IS LESSON PLAN REALLY PLANNED WELL?

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We do use literature as springboard in presenting the lesson to students. However, the big question is, are there significant and relevant relationship between the material and the topic per se? or if the material sounds good and sounds interesting makes it significant and relevant to the topic? As an educator, these are the basic yet important things that some have taken for granted.

Choose a piece that is a good example to use as a vehicle for conveying the language and is meant to motivate students effectively and promote learning. (Nuttall 1996.p30) It should also suits the reader’s interest, it does not contain a large amount of language that is so difficult for the class to understand that could prevent boredom and it can help develop reading ability - how the language is used in conveying context for a purpose (Nuttall), through these students are now be able to practice careful reading.

Moreover, choose a text that they could easily understand and integrate with their own prior experience and knowledge. (Hamp-Lyons 1983.p303)

These are the basic things that some educators forget, they just choose the one that sounds good and sounds interesting then neglect to think of what do students really need.

On the other hand, planning a lesson is a part of teacher education courses. The training produces competitive and committed teachers in planning their lesson well
then, after the years and years of service, as time changes, they do change and forget the essence of planning a lesson effectively.

These reasons should wake the administrators and other teachers to a call that students do not need the “sounds good” but they do need to satisfy their needs as learners not just as receivers of the lesson.

References:

Developing a Course to Teach Extensive Reading Skills to University-Bound ESL Learners. Hamp-Lyons, Elizabeth. System, v11 n3 p303-12 1983.