

Enhancing English Language Teaching in Pakistan: An Investigation into the Interplay of Lesson Planning and Classroom Management

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Abstract

Teachers' capacity to establish a productive learning environment depends heavily on their ability to manage the classroom. But putting proactive classroom management strategies into practice can be difficult for many teachers. This study investigates the relationship between lesson planning and classroom management in the setting of tertiary English language instruction in Pakistan. The study intends to fill a gap in the body of knowledge regarding the particular difficulties and requirements in this area and to offer evidence-based approaches for improving lesson design and classroom management strategies. Data were gathered from six English language teaching professionals using a qualitative inquiry approach that included open-ended questions and purposive sampling. The results show a close relationship between lesson preparation and classroom management, with lesson planning acting as a systematic strategy to support efficient teaching and learning. Planning lessons helps students meet their learning objectives, fosters professional development, and integrates the art and science of teaching. The study emphasises the value of proactive classroom management and offers suggestions for enhancing English language instruction in tertiary institutions in Pakistan.

Keywords: Classroom Management, Lesson Planning, Tertiary Level of Education, English Language Teaching

1. Introduction

Teachers' capacity to succeed or simply endure throughout the specified class time depends on their capacity to lead a classroom (CM). Over the course of their academic careers and teaching practices, a lot of teachers have encountered the difficulties related to classroom management at least once. While some instructors appear to have a natural ability for

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successful classroom management, others find it difficult to resolve disagreements in their classrooms by taking an authoritative position or by simply controlling the flow of time. It is important to give these issues significant thought. It is common to hear that teaching can be considered both a science and an art, meaning that it involves the subjectivity of the instructor in a structured way (Kumaravadivelu, 2003). This viewpoint recognizes that teaching is a multifaceted and complicated job and emphasizes the significance of comprehending how preconceptions and objectives of teachers affect course preparation and execution, which can occasionally result in unsuccessful outcomes. As a result, teachers must be able to deal with unforeseen situations and effectively control student behavior through proactive classroom management techniques. This is necessary because every teacher should strive to create the best possible learning environment based on efficient classroom management techniques.

Every facet of a teacher's practice has an impact on classroom management, including different factors including classroom structure, decoration, seating arrangements, communication with students, requesting and appreciating their input, and setting and explaining regulations to students. The process of lesson planning is one of several parts of classroom management that are connected. Although it is well known that an excellent teacher must possess a firm grasp of the subject matter they instruct, research shows that teachers frequently face difficulties with regard to discipline (Wiseman & Hunt, 2008). Deep topic knowledge is unquestionably important, but it does not by itself ensure a teacher's efficacy or the successful learning of students. A teacher must be aware of the areas of interest and academic preferences of their pupils in order to be truly effective (Aldermann, 2015).

Similar to this, lesson planning and classroom management go hand in hand. Because it entails deliberately and distinctively designing a variety of activities and assignments that keep students interested in a suitable learning environment, lesson planning is regarded to be a crucial component of classroom management. It acts as a methodical and well-structured resource for developing lessons that have specific goals, approaches, tasks, and steps to enable real-world evaluation of instructional strategies and procedures (Cruikshank et al., 1994; Panasuk & Todd, 2005; John, 2006). It can be difficult to successfully manage time and strike a balance between the need for spontaneity in the classroom and the necessity for structure when planning lessons. Moreover, since planned lessons must be precisely carried out, instructional planning is a fundamental and important component of good teaching. The goal of this study was to investigate the problems with classroom management that English language instructors at the university level encounter in various Pakistani institutions. Despite the study's narrow focus, the results will be helpful to teachers looking to enhance their lesson planning and classroom management techniques. In the long run, this will improve the efficiency of the teaching and learning process in Pakistani tertiary institutions.

1.2 Research Problem

Language is not the techniques of teaching only, it identifies clearing the technique of reading also through investing modes of lesson planning via classroom activities. In this case, effective lesson planning and pro-active classroom management techniques are critical to enhance the teaching and learning process in the context of teaching English at the tertiary level in Pakistan. Despite the elements' accepted significance, there is a dearth of thorough study

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addressing the particular problems and demands in this field.

The proposed study seeks to close gap by examining current practices, identifying areas for development, and suggesting evidence-based methods for improving lesson planning and classroom management in Pakistani tertiary English language courses.

1.3 Research Questions:

Based on above gaps in the literature, the present study proposed following specific research questions.

Q1. How does lesson planning assist teachers in setting objectives and achieving desired learning outcomes?

Q2. What effects do lesson planning and classroom management have on teachers' confidence and students' learning outcomes?

2. Literature Review

Contrary to popular opinion, classroom management involves a wide range of complex educational practices and goes beyond a simple idea. To negotiate the dynamics of the classroom, which include both student behavior and performance, efficiently requires the teacher's abilities, energy, skills, talent, and thorough planning. To master the art of classroom management, educators must have a keen practical vision, a wealth of knowledge, refined skills, and strategic prowess because human behavior is fundamentally unpredictable. Krause et al. (2003) states that classroom management is the conscious action teachers take to provide the best possible learning environment for their students. According to Blotnicky-Gallant, Martin, McGonnell, and Corkum (2015), classroom management includes a proactive repertory of tasks necessary for fostering an atmosphere that is supportive of proactive and meaningful learning experiences. Teachers must carefully plan their lessons, wisely prepare teaching and learning materials, organize content, oversee daily operations, and deliberately arrange the classroom in order to accomplish this goal.

According to Froyen and Iverson (1998), the main goal of classroom management is to encourage student learning while also fostering good attitudes. They also claim that proactive classroom management techniques increase student behavior, teacher efficacy, academic performance, and all aspects of teacher-student interactions. The establishment of a supportive teaching and learning environment within the classroom, lesson planning, the organization of teaching materials, behavior regulation, goal-oriented learning processes, and the management of student behavior are all part of classroom management, which is important to keep in mind in addition to managing student behavior (Feldman, 1997). However, Saad (2016) emphasizes that the classroom is more than just a place to disseminate information; it also includes a number of essential components of the learning process, such as the materials, the attitudes of the teachers and students towards teaching and learning, emotions, the physical environment, and other social dynamics that together shape the teaching and learning experiences.

Similar to this, Krause et al. (2003) assert that teachers use the classroom as a setting to encourage students to make effective use of their time and resources, develop peer

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collaboration, and cultivate a true community of learners. Besides, Ostrosky, Jung, Hemmeter, and Thomas (2003) contend that teachers are essential in creating a proactive learning environment. They need to establish a safe environment in the classroom where children can develop their teamwork skills. Teachers must prevent disruptions while still creating an environment that encourages learning, trust, cooperation, acceptance, and tolerance among their students. Effective classroom management, according to Canter (2010), revolves around two main goals: fostering a welcoming learning environment and encouraging a well-structured classroom that maintains student interest, motivation, and active engagement in the learning process. Students can establish open communication with one another and feel secure in this regard. To do this, teachers can create routines and regulations, which Edwards (2004) verifies give children a structured environment that encourages fair interaction. It is important to verbally and in writing spell out these procedures and guidelines. In order to strengthen understanding, teachers should also offer pertinent examples throughout the teaching and learning process. Hence, it is clear from looking at many research papers on lesson planning and classroom management techniques that English language instruction in Pakistan is not up to pace right now. In her study, Malik (1996) emphasizes and supports this remark, demonstrating that both students and teachers are unsatisfied with the current quality of English language training. Traditional teaching techniques, an insufficient testing system that encourages rote learning devoid of comprehension, difficult literature, and huge class sizes, according to both students and teachers, are barriers to effective English language learning and teaching (Halo, 2021). Her research shows that translating English materials into Urdu is the most common teaching approach in English classes, which encourages students to be passive. They seldom ever engage in activities that need language skills.

As a result, it is critical that English teachers employ more effective communicative and task-based teaching strategies. In a similar context, socialization of students is the main goal of classroom management. The general school climate has a big impact on how students behave. Positive surroundings encourage positive behavior. By providing a healthy classroom environment, teachers play a crucial part in influencing students' behavior. When a kid is acting disruptively, teachers can get advice from professionals and create efficient management plans to deal with the offending behavior. According to Ingersoll and Smith (2003), successful classroom management requires effective lesson planning. They suggest six methods: considering the changing needs of students, developing a supportive physical environment, encouraging a cooperative learning environment, establishing and upholding rules and procedures, controlling classroom activities, promoting student collaboration, and using context-based classroom management techniques.

3. The Study Framework

The review of the literature demonstrates a thorough understanding of classroom management in the context of Pakistani tertiary English teaching. The review successfully refutes conventional wisdom and portrays classroom management as a diverse practice needing particular teacher characteristics and competencies. It looks at how proactive classroom management plays a part in fostering the best learning environment. The evaluation emphasizes the complexity of the learning environment in the classroom by taking into account elements like the tools, attitudes, feelings, and social dynamics. This larger

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viewpoint highlights the necessity of a comprehensive approach to classroom management. The conversation also emphasizes how important it is for instructors to create a proactive classroom climate, encourage good student conduct, and inspire cooperation and involvement. The literature review also discusses the difficulties and shortfalls that Pakistani English language instruction now faces. It highlights the unhappiness of both students and teachers with conventional teaching techniques, testing procedures, and passive learning strategies. This critical examination highlights the requirement for more efficient methods and techniques to improve English language training.

Consequently, the evaluation of the literature offers a thorough and incisive investigation of classroom management and its applicability in the unique setting of Pakistani tertiary English teaching. It adds to the body of knowledge already in existence and paves the way for additional investigation and useful applications for enhancing English language instruction across the nation.

4. Methodology

This study falls under a type of qualitative inquiry and explores the complex subject of lesson planning and the pro-active classroom management techniques used in Pakistan's higher education system. According to Corbin and Strauss (2015), qualitative research is a thrilling journey that ventures outside the bounds of statistics and reveals the complex fabric of human existence. It makes an effort to understand the complexities of people's lives, including their lived experiences, sentiments, feelings, and behaviors. It also ventures into the complex dynamics of organizations, social and political movements, cultural norms, and the connections between different countries. As a result, the paradigm of qualitative inquiry explores the reasons behind the various elements of human behavior through interpretation rather than numerical quantification.

The researchers skillfully used open-ended questions as their method of choice for data collecting in order to capture the rich substance of the data. The six distinguished research participants were painstakingly sent these carefully written questions through email, and their persuasive responses gently flowed back through the same virtual conduit. The researchers skillfully hand-selected the six participants using cautious application of purposive sampling, assuring a representative sample from various areas of Pakistan's recognized tertiary level institutions. The researchers also skillfully employed the thematic analysis method, a formidable strategy that orchestrates the harmonious synthesis of diverse data fragments, ultimately revealing profound insights into the topic at hand. This was done with an unwavering commitment to unraveling the nuanced fabric of the gathered information. The study aims to create a compelling narrative that elucidates the essence of lesson planning and proactive classroom management strategies through this synergistic amalgamation of methodologies, bringing life to the discussion surrounding English language education at the tertiary level in Pakistan.

4.1 Methodological Justification of the study

The approach used perfectly fits the study's goals since it aims to go beyond the limitations of data and explore the complex tapestry of human experiences and behaviors. Through the use of a qualitative approach, the researchers are able to reveal the complex motivations and

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undercurrents that underlie the pedagogical practices used in Pakistan's higher English teaching system. The use of open-ended questions encourages a thorough examination of participants' viewpoints, allowing for a greater comprehension of their lived experiences and the numerous factors that influence their instructional strategies. Additionally, the study's credibility is enhanced by the purposeful selection of participants by purposive sampling, which guarantees that a wide range of voices and experiences are represented, strengthening the robustness and applicability of the findings. Strategic application of thematic analysis acts as a compass for the analysis process. It highlights emerging patterns, throwing light on underlying themes, and distilling the core of the data in a thorough and logical way (Rasool *et al.*, 2023).

At an outcome, this methodological strategy is appropriate for the study's complex nature, enabling it to uncover the nuances of proactive classroom management and lesson planning, as well as to meaningfully contribute to the conversation about English language instruction in Pakistan's tertiary education landscape.

5. Discussion on Findings

The following themes were generated from the responses of local English Language Teaching Professionals at tertiary levels which revealed there is always an interrelation between lesson plan and classroom management. The data garnered from the responses of the English Language professional showed that the mutuality of lesson planning and classroom management go parallel.

5.1 Lesson Planning helps “Lesson and Class” Happen Systematically:

The responses collected from the six selected teachers to the question why lesson planning is important had bearings of the terms: system, organization, roadmap, focus, direction, time management and motivation. One of the teachers stressed that it is simply important because planning of anything always brings positive results. Lesson planning therefore makes both teacher and students mentally ready for the topic. An unplanned teacher may not be able to motivate the students within due time. If a teacher works according to lesson plan, it will help the student learn the topic and the teacher to teach easily in the limited duration of class. In that vein, lesson planning saves time and serves as a roadmap. As Froyen and Iverson (1998) and (Rasool, Shah & Ahmed, 2023) state that encouraging student learning and cultivating good attitudes are the primary goals of classroom management. A good class has lesson plan a necessity so to avoid obscurity and eschew exaggerations. It is a step by step guide to a teacher to teach in a systematic way by helping the teacher carry both teaching and learning in scientific organization. In a way, it produces sense of direction to the subject being taught and a preconceived sense for intended learning outcomes. A just delivery of content therefore is embedded in just planning of lesson to make a teaching and learning process a system, a science.

5.2 Lesson Planning Develops Professional Height in Achieving ILO's:

Intended Learning Outcomes (ILO) is the kernel of teaching project not just in language teaching but in terms general. The data collected from the responses of selected English language practitioners showed affirmation to this case of generating learning outcomes

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through planning a lesson. More often than not, lesson plan does work in making ILO possible. The height of teaching career lies in doing lesson planning, the selected practitioners believe (Rasool et al., 2023). Planned mind in classroom not only manages class situation systematically but at the same time sets learning outcomes in advance. This produces dual effect: maintain the whole affair of teaching in a classroom and generating the results intended post lessoning the learners. One very crucial thing that is surfaced and developed by planning a lesson is making teaching a reflective process. Effective lesson planning is necessary for effective classroom management, according to Ingersoll and Smith (2003), which results in the accomplishment of intended learning outcomes. The achievement of desired ILO is not mere a passive achievement or a disintegrated shift towards getting outcomes or not getting outcomes. It reflectively becomes an integrated process, making outcomes happen and conjointly develop into new, into more plausible and more workable discovery of the new; that too in an organized situation and a scientific process that not only makes teaching and learning an attempt to the birth of new but also adds the practitioner in consistently maintaining personal portfolio, a personal shift from yesterday into tomorrow.

5.3 Lesson Planning is both a Science and an Art to Impart Knowledge:

Why, not just language practitioners but of other fields also, subject themselves to planning a lesson before entering a class is an endeavor of wedding science of teaching with an art of planning it. The systematic design of content to teach the students cannot go bare handed. It will require an artistic endeavor to deliver it, the very techniques which have capacity to accommodate the learning aspects happen not only in minds but in the hearts of the learners. In a live process of teaching, the cognates such as managing time, managing learning outcomes, ebbing away exhaustions, art of eliminating confusions, engaging participants etc are the work of an art. Science fixes the situation, the art creates it. The cognates referred are thus controlled by the force of lesson planning, working as a frame to control creative situations within live process of teaching and learning. One of the practitioners insisted that teaching is the science of imparting knowledge, kills and behaviors to students which requires a concrete record as an evidence to set forth the goal of teaching clearly. It is therefore a plan that retrieves the fact that how far the expectations of learners as well as the teacher have to be met. Plan as an art therefore sets way-outs for switching from one method/approach/strategy/tool of teaching to other. That is why every teacher should be well prepared before delivering a class.

5.4 Classroom Management is guaranteed by Lesson Planning:

As observed from the collected data, almost all the selected English Language practitioners preferred lesson planning. There were some references also which showed that they sometimes did not go planned in teaching language but that not going did not either facilitated them with something in favour of going unplanned. They rather stressed going planned necessarily in order to manage the class process which is otherwise badly affected by unplanned entry into the process. Class management may therefore be interrelated with lesson planning with subscription to reflect at method. The reflection on method becomes a creative force making the practitioner shift from one method to another. One of the practitioners used to have traditional method of teaching language which he then realized

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was teacher-centered and did not yield desired results. He shifted his strategy to a student-oriented class by engaging activities and making class more untraditional. Malik (1996), Halo (2022), Rasool et al (2023), Charan et al (2024), highlight and support this claim, demonstrating that both students and teachers express discontent with the methods of English language instruction practiced today. The reflection on method worked and yielded not only learning but also managing. "I manage class when I follow my lesson plan, as I know where to begin and where to end", responded the practitioner. The other practitioner reported to be following S-T (Student Teacher) and S-T-S (Student-Teacher-Student) model to manage classroom. This strategy facilitates not only him but the students also in sensing both learning and easy going teacher student relation inside classroom. Relying on her experience, a lady teacher from Navigator Science School Thatta said: *"equipping teaching in advance is managing class process in advance"*. A lecturer in English from Government Degree College Dolatpur said that in managing classroom *"I design specific Learner Centered Activities for specific skills and sub-skills. In the learner centered approach, Teacher Talk Time is minimal, whereas students' practice and performance time is extensive. Hence, they learn by participating in pairs, groups, large Groups and role plays etc"*; hence, lesson planning is in mutual tie with classroom management.

5.5 Lesson Planning and Classroom Management Make Teacher a Reflective Agent:

Teaching may not be truly reflective if carried out without keeping plan to teach. The conscious effort at planning teaching makes it truly reflective affair. Teachers cannot mere go with telling the rules or science of content prescribed; how to tell it is something which makes teaching reflective business. Lesson planning in mutual bond with classroom management drives the teacher have consistent reflection on his/her choice of methods and sometimes discover methods anew even. Unreflective teaching creates dreary ambience; reflective makes it lively. The regular switching from one method involves reflection and planning and opens up new arenas of strategies on the board. The language practitioners in this undertaken project share the underpinnings of their planning of lesson and hence of classroom which tell how reflection regulates teaching methods. The uniform strategic cognate of "sometime" found in the collected data surfaces reflective shift regulating planning and managing class affair. The cognate "sometimes" involve varying methods: group discussion, single talk, joke telling, inviting participation, discussion, extempore talks, creating hypothetical situations, AV AIDS etc. Like one of the practitioner related that *"my philosophy of teaching is that students learn by doing things and not be listening and cramming the information. That is why I support Learner Centered Approach and avoid being in the center of teaching- learning process. Hence, Active Learning Atmosphere is the most suitable environment for me where students have freedom to participate and learn from one another also"*. Precisely so, a planned teacher at the end of day is a reflective teaching agent.

5.6 The Lesson Planning and Classroom Management Boost Teaching Learning Act:

The combination of lesson planning and classroom management becomes a boosting factor for the act of both teaching and learning acts. *"Indeed, that will be ideal class"*, related one of the practitioners. Both are important and helpful in boosting confidence of not only a teacher but of the students also. Planning lesson has therefore always boosting gains. *"I have always*

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gained from using the plans. The more time a lesson needs to plan, the better are the outcomes. I therefore, keep a concrete record of my students' day to day learning”.

6. Conclusion

This study examined the relationship between proactive classroom management and lesson planning in the context of English language instruction at the collegiate level in Pakistan. The study's objectives were to address the paucity of thorough research on the subject and to offer evidence-based strategies for improving lesson planning and classroom management in tertiary English language programmers in Pakistan. The conclusions of the present study showed that lesson planning is essential for establishing goals, achieving intended learning results, and producing a structured and well-organized learning environment. With the use of lesson planning, teachers may better control the flow of their classes, keep students' attention, and provide them a path to follow. It improves student engagement and motivation while saving time and boosting instructor confidence. The development of reflective teaching practices and professional growth were also found to benefit from lesson planning. Teachers can guarantee the achievement of specified learning objectives and continuously enhance their teaching strategies by coordinating lesson plans with anticipated learning outcomes.

7. Limitations:

It is vital to be aware of the study's limitations even if it offers insightful information about lesson planning and classroom management in the context of Pakistani tertiary English teaching. First off, there were only six English language teachers in the research sample, which may not accurately reflect the range of opinions and experiences found in Pakistan's educational institutions. Additionally, the study concentrated solely on college education, thus its conclusions might not apply to other educational levels. Additionally, the use of self-reported data obtained from email responses may add biases or restrictions on the veracity of the data provided.

8. Future Research Suggestions:

There are various recommendations for future research in this area based on the constraints found. First of all, performing a larger-scale study with a more varied sample of English language teachers from different educational levels would offer a more thorough understanding of the difficulties and solutions linked to lesson planning and classroom management. Additionally, including observations or classroom-based data gathering approaches could offer more objective insights into the actual application of lesson plans and classroom management strategies. The improvement of English language instruction in Pakistan might also benefit from research on the effects of various teaching styles, such as communicative and task-based tactics, on classroom management and student engagement. In addition, examining students' opinions and experiences with regard to lesson planning and classroom management may offer a comprehensive understanding of the teaching and learning process. Future studies may find it intriguing to examine how technology affects lesson preparation and classroom management procedures.

Lastly, aiming to improve lesson design and proactive classroom management in Pakistani tertiary English language courses, future research should aim to address the shortcomings of

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this study. Educational stakeholders can collaborate to improve teaching and learning environments that support student engagement, academic success, and teacher professional development by increasing their knowledge base in this area.

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