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Critical Analysis of a Lesson Plan’s Objectives

I exchanged lesson plans with Miss Lesly Banguis; their lesson is about reading that focuses on grammatical rules and applying these rules using the grammar-translation method. Their lesson plan’s goals are for the students to learn the given material, interpret the story, and translate it into their first language. Their terminal objective is to have the grammar-translation method to improve the student’s literary and linguistic reading skills in the sense that at the end of the lesson, the students will be able to (1) develop logical thinking and (2) interpret and translate the story into their first language. To achieve these terminal objectives, their enabling objectives must outline the steps necessary to acquire the skills mentioned. It is stated that at the end of the lesson, (1) students will be able to read and translate literary works written in the target language; (2) students will be able to develop reading skills; and lastly,(3) students will be able to learn new vocabularies and grammar rules of the target language. Their assessment (evaluation and extra classwork) involves reading the text aloud and translating it into their first language.

In test construction, the objectives must be clear, unambiguous, and testable. One must use Bloom’s Taxonomy to be able to properly convey or measure these objectives. In my partner’s terminal objective, they stated that at the end of the lesson students will be able to develop logical thinking. I can say that this is clear, however, I doubt that this is attainable (immediately) and testable. I also did not see any of the assessments in their lesson plan that lead to developing logical thinking skills. Their enabling objectives also do not have anything stated to acquire this terminal objective. Their second terminal objective is to interpret and translate the story into their first language. This is clear, ambiguous, attainable, and testable. It is also the only terminal objective that matches the lesson’s content and assessment at the end of the lesson. Their enabling objectives are clear and testable and also match with the assessment at the end of the lesson.

Overall, to rate the lesson plan’s objectives, it will be a 3/5. According to test construction guidelines, most of the objectives are clear and match the assessment at the end of the lesson. However, the only flaw is that it is redundant and messy. It’s like some of the objectives are just there for the sake of the numbers. For example, the second enabling objective can be omitted because they already specified it on number three. Objectives do not necessarily need to be three. One can make objectives according to how many are needed for the lesson plan and the test.

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**SEMI-DETAILED LESSON PLAN ON GRAMMAR TRANSLATION METHOD**

1. **Goal**

At the end of the lesson, the students will be able to learn the given material, interpret the story, and translate it to their first language.

1. **Objectives**

Terminal Objectives- The main goal of this method is to improve the student’s literary and linguistic reading skills.

At the end of the lesson, the students will be able to:

1. To develop logical thinking.
2. Interpret the story and translate the story in to their first language

Enabling Objectives

At the end of the lesson, the students will be able to:

* + 1. Students must be able read and translate literary works written in the target language
    2. Students will develop reading skills
    3. Students will learn new vocabularies and grammar rules of the target language

1. **Materials and Equipment**

The materials and equipment needed are laptop, reading materials, flashcards, and ball pen.

1. **Procedures**
2. Motivation

|  |  |
| --- | --- |
| Teacher Talk | Student Talk |
| * The teacher will give short motivational quote to encourage student to listen to her or his lass. | * The student will share something like a problem she over come as a student. |

1. Lesson Proper

|  |  |
| --- | --- |
| Teacher talk | Student talk |
| Pre- task |  |
| The teacher will show a reading material and will ask the students to read it. | The students will read the story aloud. |
| During the task |  |
| The teacher will ask the students to choose some phrase from the story for them to translate in their first language. | The students will read their translated phrases. |
| Post- task |  |
| The teacher will show another story and ask will ask students to read it again and translate some phrase from it. | The students will then read aloud the chosen translated phrase. |

1. Closure

|  |  |
| --- | --- |
| Teacher talk | Student talk |
| The teacher will ask the students what they learned from the class. | The students will share the things that they learned. |

1. **Evaluation**

The teacher will choose some phrases from the story they read and ask the students to translate it to assess and evaluate if they really understand and learn something.

1. **Extra Classwork**

The teacher will give assignment to the student

**Direction:** as your assignment, search a short story from the net and print it. Record yourself while reading the story and translate it to your first language right after reading the story.

* Wear proper attire
* Video must be landscape
* Light must be vivid