,000 publications , for each of which its presence and multidisciplinary repertoires BDD is analyzed and as a result their ICDS is obtained.



Mendeley is an academic platform aimed to allow sharing research papers, discovering research data and collaborating online. It offers the possibility of search by abstract, keyword and

author, and allows to organize and share data in public and closed groups. Mendeley permits to follow the evolution in terms of the number of readers that accessed/saved the metadata of the shared research articles. Our profile could be accessed [here](https://www.mendeley.com/profiles/open-access-publishing-group/). <https://www.mendeley.com/profiles/open-access-publishing-group/>



Zotero is free and open-source reference management software to manage bibliographic data and related research materials. Notable features include web browser integration, online syncing, generation of in-text citations, footnotes, and bibliographies, as well as integration with the word processors Microsoft Word, LibreOffice, OpenOffice.org Writer and NeoOffice. It is produced by the Center for History and New Media of George Mason University, United States of America. Our profile could be accessed [here](https://www.zotero.org/openaccesspublishing/library). <https://www.zotero.org/openaccesspublishing/library>



Zenodo is an online digital repository where researchers can preserve and share their research outputs, including figures, datasets, images, and videos. It is free to upload content and free to access, in adherence to the principle of open data. It was created by [OpenAIRE](#) and [CERN](#) to provide a place for researchers to deposit datasets.





Calaméo is a free document publishing platform that creates interactive web publications in real time. It allows following the evolution of the shared document by counting the readers. Our profile could be accessed **here**. <https://en.calameo.com/accounts/4705816>



The goal of **Vixra** is to enable anyone to distribute their works of science and mathematics irrespective of their status or affiliations. Vixra is recording and time-stamping submissions and replacements so that the authors can use the information to establish the priority of their discoveries. The URL link to the abstract page can be used as a fixed reference and will remain open access to anyone with an internet connection. By providing this simple service viXra is supporting a growing community of scientists and mathematicians who are excluded from other repositories. Their output through viXra is about 4% of the quantity of submissions of arXiv (the biggest official academic repository.)



CiteULike is a web service which allows users to save and share citations to academic papers. Based on the principle of social bookmarking, the site works to promote and to develop the sharing of scientific references amongst researchers. When browsing issues of research journals, small scripts stored in bookmarks (bookmarklets) allow one to import articles from repositories like PubMed, and CiteULike supports many more. Then the system attempts to determine the article metadata (title, authors, journal name, etc.) automatically. Users can organize their libraries with freely chosen tags and this produces a folksonomy of academic interests. Our profile could be accessed **here**. <https://citeulike.org/user/OApub/>



ERIH (European Reference Index for the Humanities) is an index containing bibliographic information on academic journals in the humanities and social sciences. It has been called "**the most important and prestigious reference index in the European Union when it comes to international quality and impact accreditation for scientific journals in the areas of Humanities and Social Sciences**". The index includes all journals that meet the following requirements: "explicit procedures for external peer review; an academic editorial board, with members affiliated with universities or other independent research organizations; a valid ISSN code, confirmed by the international ISSN register; abstracts in English and/or another international language relevant for the field for all published articles; information on author affiliations and addresses; a maximum two thirds of the authors published in the journal from the same institution". ERIH was originally established by the European Science Foundation and was transferred to the Norwegian Social Science Data Services in 2014, mainly because it already operates the Norwegian Scientific Index. At the same time it was extended to also include social science disciplines and renamed ERIH PLUS. The list with the approved publications could be accessed **here**. <https://dbh.nsd.uib.no/publiseringskanaler/erihplus/periodical/listApprovedAsCsv>



BibSonomy is a social bookmarking and publication-sharing system. It aims to integrate the features of bookmarking systems as well as team-oriented publication management. BibSonomy offers users the ability to store and organize their bookmarks and publication entries and supports the integration of different communities and people by offering a social platform for literature exchange. Both bookmarks and publication entries can be tagged to help structure and re-find information. As the descriptive terms can be freely chosen, the assignment of tags from different users creates a spontaneous, uncontrolled vocabulary: a folksonomy. It is developed and operated by the KDE group of the University of Kassel, the DMIR group of the University of Wurzburg, Germany. Some samples of our submitted research could be found **here**: [1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [7](#), [8](#), [9](#), [10](#).



The **Open Archives Initiative** (OAI) develops and promotes interoperability standards that aim to facilitate the efficient dissemination of content. OAI has its roots in the open access and institutional repository movements. Continued support of this work remains a cornerstone of the Open Archives program. Over time, however, the work of OAI has expanded to promote broad access to digital resources for eScholarship, eLearning, and eScience. The Open Archive Initiative project is developed by Cornell University, USA. The profiles of our journals could be accessed **here**: [EJES](#), [EJPES](#), [EJFLT](#), [EJELT](#), [EJSER](#), [EJAE](#), [EJOEES](#).





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Journal Index (ScopeMed JournalIndex.net) is a directory database service offered by ScopeMed that stores journals data and allows searching by various criteria: name, research area, country, language. It contains more than 9900 journals (March 31, 2016). The profiles of our journals could be accessed here: [EJES](#), [EJPRESS](#), [EJFLT](#),

[EJELT](#), [EJSER](#), [EJAE](#), [EJOEES](#).



AcademicKeys is the premier source for academic employment. Our 18 discipline-focused sites offer comprehensive information about faculty, educational resources, research interests, and professional activities pertinent to institutions of higher education. More than 89% of the top 120 universities (as ranked by US News and World Report) are posting their available higher ed jobs with AcademicKeys.com. Our profiles could be accessed on the social sciences section (searching by publisher, ISSN or name of the journal) [here](#).



The **Electronic Journals Library (EZB)** is a service to facilitate the use of scholarly journals on the internet. It offers a fast, structured and unified interface to access full-text articles online. It comprises 85027 titles from all areas of research, 16697 of which are available online only. In addition, 88009 journals, which are provided by aggregators, are listed. The EZB contains 52639 journals which are accessible free of charge to anyone. Furthermore, the participating libraries provide their users access to the journals they subscribe to. The journals are presented in lists sorted by research area. An updated list is generated by the database according to the member library's specifications each time it is accessed. The availability of full-text access is indicated by traffic-light symbols according to the license situation of each member library. The Electronic Journals Library project is developed by Regensburg University, Germany. The profiles of our journals could be accessed here: [EJES](#), [EJPRESS](#), [EJFLT](#), [EJELT](#), [EJSER](#), [EJAE](#), [EJOEES](#).



BASE (Bielefeld Academic Search Engine) is one of the world's most voluminous search engines, especially for academic open access web resources. BASE is operated by Bielefeld University Library, Germany. It facilitates effective and targeted searches and retrieves high quality, academically relevant results. The articles metadata is harvested periodically, a period of around 2-4 weeks could occur between the publication and indexing. Samples of our submitted research could be find here: [1,2,3,4,5,6,7,8,9,10](#). or with a [verbatim search](#).



DataCite is an international not-for-profit organization which aims to improve data citation in order to establish easier access to research data on the Internet, increase acceptance of research data as legitimate, citable contributions to the scholarly record and support data archiving that will permit results to be verified and re-purposed for future study. DataCite was subsequently founded in London on 1 December 2009 by organisations from 6 countries: the British Library; the Technical Information Center of Denmark (DTIC); the TU Delft Library from the Netherlands; the National Research Council's Canada Institute for Scientific and Technical Information (NRC-CISTI); the California Digital Library (University of California Curation Center); Purdue University (USA) and the German National Library of Science and Technology (TIB). Samples of our submitted research could be found here: [1,2,3,4,5,6,7,8,9,10](#).



Genamics JournalSeek is an online database covering academic journals. The JournalSeek database contains 104166 journals from 6434 different publishers (February 2016). The database includes journal descriptions and links to the journals' homepages. Journal information includes the description (aims and scope), journal abbreviation, journal homepage link, subject category, and ISSN. Searching this information allows the rapid identification of potential journals to publish your research in, as well as allow you to find new journals of interest to your field. Our profiles could be accessed here: [EJES](#), [EJPE](#), [EJSER](#),

2. Impact Factor



CiteFactor is a service that provides access to quality controlled Open Access Journals. The Directory indexing of journal aims to be comprehensive and cover





EUROPEAN JOURNAL OF EDUCATION STUDIES

all open access scientific and scholarly journals that use an appropriate quality control system, and it will not be limited to particular languages or subject areas. The aim of the Directory is to increase the visibility and ease of use of open access scientific and scholarly journals thereby promoting their increased usage and impact. **(Impact Factor under evaluation)**



Impact factor = 3.719 (2016)

ResearchBib (Research Bible) is open access with high standard indexing database for researchers and publishers. The Journal Database contains 420,000+ journals from different publishers, which includes the title, abbreviation, journal host url, index, publisher, description (aims and scope), online issn and print ISSN etc. Research Bible may freely index journals, research papers, call for papers, research position. Journal Database try to cover all open access scientific and scholarly journals that use an appropriate quality control system, and it will not be limited to particular languages or subject areas. An Impact Factor based on citations, article reviews, accessings and number of published articles is calculated every year for every journal submitted. The profiles of our journals can be accessed here: [EJES A ResearchBib free account is required in order to access the profiles.](#)



Impact factor = 0.101 (2017)

OAJI (Open Academic Journals Index) is a full-text database of open-access scientific journals founded by International Network Center for Fundamental and Applied Research, Russian Federation. It stores more than 78.000 articles from 2100 journals from 90 countries. A Journal Impact Factor is calculated yearly based on previous activity: accessing, citation, indexing in databases, author provenience, website design, etc.. **(Impact Factor under evaluation)**

Section under Construction (pending subscriptions)



JournalTOCs is a Current Awareness Service (CAS) where you can discover the newest papers coming directly from the publishers as soon as they have been published online. It is one of the biggest searchable collections of scholarly journal Tables

of Contents (TOCs). It contains articles' metadata of TOCs for over 27,299 journals directly collected from over 2824 publishers (February 2016). It is a project of School of Mathematical and Computer Sciences, Heriot-Watt University, Edinburgh, United Kingdom.



SHERPA/RoMEO is a database service run by SHERPA (Joint Information Systems Committee, United Kingdom, University of Nottingham, United Kingdom and University of Lund, Sweden) aimed to show the copyright and open

access self-archiving policies of academic journals. The database uses a color-coding scheme to classify publishers according to their self-archiving policy. This shows authors whether the journal allows pre-print or post-print archiving in their copyright transfer agreements. It currently holds records for over 22,000 journals (February 2016).



Further Indexation and Abstracting are in process





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TABLE OF CONTENTS

Articles	Pages
1. <u>LET'S GO OUT! A GROUP-BASED INTERVENTION IN OUTDOOR ADVENTURE EDUCATION AS A SPECIAL EDUCATIONAL SUPPORT</u> Erika Sarivaara, Pigga Keskitalo, Satu-M. Korte, Suvi Lakkala, Ari Kunnari	1-26
2. <u>THE NUTRITIONAL CONTENT OF FOODS SERVED IN THE SCHOOL FEEDING PROGRAM IN BASIC SCHOOLS IN GHANA</u> Bernice Nana-Mireku, Charles Amoah Agyei, Marvel Hinson, Florence Harvey	27-53
3. <u>EVIDÊNCIAS DE CONFIABILIDADE DOS ESCORES DO TAP-PENSAMENTO 2, UM TESTE BASEADO EM DESEMPENHO PARA A MEDIDA DAS ABORDAGENS DE APRENDIZAGEM / EVIDENCE OF RELIABILITY OF SLAT-THINKING 2 SCORES, A TEST BASED ON PERFORMANCE TO MEASURE LEARNING APPROACHES</u> Cristiano Mauro Assis Gomes, Diogo Ferreira do Nascimento	27-53
4. <u>INQUIRY BASED LEARNING ON TEACHING CONTROVERSIAL HISTORICAL ISSUES – AN ACTION RESEARCH WITH PRE-SERVICE TEACHERS</u> Papadimas Lampros, Alexandra Stavrianoudaki, Antonios Smyrnaioi	54-72
5. <u>FAMILY AND LEISURE: PARENTS' VIEWS ON THEIR CHILDREN'S LEISURE TIME AND THEIR ROLE IN IT</u> Ioannis Thoidis, Nikolaos Chaniotakis, Melpomeni Vrantsi	73-91
6. <u>THE MEDIATING EFFECT OF CONTEXTUAL CHARACTERISTICS ON THE RELATIONSHIP BETWEEN WORK CONDITIONS AND PERFORMANCE OF TLE TEACHERS</u> Joa H. Jao, Viola P. Buenaventura	92-118
7. <u>MATH APPS UTILIZATION: ITS PERCEIVED EFFECTS TO THE ACADEMIC PERFORMANCE OF MATHEMATICS MAJOR STUDENTS</u> Jeremias E. Obina, Joseph B. Gabe, Shery Mae D. Angcon, Bhlyzyr Thryz R. Diaz, Vaneza Joy Y. Largo, Marvin C. Chiva, Jolai G. Bolaños	119-135
8. <u>CONTINUAL IMPROVEMENT AS PER THE ISO 9001:2015 QUALITY MANAGEMENT SYSTEM AND POST-EXAMINATION SERVICES DELIVERY IN PUBLIC UNIVERSITIES IN KENYA</u> Muchai Jemimah, David Mulwa, Wycliffe Amukowa	136-151
9. <u>EXPLORING THE EFFECTS OF LESSON PLANNING ON EFL TEACHERS' CLASSROOM PERFORMANCES IN THE PROCESS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN BENINESE POST BEGINNERS' CLASSES</u> Pédro Marius Egounleti , Coffi Martinien Zounhin Toboula , Elie Yebou DOI: 10.46827/ejes.v9i9.4465	152-170
10. <u>YOUNG LEARNERS' COGNITIVE AND AFFECTIVE MORAL EMPATHY USING MOTHER-TONGUE LANGUAGE VERSUS NON-NATIVE TONGUE LANGUAGE</u> Louise Heffelfinger Peacocke	171-253





11. [IMPACT OF TEACHERS' MINDFULNESS AND PROFESSIONAL SKILLS TOWARDS CLASSROOM CLIMATE ON STUDENT OUTCOMES WHILE LEARNING ENGLISH AS A SECOND LANGUAGE IN SRI LANKA](#) 254-279
T. Chandrika Peiris, Junainah Abd Hamid, Ali Khatibi, S. M. Ferdous Azam, Jacqueline Tham
12. [UTILIZATION OF SCHOLOGY: ITS RELATIONSHIP TO SELF-ASSESSMENT OF FIRST YEAR BEED STUDENTS](#) 280-297
Sergio, Jr. D. Mahinay, Maricar S. Camacho, Ilmu Jarh P. Ayunan, Norhada S. Endaila, Farabai U. Endaila, Naila R. Masukat, Masna S. Edza
13. [CONSULTANCY WORK ABROAD FOR POLICY RESEARCH IN EDUCATION](#) 298-322
Yves Benett
14. [RESOURCES USED BY TEACHERS TO TEACH MATH, PHYSICS, CHEMISTRY AND BIOLOGY AT SECONDARY SCHOOL ONLINE](#) 323-332
Viviana Carolina Llanos, Maria Rita Otero, Maria Paz Gazzola, Paola Otero, Estefania Laplace
15. [SUPPORTING THE WRITING SKILLS OF PRIMARY SCHOOL THIRD GRADE GIFTED STUDENTS WITH ACTIVITY-BASED DIGITAL STORYTELLING: ACTION RESEARCH](#) 333-368
Tuğba Tetik, Derya Arslan Özer
16. [MANAGEMENT OF CAREER GUIDANCE AND COUNSELING AT STATE ISLAMIC SENIOR HIGH SCHOOL 1 TEGAL, CENTRAL JAVA, INDONESIA](#) 369-383
S. Sunhaji, M. Mukhroji, Ade Eka Pradana, Tol'ah Aeni Firdiasih, Hari Prasetyo
17. [THE EFFECT OF USE OF MULTIPLE REPRESENTATIONS IN SOCIAL SCIENCES CLASS ON THE STUDENTS' ACADEMIC SUCCESS AND ATTITUDES TO THE SOCIAL STUDIES COURSE](#) 384-404
Sadullah Üstün, Kadir Karatekin





**EXPLORING THE EFFECTS OF LESSON PLANNING
ON EFL TEACHERS' CLASSROOM PERFORMANCES
IN THE PROCESS OF TEACHING ENGLISH AS A FOREIGN
LANGUAGE IN BENINESE POST BEGINNERS' CLASSES**

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Abstract:

This research aims to examine the challenges English teachers face during lesson planning and their impact on the academic performance of their learners. Both quantitative and qualitative methods were used to collect data from five (5) secondary schools, three (3) public and two (2) private. 50 English teachers were administered a questionnaire. A focus group was held with ten (10) pedagogical advisors and ten (10) inspectors to understand better their perception of the challenges related to lesson planning and their impact on learners' motivation and academic performance. The data analysis shows that most teachers are neither experienced nor trained in teaching English. In addition, school authorities have little control over preparation sheets, and lessons are conducted disregarding pedagogical standards. The data also reveals that the use and importance of lesson planning sheets are positively appreciated by all teachers, pedagogical advisors, and school inspectors as a teaching and learning tool. According to them, good preparation reinforces learners' motivation and participation, hence improving their academic results. For better lesson planning, this study suggests that these teachers should be better trained on planning methods and techniques, taking into account the interests, needs, and perspectives of their learners.

Keywords: lesson planning, English teachers, motivation, performance

Résumé :

Cette recherche vise à examiner les défis auxquels sont confrontés les enseignants d'anglais lors de la planification des cours et leur impact sur les performances académiques de leurs apprenants. Des méthodes quantitatives et qualitatives ont été utilisées pour collecter des données dans 5 écoles secondaires, 3 publiques et 2 privées.

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50 enseignants d'anglais ont été soumis à un questionnaire et un groupe de discussion a été organisé avec 10 conseillers pédagogiques et 10 inspecteurs afin de mieux comprendre leur perception des défis liés à la planification des leçons et leur impact sur la motivation des apprenants et les performances académiques. L'analyse des données recueillies montre que la grande majorité des enseignants ne sont ni expérimentés ni formés à l'enseignement de l'anglais. En outre, les autorités scolaires ont peu de contrôle sur les feuilles de préparation et les leçons sont menées au mépris des normes pédagogiques. Les données révèlent également que l'utilisation et l'importance des fiches de cours sont appréciées positivement par tous les enseignants, les conseillers pédagogiques et les inspecteurs en tant qu'outil d'enseignement et d'apprentissage. Selon eux, une bonne préparation renforce la motivation et la participation des apprenants, d'où l'amélioration de leurs résultats scolaires. Pour une meilleure planification des cours, cette étude suggère que ces enseignants soient mieux formés sur les méthodes et techniques de planification en tenant compte des intérêts, besoins et perspectives de leurs apprenants.

Mots-clés : planification de cours, enseignants, Anglais langue étrangère, motivation, performances.

1. Introduction

A typical school classroom has all kinds of different learners. Some students learn faster, while others learn slowly. While some learn best by taking notes, others learn best by watching videos. To teach effectively, it is important to provide a variety of learning methods to ensure that no student is left behind. Lesson planning allows teachers to have an overview of the day or week with the activities to be carried out and the topics to be covered. In addition, it allows teachers to assess the scope of the lessons. Students learn best when they are actively engaged in the learning process, and many students can become bored when they attend standardised lectures and constantly take notes when they are not that kind of learners. Consequently, including a wide variety of activities in your lesson plan allows lessons to involve more students (Guedou, 2006).

However, unfortunately, according to Iwikotan (2020), most Beninese EFL teachers find it difficult to plan lessons. They either do not do it at all or do it poorly, which results in poor teaching. Sometimes classroom activities are conducted without the participation of the students. Moreover, the activities do not fit the learners' context, and they do not understand anything. Many teachers do not manage their time correctly and cannot always answer learners' questions (Keller, 2000).

This problem is because a large number of Beninese EFL teachers teach without any prior training. Even the regular training organised by the education authorities at the beginning of each year does not always cover lesson planning techniques. As a result, teachers face serious difficulties in making their lessons a real success. As a result,

teachers face serious problems in completing their lessons successfully. This situation results in boredom and demotivation of learners in English classes, and this phenomenon deserves to be changed.

Considering all these realities, there is a need to explore the effects of lesson planning on EFL students' academic performance in the process of teaching English as a foreign language in Beninese post-beginner classes. The study attempts to answer the following research questions to achieve this objective:

- 1) What is the EFL teachers' perception of the impacts of lesson planning on EFL learners' academic performance?
- 2) What are the obstacles to effective lesson planning by EFL teachers in beginner classes?
- 3) How can EFL teachers be helped to develop effective lesson planning?

2. Literature review

This section addresses the literature on the components of effective lesson planning according to some authors, the problems raised by poorly planned or unplanned lessons, and the impact of lesson planning on the performance of post-beginner learners.

2.1. The components of a lesson plan

A lesson plan has five major components: class description, recent work, objectives, contents, additional opportunities, and assessment.

2.1.1. The description of the class

A good lesson plan must give a full description of the class. It must bear the class size regarding the number of boys and girls expected to attend the lesson and the time it will be held. The course length or duration should also be clearly indicated, as well as the days of the week when the teacher is expected to teach. Harmer (1983)'s view does not differ as he wrote this, *"The description of the class embraces a description of the students, a statement of [the] time, frequency and duration of the class, and comments about physical conditions and/or restrictions"* (p.230). According to him, the lesson plan should also bear the comments about what can be seen in the classroom and the different aids that are required for the lesson.

2.1.2 Recent work

Remembering what the learners have recently learned is vital for the teacher. It enables him/her to base the teaching of new material on the skills and type of language the learners have acquired through their recent work. Les Dangerfield (1985) stated:

"[...] the students' present level in English will influence not only the teacher's choice of achievable objectives within the lesson but also the length of time spent on each activity,

the length of comprehension texts, the amount of new vocabulary introduced and, to an extent, the amount of freedom of production the students are allowed in the lesson."

According to him, the lesson plan should also be based on students' previous performances and efforts to determine their actual learning capability.

2.1.3 Objectives

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.

2.1.4 Contents

Harmer (1983) declared, *"By far the most detailed part of the plan is the section in which the contents are written down."*

According to him, the contents section has five headings, which are:

- **Context:** It is the situation of the lesson, the subject of the learning. A flight timetable might be an example of context for introducing a new language.
- **Activity and class organisation:** It has to do with the different activities that the learners will be submitted to and the strategies they will follow to do them, such as lockstep, pair work, group work, etc.

- **Aids:** These are the necessary materials for the lesson. Some examples are Textbooks, pictures, the blackboard, etc.
- **Language:** This involves the kind of words the teacher expects the learners to use or to acquire from the learning activities. For example, if the teacher intends to teach how to make suggestions, he will indicate what kind of language items he wants the learners to use.
- **Possible problems:** These are activities the teacher may use to anticipate issues that may occur at the presentation stage. For instance, if some activities are complicated for the learners, the teacher should be aware of this and know what to do to cope with the situation.

2.2. Lack of training as a cause of failure in lesson planning

A trained English teacher is an artist, a technician of English teaching, and professionally skilled in coping with the whole education process, ranging from lesson planning to meet the learners' expectations. But unfortunately, most untrained teachers do not plan their lessons or do not do it appropriately, which leads to a poor quality of teaching. So, only training can help teachers to be skilled enough for lesson planning. Byrne (1980) developed the same point of view. He stated, *"If a teacher starts by doing a training course which provides teaching practice, there is usually time to prepare lessons in detail and [...] consult with tutors and fellow students, so that the process of preparation is developed carefully and systematically"* (p.64).

According to Harmer (1983), *"a well-prepared teacher needs to know a lot about his job before he can make successful plans"* (p.222). He meant that a teacher could not plan his lessons well if he has not gone through training since training is the most reliable opportunity for a teacher to be well informed about his profession. A teacher training course certainly includes the teaching of lesson planning. As a result, a trained teacher can plan his lessons appropriately, unlike an untrained teacher who will not know how to select the teaching materials and the learning activities concerning the learners' needs while planning.

2.3. Problems raised by unplanned lessons

Documentary research about unplanned lesson problems helps identify three significant problems: teaching at random, discipline problems, and failure to manage the classroom.

2.3.1. Teaching at random

Rajar (1972) asserted, *"The most important part of the teacher's work is his control of the instructional situation. This control is, to [a considerable] extent, determined by the teacher's plan for a particular class period"* (p.139). Through this assertion, Rajar (1972) showed how important a lesson plan is for a particular class period. For him, a teacher should not go to class without a lesson plan. If he does, he will teach at random. He will not know what the learners are supposed to be doing at a given moment in the class because he does not

have a lesson plan to guide him. He will also fail to provide appropriate answers to the learners' questions as he has not researched to be well informed about the lesson he wants to teach.

Harmer (1983) said, *"The most effective activities can be made almost useless if the teacher does not organise them efficiently"* (p.223). It is then incumbent on the teacher to ensure his lesson plan contains all the different types of information he needs and properly organises the learning activities. Then, he will be confident, for he knows in advance what can be done in the allotted time.

2.3.2. Discipline problems

Showing that the learners' misbehaviours largely derive from the teacher's attitude, Anthony Mensah (1989) asserted, *"Your students may disturb your class because of your ineffective teaching. They may misbehave because you may not be doing what they expect you to do while teaching"* (p.44). This statement shows that the teacher is responsible for his learners' misbehaviours when he fails to meet the learners' expectations, which is the outcome of unplanned lessons.

Uninterested learners misbehave because they want revenge on a teacher who does not offer them any chance to learn. They are so bored and confused that they keep gossiping among themselves. Others eat in the classroom, sleep, fight or abuse the teacher just to be sent out of the classroom.

2.3.3. Failure to manage the classroom

Robert Tauber (2008) affirmed, *"No classroom management technique will be effective for long if discipline is absent"* (p.9). According to him, it will be difficult for the teacher to manage his class when the learners prove to be undisciplined. Unplanned lessons pave the way for discipline problems in the classroom because learners always misbehave when teaching is short of exciting activities that can arouse their motivation. In addition, an unplanned or poorly planned lesson often leads to the wrong management of time, which may leave the learners without any learning activities at a given time of the lesson.

3. Research methodology

This section describes the methods and techniques used to collect data and information. It comprises 1) the target population, 2) the research procedure, and 3) the description of the research instruments.

3.1 The sample population

This research focuses on three categories of people. They are teachers, learners, and pedagogical advisers/inspectors. Only second-cycle learners have been considered because the study deals with post-beginners. In this perspective, questionnaires were administered to EFL teachers and learners in five randomly-selected schools.

In total, fifty (50) EFL teachers, fifty (50) EFL learners, and twenty (20) Pedagogical Advisers/Inspectors have answered my questionnaires. These different categories of people have been selected for the reasons mentioned below:

3.1.1. 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.

3.2. The research procedure

To collect data for this research, frequent visits to educational sites on the internet have turned out to be helpful. In addition, questionnaires have been addressed to the different categories of people included in the target population because they are the most involved in the teaching/learning process. Procedures and information from them are undoubtedly true and reliable. Consequently, three separate questionnaires were designed: one for EFL teachers, one for EFL learners, and one for EFL educational advisors and inspectors. It is worth mentioning that the questionnaires were distributed in different regions to maximise the likelihood of collecting data from all over the country, which would provide insight into the problems related to course planning in the country.

Classroom observations were used as it is necessary to see how teachers implement the content of their lesson plan and how those who do not plan at all take their classes to the practical stage of the teaching process. Oral interviews with teachers and learners were also used. The following lines describe these instruments.

3.3. The description of the research instruments

This sub-section describes the different research instruments used to collect data in this study.

3.3.1. Questionnaire addressed to EFL teachers

Fifty (50) teachers have answered this questionnaire. It comprises fourteen (14) questions described as follows:

The first five questions aim at collecting general information about the teachers, such as the location of their current schools, which will help to see whether teachers from different schools in different areas of the country have the same apprehension of lesson planning or not. It would also help to know their qualifications and teaching experiences to value these influences on the teachers' attitudes towards lesson planning.

- Questions 6, 7, and 8 are designed to find out how often English teachers plan their lessons. Their answers to these questions can help to determine the importance they attach to lesson planning because, from experience, only those who are aware of the benefits of lesson preparation can do it frequently, if not always.
- Questions 9, 10, and 11 are intended to check whether teachers are aware of unplanned lessons' disadvantages.
- Question 12 is designed to explore teachers' opinions on lesson planning, which may be derived from the extent to which they are aware of the disadvantages of unplanned lessons.
- Question 13 aimed to determine whether the authorities pressured teachers to plan their lessons.

Finally, the fourteenth question is designed to collect suggestions from the teachers on getting all teachers to properly prepare their lessons. Their answers to this last question might inspire us to make valuable suggestions at the end of the research.

3.3.2. Semi-structured focus group with EFL pedagogical advisers and inspectors

This semi-structured focus group is meant to:

- Find out how often they visit teachers and whether their inspection visits allow them to make a link between lesson planning and teacher performance.
- Find out if they have any idea why some teachers do not plan their lessons well or at all.
- To find out how educational advisors and inspectors react when they see that some teachers do not plan their lessons and what actions they take to encourage these teachers to do so.
- To obtain suggestions from this target population on how to get all teachers to plan their lessons.

3.3.3. Class observation

Some EFL classes were observed to check the similarity between the theories developed by some authors in the literature and the actual practice of teachers in classroom situations. This process would allow observing the extent to which teachers implement the content of their lesson plans or how teachers who do not prepare their lessons manage their classes when teaching EFL to post beginners. In addition, classroom observation

would allow examining whether the answers given by the teachers to the questionnaire are related to the reality of the classroom or not. During the classroom observation, special attention is paid to the teachers' classroom management, learners' behaviours, and their participation in learning activities. When they have finished their lessons, a look is taken at their lesson plans.

4. Presentation, analysis, interpretation and discussion of the findings

This section includes the presentation, analysis, interpretation and discussion of the data collected through the questionnaire addressed to the EFL teachers, the semi-structured focus group with EFL pedagogical advisors and inspectors and the classroom observation.

4.1 Presentation, analysis and interpretation of the data

The presentation, analysis and interpretation of the different data collected are as follows.

4.1.1 Presentation and analysis of the data from the questionnaire addressed to the EFL teachers

Fifty (50) EFL teachers have responded to this questionnaire. Their answers are presented in three different tables according to the objectives of the questions, which are:

- The EFL teachers' qualifications;
- The EFL teachers' teaching experiences and attitudes towards lesson planning;
- The EFL teachers' suggestions.

Table 1: The EFL teachers' qualifications

Qualifications	Number	Percentage (%)
BAC	00	0.00
CAPEM	00	0.00
BAPES	02	4.00
LICENCE	28	56.00
MAITRISE	10	20.00
CAPES	09	18.00
DEA	01	2.00
DOCTORATE	00	0.00
TOTAL	50	100.00

Table 1 presents the academic and professional qualifications of the EFL teachers interviewed. These data show that the vast majority (80%) of the teachers surveyed are not professionally qualified to teach English at either the undergraduate or graduate level.

Table 2: The EFL teachers' experiences and attitudes towards lesson planning

Questions	Answers	N°	Percentage (%)	Total
1. How long have you been teaching in secondary schools?	a) From 1 to 5 years	16	32.00	50
	b) From 5 to 10 years	24	48.00	
	c) More	10	20.00	
2. What level do you teach?	a) First cycle only	7	14.00	50
	b) Second cycle only	1	2.00	
	c) Both	42	84.00	
3. Do you always plan your lessons before class?	a) Yes	36	72.00	50
	b) No	14	28.00	
4. Do you find it too difficult to plan a lesson?	a) Yes	23	46.00	50
	b) No	27	54.00	
5. Do you think a teacher can conduct unprepared lessons and meet all learners' expectations?	a) Yes	4	8.00	50
	b) No	46	92.00	
6. How can students feel about unprepared lessons?	a) Interested	2	4.00	50
	b) Bored	48	96.00	
7. What do you think of lesson planning then?	a) Indispensable	49	98.00	50
	b) Optional	1	2.00	
	c) Useless	0	0.00	
8. Do any authorities make teachers plan their lessons?	a) Yes	22	44.00	50
	b) No	28	56.00	

Table 2 presents EFL teachers' experiences and attitudes towards lesson planning. The data collected indicate that the EFL teachers interviewed have a positive attitude towards lesson planning, despite their lack of teaching experience due to effective training. Furthermore, they all concurred on the importance of lesson planning in teaching and learning EFL and its productive effects on students' academic performance.

The last question of this questionnaire is meant to seek EFL teachers' suggestions about effective lesson planning. Their answers are displayed in Table 3.

Table 3: EFL teachers' suggestions for effective lesson planning

Question:					
If you think that teachers should necessarily plan their lessons, could you make a few suggestions to the education authorities so that they could know how to handle the matter?					
Expected answers	Yes	%	No	%	Total
1. Pre-service and in-service training for teachers	40	80%	10	20%	50
2. Improving teachers' living conditions	20	40%	30	60%	50
3. Getting teaching materials available for teachers	17	34%	33	66%	50
4. Regular class visits to teachers	21	42%	29	58%	50
5. Checking teachers' lesson plans	20	40%	30	60%	50

Table 3 presents the teachers' responses to the last question in the questionnaire sent to EFL teachers. This question asked EFL teachers for their opinions on five practical suggestions for improving lesson planning practice in Beninese secondary schools. Their responses recommended initial and in-service teacher training (80%), improved living

conditions for teachers (40%), provision of teaching materials for teachers (34%), regular classroom visits for teachers (42%), and verification of teachers' lesson plans by pedagogical advisors and inspectors (40%).

4.1.2. Semi-structured focus group with EFL pedagogical advisors and inspectors

In addition to the questionnaire sent to EFL teachers, a semi-structured focus group was held with 10 pedagogical advisors and 10 EFL inspectors via WhatsApp. These responses indicate that all the pedagogical advisors and inspectors positively valued the use of the lesson plan as an important tool for EFL teaching and learning. According to them, good lesson planning leads to motivation and active participation of students, which positively impacts their academic performance: *"create a friendly classroom atmosphere in which students can easily communicate with their instructor and classmates"*. She added that *"lesson planning improves students' language skills development"*. Another inspector declared that the *"use of lesson plan in EFL classes helps to save time and effort"*.

The responses of pedagogical advisors and inspectors in the semi-structured focus group corroborated the fact that student interactions improved significantly when instructors planned their lessons properly. They also support the idea that regular use of lesson plans breaks down students' fear and emotional barriers to communicating in the classroom and helps teachers make their students feel more comfortable with their peers and teachers. Their overall responses and comments indicated *that EFL teachers show a positive attitude and perception about the use of lesson plans in their classes.*

4.1.3 Findings of class observations

Classroom observation aims to check whether EFL instructors actually plan their lessons before coming to the schools. In addition, special attention is paid to students' reactions to the teacher's questions and learning activities.

During these class visits, it was noticeable that EFL teachers use many strategies to teach English and that some of them use visual aids in addition to textbooks to make teaching and learning as enjoyable as possible. In fact, it appeared that the learners were really motivated. However, some of them did not participate in the different activities because they could not answer the questions due to a lack of vocabulary and shyness. Others did so because they were also asked to work in groups. It led the teachers to go around the class, group by group, to manage the class and see if all students were doing the assigned tasks.

4.2 Discussion of the findings

The discussion of the results of this study is based on the data collected to answer the three research questions.

4.2.1 EFL teachers' perception of the impacts of lesson planning on EFL learners' academic performance

The first question aims to determine the perception of EFL teachers on the importance and impacts of lesson planning on the academic performance of EFL learners. The data collected from the teacher questionnaire, classroom observation, and teacher interview help to establish that EFL teachers have a positive perception of the importance of lesson planning. Furthermore, they believe that effective lesson planning leads to improved academic performance of EFL students.

Table 2 shows that 92% (46 out of 50) of the teachers admitted that a teacher could not conduct unprepared lessons and meet all the expectations of his or her learners; 96% (48 out of 50) of them admitted that learners get bored during unplanned lessons, and 98% (49 out of 50) said that lesson planning is indispensable. These data show that EFL teachers are aware of the significance and importance of lesson planning. Why do some not do it well or at all? The answer is that some EFL teachers are not trained to teach. Teaching is just a business opportunity to be seized before finding a better job, a source of money. As a result, they lack a professional conscience and do not care about achieving any goal. Furthermore, school authorities do not bother to check the planning of teachers. 56% (28 out of 50) of the teachers responded that no one ensures that each teacher plans his/her lessons. In our oral interviews, many other EFL teachers said the same thing. They said that even the pedagogical advisors only come to see how they teach without looking at their planning. School administrators and pedagogical advisors are then called upon to be more vigilant in carrying out their responsibilities. These results align with Biesta's (2020) findings, who also found positive teacher perceptions of the potential for quality lesson planning in EFL classrooms. In their study on the relationship between effective lesson planning and student performance in EFL. Byrne (2021) also found similar results.

4.2.2. The obstacles to effective lesson planning by teachers in Beninese secondary schools

The second research question aims to elucidate EFL teachers' difficulties in planning and teaching lessons in post-baccalaureate classes. The data collected through the EFL teachers' questionnaire reveals three (03) major situations that prevent most teachers from planning their lessons according to the academic and emotional needs of the students. The first difficulty is related to the teachers' professional qualifications. Table 1 shows that most of the teachers interviewed are not sufficiently qualified to teach English as a foreign language in secondary schools. Only 04% (02 out of 50) of them hold the BAPES and 18% (09 out of 50) the CAPES, whereas these two qualifications are required for teachers of the first and second cycles of secondary education in Benin. The percentage of teachers with only academic qualifications is 78% (39 out of 50).

This point was confirmed by most of the teachers who were interviewed, as almost all of them had not received any training before they started teaching. Most of them answered that they did not even want to teach, but the impossibility of finding other

more interesting jobs forced them to join the profession as part-time teachers without any prior training. Worse, the Beninese government does not organise frequent and adequate in-service training to enable them to develop professionally. This situation is detrimental to our education system because these teachers cannot have the methodology required to teach effectively. The government should reflect on the problem to find an effective solution.

The second obstacle indicated by EFL teachers as a hindrance to effective lesson planning in EFL post-baccalaureate classes is the teaching experience of the respondents, as shown in Table 2, which shows the teachers' lack of experience and their attitudes towards lesson planning.

Table 2 reveals that only 20% (10 out of 50) of the surveyed teachers have been teaching for more than ten years. 32% (16 out of 50) have been teaching for five years or less, and 48% (24 out of 50) of the respondents have teaching experience of between five and ten years. The implication is that most EFL teachers are not only untrained but also too inexperienced in dealing with post-starters. Teaching in the second cycle requires more knowledge, preparation, and teacher experience. Learners at this level are expected to be more mature than undergraduates in analysing teachers' classroom behaviours, especially how they teach and manage their classes.

Unfortunately, Table 2 shows that 84% (42 out of 50) of the same respondent teachers teach at both undergraduate and graduate levels, while 02% (01 out of 50) of them teach only at the graduate level. In short, although they are not well trained and have little teaching experience, most of them are qualified to teach English as a foreign language to post-beginners. Obviously, it will not be easy for these teachers to meet all the needs and expectations of post-starters who are increasingly eager to learn new and valuable knowledge; and it should not be forgotten that it is more difficult to convince teenagers than small children in the first cycle who are still at an early stage of learning English. The only way they will be able to do their work acceptably is to prepare their lessons as well as possible.

The third obstacle resulting from the others mentioned above is the fact that some teachers ignore the steps of lesson planning or decide not to plan their lessons before coming to class. Thus, 28% (14 out of 50) of the teachers responded that they do not always plan their lessons. This number of teachers is less than the one of those of them who say they always do. However, it is alarming. No teacher should fail to plan their lessons because lesson planning is too serious to be optional. The success of a lesson depends on how well it has been planned because planning helps teachers to organise and manage the class to achieve the objectives. Furthermore, the same planning may not be useful to a teacher in another year, as the learners are different and may not have the same background. It is, therefore, clear that a successful teacher must continue to plan or readjust his or her plan according to the current context of the learners. From this point of view, the fact that 28% of teachers do not always plan their lessons is a bad thing.

Furthermore, 46% (23 out of 50) of EFL teachers responded that it was difficult for them to plan their lessons, implying that it is not even easy for those who do so. So, where is the guarantee that they are doing it well? Of course, not all teachers interviewed fail to plan well, but some may fail to plan well because of the difficulties they face. Once again, training is essential as well-trained teachers cannot find it difficult to plan lessons.

These findings corroborate the investigation of (Brown, 2020; Harmer, 2017) in their study of the challenges faced by EFL instructors in lesson planning. Nissa and Jayadi (2015) also reach similar conclusions in their studies of EFL students.

4.2.3 Effective strategies to help EFL teachers plan lessons

The third research question concerns practical suggestions to help EFL teachers plan lessons in post-baccalaureate classes. Table 3 shows that all five suggestions met with the consent of the EFL teachers. 80% (40 out of 50) of the teachers suggested that teachers should be trained. This finding represents the highest percentage, suggesting that most teachers are aware that training is at the top of the list of solutions to problems related to lesson planning. This was confirmed in the oral interviews, as most teachers admitted that they do not even know the exact data that should be included in their lesson sheets, apart from the expected answers to the activities.

In addition, 40% (20 out of 50) of them suggested that teachers' living conditions be improved, and 34% (17 out of 50) wanted teaching mats to be made available. The living and working conditions of teachers are therefore deplorable. This finding explains the lack of motivation of teachers. Most respondents said teachers are the least well paid, although they work more than any civilian worker. They also explained that they are expected to perform well in the field of education while many schools still lack proper facilities. They complained that few teachers have textbooks that are supposed to guide them in lesson planning. As a result, they are frustrated and lose interest in their work. 42% (21 out of 50) of the teachers suggested that teachers be visited regularly. They wanted to teach coordinators and pedagogical advisors/inspectors to visit teachers more frequently to make a real contribution to improving their teaching. These results align with studies by (Jasmi, 2014; Utari, 2014) which showed a decreasing involvement of pedagogical advisors and inspectors in EFL classrooms. Some previous studies have found similar results (Schoenfeldt and Salsbury, 2019). Despite the various difficulties school authorities face, teachers need to base their lesson plans on students' learning styles and emotional and cultural needs (Skowron, 2018).

In light of these findings, some suggestions to some educational actors could be well addressed in our country.

5. Suggestions

Throughout this work, it is clear that ideally, teachers should consider planning their lessons before they enter the classroom, as lesson planning is the only tool for successful

classroom management and effective teaching. Planning is only effective if teachers ensure that the following points are met:

- The lesson plan should include how the teacher will manage the class and avoid misbehaviour by learners.
- It should enable learners to develop a range of skills and competencies in the classroom.
- The plan should be interesting enough for learners to engage in the learning activities.
- It should contain enough content to allow learners to practice.
- The plan should also allow for checking the learners' progress during the lesson.
- It should be flexible and offer a variety of activities and methods so that learners who cannot learn with a certain method used by the teacher can still have the chance to learn with another method.
- The lesson plan should include a detailed timetable of the different activities so that the teacher knows what the learners must do at a certain point in the lesson.

In addition, we would suggest that teachers plan their lessons on an annual, monthly, and weekly basis as well. Indeed, it should be remembered that at the end of a school year, learners at a particular level are expected to have global attitudes and skills that cannot be taught in one class session, week, month, or term. The objectives of the daily lessons are meant to help teachers achieve these global objectives step by step. Thus, it will be beneficial for teachers to set annual objectives and plan lessons throughout the year to achieve them gradually. In doing so, they can plan daily lessons so that the partial objectives can be achieved at the end of each week, month, and school year term. This can help them to anticipate the materials they will need and the difficulties they may encounter in teaching a particular lesson at a particular time of the year. This way, they can ensure that materials are available and research their difficulties before the lesson begins.

6. Conclusion

The main objective of this research work is to explore EFL teachers' perception of the importance and impacts of lesson planning on EFL learners' academic performance, as well as the barriers to effective lesson planning.

To achieve such an objective, some works of prominent authors related to lesson planning in EFL teaching and learning help to understand its different dimensions and components better. A questionnaire was designed and sent to EFL teachers to collect reliable data. In addition, classroom observations are carried out in selected secondary schools to observe how teachers teach English, how they perform with the available teaching materials, and learners' reactions. In addition, 10 EFL educational advisors and ten (10) inspectors participated in the interviews.

Data analysis shows that most new EFL teachers have little teaching experience and are not trained to teach English. In addition, school authorities do not check teachers' plans. As a result, EFL teachers go into the classroom unprepared, to the detriment of the learners.

In fact, most of the EFL learners interviewed say that they are not satisfied with the performance of their English teachers. This lack of a plan mainly prevents teachers from meeting learners' expectations. Learners are confused and bored because the learning activities are not engaging, and they do not know what skills they are supposed to develop. So, they do not follow the lessons and misbehave to get back at their teachers. The analysis reveals that EFL pedagogical advisors and inspectors are not numerous and cannot help the overwhelming number of EFL teachers. They stated that they are not always satisfied with the performance of EFL teachers and claimed that some teachers do not plan their lessons and do not even bother to take into account the feedback from the counsellors/inspectors.

Furthermore, the study suggests that EFL teachers plan their lessons annually, monthly, and weekly. Therefore, teachers should set annual targets and plan lessons throughout the year to achieve them gradually. To generalise the results of the present study, it would be desirable that future research be conducted on the same issue, this time with more data and a research methodology. Ideally, a longitudinal study should be conducted based on the results of this study.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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