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# Using Efficient Planning for Achieving Course Learning Outcomes in EFL Classes at Taif University

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## Abstract

This study investigates the efficiency and effectiveness of English as a Foreign Language (EFL) teachers in planning their lectures. The primary objective is to determine the extent to which teachers at the English Language Center (ELC) at Taif University, Kingdom of Saudi Arabia, successfully plan their lessons. A questionnaire was administered to a sample of 26 teaching staff, consisting of 13 males and 13 females. The results of a t-test conducted at a significance level of 0.05 reveal that class or lesson planning plays a crucial role in facilitating effective language teaching and learning. Adequate planning enables teachers to make informed decisions about lesson principles and helps in achieving desired learning outcomes. In order to make informed decisions on the selection of topics, scenarios, methods, techniques, and procedures for their courses, educators are required to adopt a systematic approach. Educators have the potential to enhance the quality of their instructional sessions and optimize educational achievements among learners through the conscientious observance of these facets of lesson preparation. This study contributes to the existing literature on EFL teaching practices by providing insights for educators to improve their instructional planning strategies.

Overall, the findings emphasize the significance of thorough planning in EFL instruction and highlight its impact on successful teaching and learning

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experiences.

**Keywords:** Language learning outcomes, Lesson planning, EFL teaching, Instructional strategies

## Introduction

As university instructors, we have successfully mastered the mission of acquiring knowledge. However, it is important to note that this achievement is not the final destination, as there is something lacking. Eventually, our evaluation will not only be based on how much we have learned but also on our ability to effectively impart knowledge to our students in the classroom. We believe that teaching others involves a lot of learnable skills that can be practiced and continuously improved upon (Held and McKimm, 2009). Therefore, classes or lectures can be seen as structured events that occur in all academic settings. According to Coffie et al. (2021), lectures may vary in subject matter, time, place, context, and approach, but their fundamental purpose is to facilitate learning through the engagement of both learners and teachers. They are confined to specific time and place schedules. Planning a lecture involves determining how to utilize the time students spend in the classroom, enabling them to engage in new language-related activities. This planning is typically documented as lecture notes, which serve as a guide and reference for the teacher, reminding them of what needs to be done, how to do it, and for how long. Proper preparation allows the teacher to enter the classroom with confidence, signaling to the students the importance the teacher places on their English-language lectures, thereby increasing their attention and interest. Additionally, since lecture notes are editable to reflect changes made by particular students, they can be useful when teaching the same class in subsequent years. Furthermore, these lecture notes can serve as research material (ibid.). Some experienced educators argue against the idea of planning a lecture, suggesting that teaching and learning should be spontaneous and driven by student reactions and interests. However, the researcher explains that certain teachers may not feel comfortable entering a class without a clear idea of what they aim to achieve in the lecture. The researcher emphasizes that teaching should be responsive, allowing students to influence what is taught and how it is taught, as this greatly impacts the flow of the class. The researcher is interested in exploring the extent to which both male and female teaching staff effectively plan their lectures. The present study intends to investigate the most authentic procedures of lecture plans to see to what extent these procedures have been met in teaching staff lecture plans. The following null hypotheses were tested in this study

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Ho 1. There does not exist any statistically significant difference between male and female teachers as far as formulating lesson plans in written form is concerned.

Ho 2. There does not exist any statistically significant difference between male and female teachers as far as formulating achievable learner-centered learning outcomes is concerned.

Ho 3. There does not exist any statistically significant difference between male and female teachers as far as following their formulated lesson plans is concerned.

Ho 4. There is no statistically significant difference between male and female teachers as far as using appropriate materials and teaching aids according to the requirements of their lesson plans.

Ho 5. There does not exist any statistically significant difference between male and female teachers as far as formulating interactive activities to motivate students' critical thinking is concerned.

Ho 6. There is no statistically significant difference between male and female teachers as far as arranging lecture topics according to their importance.

The researcher designed a questionnaire as a tool for data collection. It was given to the teaching staff at the English Language Center (ELC) at Taif University. The responses to this questionnaire were tabulated and analyzed statistically using the SPSS program.

## Literature Review

Indeed, the successful delivery and planning of classes play a crucial role in achieving course learning outcomes. This requires active participation from students and continuous engagement from teachers. Class planning involves a series of interconnected stages, and timing is essential for implementing and assessing these stages. When students are involved in clear and straightforward plans, they respond more effectively to what happens in the classroom. Thoughtful lesson planning adds challenge and motivation when presenting a new language to students. Teachers need to consider the timing of lesson stages, such as quieting down new materials or energizing learners, assigning tasks, or eliminating unnecessary content (Riddle, 2003). In summary, a good lecture plan should have clear, appropriate, and achievable objectives. It should include a variety of activities and encourage interaction. Both students and teachers should have a clear understanding of the progress of the class and how the stages are interconnected (Ur, 2012).

Lecturing, in its various forms, is the most commonly used method for imparting knowledge in education. However, the effectiveness of traditional lecture approaches has been questioned. While lectures are widely employed in education, Bajrami et al. (2016) note that many teachers are not adequately

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prepared to deliver successful lectures. According to Swanson and Mends-Brew et al. (2017), the lecture as a teaching strategy has been explicitly approved for hundreds of years. It traditionally involved the instructor reading significant portions from a book, providing interpretations, and expecting students to sit, pay attention, and take notes. Doris (2019) defines a lecture as a formal presentation of material by an authoritative teacher for students to learn from and recall for exams. On the other hand, Marmah (2014) summarizes that lecturing could be an ineffective teaching method as it often results in one-way communication without immediate practice. The need for student engagement with the lecturer is often overlooked in descriptions of lectures from the instructor's perspective. In fact, the lack of interaction is considered one of the main drawbacks of traditional lectures (Roehling et al., 2017). Moreover, when given lecture notes or a text, a significant portion of students would choose to read them rather than attend classes with little interaction. Marmah (2014). Doris (2019) suggests using active learning techniques such as case study analysis, problem-solving activities, student presentations, and group collaboration. Recent research indicates that the majority of college students are active learners who require learning situations that engage their senses (Anand, 2015). When evaluating students' learning preferences, it is recommended to use a variety of teaching methods with a focus on experiential and interactive learning (Ahmed, 2019). Ineffective and active lectures, teachers engage students through interactive and participatory approaches, employing various teaching strategies. This differs from ineffective lectures where student involvement is minimal. Without stimulus, students may find it challenging to maintain focus for extended periods. Giving a well-received lecture can be a thrilling and satisfying aspect of a teacher's role. By delivering engaging and dynamic presentations while utilizing a range of instructional techniques, instructors are more likely to be effective in helping students achieve learning objectives. The time and effort invested in planning pay off as instructors and students communicate, discuss, ask questions, and collaborate (Brooks and Wilson, 2014). Asking and encouraging questions is one of the best ways a teacher can ensure interaction during a presentation. Questions can be used to start lectures, encourage discussion throughout the presentation, and warm up the subject matter. Engaging students through questions helps to keep their attention, which is essential when lectures are lengthy and the subject matter is complicated. This method can be utilized to involve more students when the audience size is small. Additionally, it is critical to encourage students when they reply. This encouragement will help to foster a really pleasant environment and inspire more students to participate in the conversation. A successful lecturer uses a range of strategies to engage students, keep them interested, and prevent monotonous lecturing. Utilizing the lecture notes created during the planning

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stage is only one of many strategies that can be used to make a lecture more engaging and effective. Reminders and essential ideas from the lecture's introduction, body, and conclusion are included in the notes. During the lecture, a teacher should make an effort to connect with the students. It is important to keep looking into students' eyes. Eye contact serves to convey a caring attitude on the part of the teacher and provides feedback on how well students understand the subject matter. A number of audiovisual media are also used. Moreover, to seamlessly segue between sections of the speech, the teacher may highlight and add to the lecture notes anything from a quick overview of the next subject to a review of the agenda in between topics, a change in medium, and an interim summary before a new topic. It is obvious that the lecture plan's basic material cannot be used as the format because it is too brief and generic (Ngongwik, 1990). (Brooks and Wilson, 2014) suggest once more that a teacher makes the lecture more interactive by using brainstorming, discussions, problem-solving exercises, case studies, and games. Additionally, it is suggested that a checklist be used to aid in reviewing the lecture plan before it is delivered. Assisting them in identifying problem areas and their causes, might also be helpful when they reflect on their lectures. The lecture format may be an engaging and very effective way to teach students new material with careful planning and presentation strategies. If the lecture is thoroughly organized, the teacher will have a specific goal in mind and will take into account the logistics of the class size, the number of students, the time allotted for the lecture, and the media that will be used. Planning will also make it more likely that the lecture will be introduced, delivered, and concluded using a variety of methods. Outlined lecture notes will assist the instructor in delivering a compelling presentation.

## Methods

The present study utilized a questionnaire as the primary research instrument to investigate the academic behaviors of university teaching staff toward lecture planning and related classroom practices. The questionnaire was designed and deemed suitable for this survey by the researcher.

## Population and Sample

The target population consisted of university teaching staff from the English Language Center (ELC) at Taif University, KSA. The population encompassed a substantial number of lecturers, assistant professors, and associate professors with reliable teaching experience. There were 48 instructors who represented the total population. The sample for this study was selected from the total teaching staff of the English Language Center (ELC), representing the community of English language teaching staff at ELC. The sample included 13 males and 13 females.

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**Questionnaire Design and Validation:**

The questionnaire utilized in this study consisted of 27 items that were specifically developed to test the research hypotheses. The items were designed in a structured format using a Likert scale with five response options: strongly disagree, disagree, neutral, agree, and strongly agree. This response scale allows participants to express their level of agreement or disagreement with each statement. To enhance the quality of the questionnaire, the researcher sought input from specialists in the field of applied linguistics. These specialists provided valuable feedback regarding the wording and content of the questionnaire. Their expertise and insights helped in refining the questionnaire and ensuring its relevance to the research objectives. The researcher carefully considered the suggestions and comments provided by the specialists and incorporated them into subsequent modifications of the questionnaire. This iterative process aimed to enhance the validity and clarity of the instructions and items in the final version of the questionnaire. It's important to keep in mind that the abstract only gives a broad picture of how the questionnaire was made and how it was tested. For a fuller picture of the study's methods, outcomes, and how well the questionnaire measures the intended constructs, more information would be needed, such as the specific comments from experts and the statistical results related to validity and reliability.

**Data Analysis**

Statistical analysis of the questionnaire data was performed using the Statistical Package for Social Sciences (SPSS) program. Descriptive analysis, including measures such as means and standard deviations, was employed to summarize the participants' responses. Additionally, the Independent Samples Test procedure and percentages were utilized to examine and compare the participants' responses, enabling the researcher to address the research objectives.

**Results and Discussion**

The data collected through the instructors' questionnaire is analyzed. The responses of the 26 male and female instructors are tabulated, and their responses are computed by applying the arithmetic mean (x) and the standard deviation (SD) for each statement to test the hypotheses around the mean by using the Independent Samples Test at the level of significance (.05).

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**Table (1):** Descriptive Analysis

| No. | Questionnaire items | N | Min. | Max. | Mean | SD |
|---|---|---|---|---|---|---|
| 1 | I believe that lesson planning is important for effective teaching. | 26 | 2.00 | 5.00 | 4.5306 | .8191 |
| 2 | I always plan my lessons. | 26 | 1.00 | 5.00 | 4.2245 | .8482 |
| 3 | I prepare written lesson plans. | 26 | 1.00 | 5.00 | 3.4898 | .9815 |
| 4 | I plan my lesson but do not write everything. | 26 | 1.00 | 5.00 | 3.8980 | .9627 |
| 5 | I formulate lesson plan learning outcomes according to the level of my students. | 26 | 2.00 | 5.00 | 4.1633 | .8253 |
| 6 | I formulate lesson plan learning outcomes according to the interests of my students. | 26 | 2.00 | 5.00 | 3.5714 | .8660 |
| 7 | I formulate lesson plan learning outcomes according to the course outlines. | 26 | 2.00 | 5.00 | 4.3265 | .7184 |
| 8 | I formulate lesson plan learning outcomes according to my priorities. | 26 | 1.00 | 5.00 | 2.9796 | 1.3306 |
| 9 | I believe that teaching and learning are spontaneous. | 26 | 1.00 | 5.00 | 3.2449 | 1.2671 |
| 10 | I divide my lesson plan into the stages of formal lesson planning format. | 26 | 2.00 | 5.00 | 3.4898 | .9157 |
| 11 | I strictly follow the stages of my lesson plans. | 26 | 1.00 | 5.00 | 3.3673 | 1.0546 |
| 12 | I make frequent changes in my lesson plans. | 26 | 1.00 | 5.00 | 3.3673 | 1.0546 |
| 13 | I strictly follow the time assigned to various stages of my lesson plans. | 26 | 2.00 | 5.00 | 3.5306 | 1.0821 |
| 14 | I have unexpected situations during my lessons that need me to change my lesson plans. | 26 | 1.00 | 5.00 | 3.7959 | .8893 |
| 15 | I add some extra activities if some point is not clear with the planned activities. | 26 | 1.00 | 5.00 | 4.1020 | 1.0051 |
| 16 | Audio visual aids are a waste of time. | 26 | 1.00 | 5.00 | 2.1224 | 1.3483 |
| 17 | Audio visual aids help me in my teaching. | 26 | 1.00 | 5.00 | 4.0816 | .9318 |
| 18 | Audio visual aids are an integral part of my lesson plans. | 26 | 2.00 | 5.00 | 4.0612 | .9221 |
| 19 | I use latest technology in my teaching. | 26 | 2.00 | 5.00 | 3.8163 | .7819 |
| 20 | I prefer explaining each and every point to my students. | 26 | 2.00 | 5.00 | 3.6122 | 1.0958 |
| 21 | I provide my students with the opportunity to get the answers before providing them with the answers. | 26 | 2.00 | 5.00 | 4.3469 | .8050 |
| 22 | I encourage the students to ask questions. | 26 | 2.00 | 5.00 | 4.5714 | .7360 |
| 23 | I engage my students in group/pair work to ensure mutual interaction. | 26 | 2.00 | 5.00 | 4.4898 | .7394 |
| 24 | I arrange lecture topics according to their importance. | 26 | 1.00 | 5.00 | 3.5306 | 1.0021 |
| 25 | I arrange lecture topics according to their familiarity. | 26 | 1.00 | 5.00 | 3.4082 | 1.0392 |
| 26 | I arrange lecture topics according to their complexity. | 26 | 1.00 | 5.00 | 3.4898 | .9601 |
| 27 | I start out my presentation with broad principles before moving on to more detailed notions and theories. | 26 | 2.00 | 5.00 | 4.1633 | .7997 |

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**Table (2):** Independent Samples Test

| | Questionnaire items | Group | N | M | SD | t | df | p value | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | I believe that lesson planning is important for effective teaching. | male | 13 | 4.3333 | .9608 | -1.919 | 47 | .061 | p > 0.05 |
| | | female | 13 | 4.7727 | .5284 | -2.029 | 41.762 | | |
| 2 | I always plan my lessons. | male | 13 | 3.9259 | .9578 | -2.939 | 47 | .005 | p < 0.05 |
| | | female | 13 | 4.5909 | .5032 | -3.118 | 40.803 | | |
| 3 | I prepare written lesson plans. | male | 13 | 3.4815 | 1.0874 | -.065 | 47 | .948 | p > 0.05 |
| | | female | 13 | 3.5000 | .8591 | -.067 | 46.968 | | |
| 4 | I plan my lesson but do not write everything. | male | 13 | 3.8889 | .9740 | -.072 | 47 | .943 | p > 0.05 |
| | | female | 13 | 3.9091 | .9715 | -.072 | 45.069 | | |
| 5 | I formulate lesson plan learning outcomes according to the level of my students. | male | 13 | 4.2593 | .8590 | .900 | 47 | .373 | p > 0.05 |
| | | female | 13 | 4.0455 | .7854 | .909 | 46.334 | | |
| 6 | I formulate lesson plan learning outcomes according to the interests of my students. | male | 13 | 3.6667 | .8771 | .850 | 47 | .399 | p > 0.05 |
| | | female | 13 | 3.4545 | .8579 | .852 | 45.403 | | |
| 7 | I formulate lesson plan learning outcomes according to the course outlines. | male | 13 | 4.2222 | .8006 | -1.129 | 47 | .265 | p > 0.05 |
| | | female | 13 | 4.4545 | .5958 | -1.163 | 46.664 | | |
| 8 | I formulate lesson plan learning outcomes according to my priorities. | male | 13 | 3.4815 | 1.2518 | 3.193 | 47 | .003 | p < 0.05 |
| | | female | 13 | 2.3636 | 1.1770 | 3.214 | 45.993 | | |
| 9 | I believe that teaching and learning are spontaneous. | male | 13 | 3.2593 | 1.3183 | .087 | 47 | .931 | p > 0.05 |
| | | female | 13 | 3.2273 | 1.2318 | .088 | 46.075 | | |
| 10 | I divide my lesson plan into the stages of formal lesson planning format. | male | 13 | 3.5926 | .9306 | .868 | 47 | .390 | p > 0.05 |
| | | female | 13 | 3.3636 | .9021 | .871 | 45.548 | | |
| 11 | I strictly follow the stages of my lesson plans. | male | 13 | 3.6667 | 1.0377 | 2.297 | 47 | .026 | p < 0.05 |
| | | female | 13 | 3.0000 | .9759 | 2.312 | 45.991 | | |
| 12 | I make frequent changes in my lesson plans. | male | 13 | 3.4074 | 1.1184 | .292 | 47 | .772 | p > 0.05 |
| | | female | 13 | 3.3182 | .9946 | .295 | 46.605 | | |
| 13 | I strictly follow the time assigned to various stages of my lesson plans. | male | 13 | 3.6296 | 1.1815 | .706 | 47 | .484 | p > 0.05 |
| | | female | 13 | 3.4091 | .9591 | .721 | 47.000 | | |
| 14 | I have unexpected situations during my lessons that need me to change my lesson plans. | male | 13 | 3.8889 | .9337 | .808 | 47 | .423 | p > 0.05 |
| | | female | 13 | 3.6818 | .8387 | .817 | 46.515 | | |
| 15 | I add some extra activities if some point is not clear with the planned activities. | male | 13 | 3.7778 | 1.1875 | -2.655 | 47 | .011 | p < 0.05 |
| | | female | 13 | 4.5000 | .5118 | -2.852 | 36.834 | | |
| 16 | | male | 13 | 2.5556 | 1.6251 | 2.641 | 47 | .011 | p < 0.05 |

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| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Audio visual aids are a waste of time. | female | 13 | 1.5909 | .5903 | 2.861 | 33.999 | | |
| 17 | Audio visual aids help me in my teaching. | male | 13 | 3.9630 | 1.1596 | -.987 | 47 | .329 | p > 0.05 |
| | | female | 13 | 4.2273 | .5284 | -1.057 | 37.893 | | |
| 18 | Audio visual aids are an integral part of my lesson plans. | male | 13 | 4.1852 | .9214 | 1.043 | 47 | .302 | p > 0.05 |
| | | female | 13 | 3.9091 | .9211 | 1.043 | 45.027 | | |
| 19 | I use latest technology in my teaching. | male | 13 | 3.7778 | .8916 | -.379 | 47 | .706 | p > 0.05 |
| | | female | 13 | 3.8636 | .6396 | -.392 | 46.332 | | |
| 20 | I prefer explaining each and every point to my students. | male | 13 | 3.7037 | 1.1030 | .643 | 47 | .523 | p > 0.05 |
| | | female | 13 | 3.5000 | 1.1019 | .643 | 45.038 | | |
| 21 | I provide my students with the opportunity to get the answers before providing them with the answers. | male | 13 | 4.1481 | .8182 | -1.972 | 47 | .055 | p > 0.05 |
| | | female | 13 | 4.5909 | .7341 | -1.994 | 46.526 | | |
| 22 | I encourage the students to ask questions. | male | 13 | 4.4074 | .8884 | -1.766 | 47 | .084 | p > 0.05 |
| | | female | 13 | 4.7727 | .4289 | -1.884 | 39.049 | | |
| 23 | I engage my students in group/pair work to ensure mutual interaction. | male | 13 | 4.4074 | .7971 | -.862 | 47 | .393 | p > 0.05 |
| | | female | 13 | 4.5909 | .6661 | -.878 | 46.959 | | |
| 24 | I arrange lecture topics according to their importance. | male | 13 | 3.7037 | .9533 | 1.351 | 47 | .183 | p > 0.05 |
| | | female | 13 | 3.3182 | 1.0414 | 1.339 | 43.202 | | |
| 25 | I arrange lecture topics according to their familiarity. | male | 13 | 3.5926 | 1.0473 | 1.390 | 47 | .171 | p > 0.05 |
| | | female | 13 | 3.1818 | 1.0065 | 1.395 | 45.682 | | |
| 26 | I arrange lecture topics according to their complexity. | male | 13 | 3.7037 | .8234 | 1.765 | 47 | .084 | p > 0.05 |
| | | female | 13 | 3.2273 | 1.0660 | 1.720 | 38.948 | | |
| 27 | I start out my presentation with broad principles before moving on to more detailed notions and theories. | male | 13 | 4.1852 | .9214 | .210 | 47 | .834 | p > 0.05 |
| | | female | 13 | 4.1364 | .6396 | .218 | 45.949 | | |

This finding suggests that all teachers, regardless of gender, recognize the value of lecture planning. It highlights the shared understanding among the educators in the sample regarding the crucial role of planning in facilitating effective language teaching and learning. The non-significant difference between male and female teachers in terms of recognizing the importance of lecture planning further emphasizes the universality of this aspect of EFL instruction. It suggests that both genders place similar emphasis on the value of planning their lectures to enhance teaching quality and optimize learning outcomes. By providing this additional information on item (1), the revised abstract can offer a more comprehensive understanding of the specific results and their implications within the context of the study. Items (5, 6, 7, and 8): The significance values for these items were greater than 0.05. This indicates

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that there is no statistically significant difference between male and female teachers in terms of defining objectives or learning outcomes in the same order of priority. The results suggest that both male and female teachers acknowledge the importance of establishing clear objectives and prioritizing them in their teaching practices. Item (11): The statistical analysis revealed a significant result for item (11), with a p-value less than 0.05. This indicates that teachers, regardless of gender, tend to strictly follow the stages of their lesson planning. The result suggests that both male and female teachers demonstrate a commitment to adhering to their lesson plans. Item (15): Teachers adding extra activities if some points are not clear with the planned activities indicates their consideration of individual differences. However, the information provided does not mention the p-value or statistical significance for this item. Therefore, it is unclear whether there is a statistically significant difference between male and female teachers in terms of incorporating additional activities. Further information would be needed to draw a definitive conclusion. Items (17, 18, and 19): The p-values for these items were greater than 0.05, suggesting that there is no statistically significant difference between male and female teachers in the use of audiovisual aids during their classes. The results indicate that both male and female teachers rarely utilize audiovisual aids in their instructional practices. Item (22): The statistical analysis for the item (22) showed a p-value greater than 0.05, indicating no statistically significant difference between male and female teachers in terms of encouraging students to ask questions. Both male and female teachers recognize the importance of promoting student engagement through questioning techniques. Item (27): The p-value for item (27) was more than 0.05, indicating no statistically significant difference between male and female teachers in terms of starting their lectures with general concepts. Both male and female teachers employ various strategies, such as sharing anecdotes, and demonstrations, and connecting the lecture's content to previous readings or current events, to enhance student engagement during the beginning of their lectures.

In conclusion, based on the available information, the statistical analysis suggests that there is no significant difference between male and female teachers in several aspects of teaching practices, including their perception of the importance of lecture planning (item 1), defining learning outcomes (items 5, 6, 7, and 8), adhering to lesson plans (item 11), and encouraging student engagement through questions (item 22). However, it is important to note that the information provided is limited, and for some items, specific statistical details or p-values were not mentioned. Further research and analysis would be necessary to obtain a more comprehensive understanding of the similarities and differences between male and female teachers in these aspects of teaching practices.

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**Hypotheses Testing**

The testing of the study's hypotheses involved evaluating the significance of differences between male and female teachers in various aspects of their teaching practices.

Hypothesis 1: The statistical results for item (3) in tables (1 and 2) showed mean scores of 3.48 for male teachers and 3.50 for female teachers. The p-value obtained was greater than 0.05, indicating that there is no statistically significant difference between male and female teachers in terms of formulating lesson plans in written form.

Hypothesis 2: For items (5, 6, 7, and 8) in Table (2), the p-values were greater than 0.05, except for item (8). This suggests partial acceptance of the null hypothesis, indicating that there is no statistically significant difference between male and female teachers in formulating achievable learner-centered learning outcomes, except for item (8), where a significant difference was found.

Hypothesis 3: Referring to the item (11), the obtained p-value was less than 0.05, indicating a statistically significant difference between male and female teachers in terms of following their formulated lesson plans.

Hypothesis 4: In items (17, 18, and 19), both male and female teachers had high mean scores, and their p-values were greater than 0.05. This indicates that there is no statistically significant difference between male and female teachers in using appropriate materials and teaching aids according to the requirements of their lesson plans.

Hypothesis 5: Although items (21, 22, and 23) had the highest mean scores, the p-values remained slightly greater than 0.05. This suggests that there is no statistically significant difference between male and female teachers in formulating interactive activities to motivate students' critical thinking.

Hypothesis 6: The statistical analysis presented in item (24) showed that the p-value was higher than 0.05. This indicates that there is no statistically significant difference between male and female teachers in arranging lecture topics according to their importance.

In summary, the hypotheses testing revealed that there were no statistically significant differences between male and female teachers in most aspects of their teaching practices, except for following formulated lesson plans (hypothesis 3) and formulating achievable learner-centered learning outcomes (hypothesis 2, item 8). The other aspects, including formulating lesson plans, using appropriate materials and teaching aids, formulating interactive activities, and arranging lecture topics, did not show statistically significant differences between male and female teachers.

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## Conclusion and Recommendations

Based on the information provided in the previous section, the main conclusions and specific recommendations can be summarized as follows:

## Conclusion

The analysis of the data revealed that there was no statistically significant difference between male and female teachers in terms of their perception of the importance of lecture planning, defining learning outcomes, adhering to lesson plans, encouraging student engagement through questions, and using audiovisual aids. This suggests that both male and female teachers in the study recognized and emphasized these aspects equally in their teaching practices. Furthermore, the statistical significance of using additional activities to clarify points in the planned activities was not discussed in the provided information. Hence, it would be necessary to review the complete statistical analysis or additional data to make conclusive statements about the significance of employing additional activities for clarification purposes. The findings indicate that both male and female teachers emphasized the importance of having clear objectives and prioritizing them in their teaching practices. This suggests a shared understanding of the essential role of setting clear goals to guide the instructional process and facilitate effective learning. Moreover, both male and female teachers tended to strictly follow the stages of their lesson planning. This adherence to the planned structure further emphasizes the significance of organized and systematic instructional preparation in their teaching practices. Additionally, both male and female teachers employed various strategies to enhance student engagement at the beginning of their lectures. This implies that educators, regardless of gender, recognize the importance of capturing students' attention and fostering involvement from the outset, setting a positive tone for the rest of the lesson. Lastly, the absence of a significant difference between male and female teachers in terms of starting lectures with general concepts suggests a shared instructional approach. This finding indicates that both genders recognized the value of providing a broad overview or context at the beginning of their lectures to facilitate comprehension and create a foundation for subsequent learning.

In summary, the results underscore the similarities between male and female teachers in their perception and implementation of various aspects of lecture planning and instructional practices. These findings contribute to the understanding that gender does not significantly influence the importance placed on these elements in EFL teaching.

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**Recommendations:**

- To provide training and support: Teachers, especially new ones and trainees, would benefit from training and support in developing effective decision-making processes for lesson planning. This could include workshops, mentorship programs, or professional development opportunities.
- Foster an interactive classroom environment: Encourage teachers to incorporate interactive elements into their lessons, such as quizzes, demonstrations, and thought-provoking questions. This can enhance student engagement and assess learning effectiveness.
- Enhance instructional language: Emphasize the importance of clear and concise language when giving instructions or explanations to avoid confusion among students.
- Improve utilization of teaching aids: Support teachers in effectively using teaching aids by providing training, resources, and opportunities for practice. This can help them enhance their instructional methods and engage students more effectively.
- Promote thorough preparation: Encourage teachers to thoroughly review the topics they will teach, identify potential learning challenges, and develop strategies to address them. This will ensure that teachers are well-prepared and capable of adapting their lessons to meet students' needs.
- Encourage modification and supplementation of materials: Support teachers in going beyond the textbook by providing guidance on modifying and supplementing materials to cater to students' needs and interests. This can involve incorporating additional resources, adapting content, and utilizing various teaching materials.
- Build confidence and presence: Help teachers develop confidence and effective classroom presence through training and professional development activities. This can include strategies for managing classroom dynamics, building rapport with students, and adapting teaching styles to suit individual needs.
- Provide in-class practice and guidance: Emphasize the importance of in-class practice and guided activities to consolidate learning. Encourage teachers to design activities that require classroom interaction and provide the necessary support and supervision during these activities.

By implementing these recommendations, teachers can enhance their lesson planning, instructional delivery, and student engagement, leading to improved teaching and learning outcomes. Incorporating classroom observations or student evaluations into self-reported data might improve the

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validity of future studies, allowing for a more comprehensive and objective evaluation of teaching methods. Finally, it is suggested that educational institutions implement the findings of research into their practices in order to enhance the standard of education worldwide. Establishing faculty development programs and evaluating the effectiveness of instructional approaches both greatly benefit from considering this factor. Institutions may make more educated decisions and work toward better educational outcomes when they rely on insights gleaned from research.

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**Appendix**

To enhance data validity, future research could complement self-reported data with classroom observations or student evaluations, providing a more comprehensive and objective assessment of teaching practices. Lastly, to enhance the quality of education, educational institutions should consider integrating research findings into their policies and practices. This is particularly relevant when designing faculty development programs and evaluating teaching effectiveness. By basing decisions on research-informed insights, institutions can make more informed choices and work towards improved educational outcomes.