

Effectiveness of Lesson Planning in Teaching EFL (English Foreign Language)

HABIBI, Khatira. Effectiveness of Lesson Planning in Teaching EFL (English Foreign Language), **International Journal of Science and Research (IJSR)**, v. 9, n. 6, p. 999-1003, June 2020.

Review by Danyelle Moraes Souza da Silva (TEAM Member). June 6, 2023.



In the article *Effectiveness of Lesson Planning in Teaching EFL (English Foreign Language)*, Khatira Habibi investigated the effects that lesson planning brings to the process of English as a foreign language (EFL) teaching and to the quality of learning.

This article presents a systematic review in which articles related to the theme “effectiveness of lesson planning in teaching EFL” were analyzed. A number of 75 articles during the period from 2005 to 2018 were found. Among these articles, the author selected and reviewed 20 articles that were more related to the proposed theme of this research.

The results of this research show that lesson planning can positively affect the teaching process. According to the author, such planning is essential for teachers throughout the world because it helps them to master the classroom and it serves as a guide during the lessons. I could observe that other authors also emphasize the essentialness of lesson planning for the teaching process. For example, according to Richards and Farrel (2011¹), the role of lesson planning in teaching is to shape the lessons considering their nature, progress, and all decisions that teachers have to make to get effective results.

¹ RICHARDS, J. C.; FARREL, T. S. C. Understanding the teaching context. *In*: RICHARDS, Jack C.; FARREL. **Practice teaching: a reflective approach**. New York: Cambridge University Press, 2011.

Another important finding of Habibi's research is the benefits that lesson planning can bring for both teachers and students, which I consider to be very important to reinforce its usefulness for teachers in teaching EFL. I believe it brings benefits mostly for teachers because it enhances their cognitive abilities, their English communicative competence, and their confidence: when EFL teachers plan their lessons they study English, they think in English, they use it and, as a consequence, they can feel more confident to teach a lesson and manage a classroom. Moreover, teachers can reflect upon the way they teach their lessons, and look for approaches and methods that meet the needs of their students.

The author also discusses the importance of planning to teach even if teachers have to teach from a textbook that has already planned lessons. This is interesting because it agrees with the idea that classrooms are different, and students are the center of the teaching process, thus, it will be always necessary to make adaptations to the textbook lessons according to students' needs. This idea brings benefits to students because it makes learning EFL meaningful.

My point of view about this article is that it is a resource to draw teachers' attention and lead them to reflect upon the importance of planning their teaching – even if they are more experienced teachers.

