



## **Bridging the Gap to Effective Lesson Planning in Grammar and Literature for Pre-Service Teachers**

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This research promotes Sustainable Development Goal 4 and Code of Ethics for Professional Teachers. This qualitative research examined grammar and literature lesson planning challenges and their causes through content analysis of the lesson plans, semi-structured interviews, and focus group discussions among 43 pre-service teachers in Nueva Vizcaya, Philippines. Confidentiality was guaranteed, informed consent was acquired, and participation was voluntary. The challenges faced are centered on the structures of English, content, form, approaches, integration, and attitude. The causes are the complexity of the language, inadequate understanding of the genres and elements of literature, format, and approaches, few teaching resources, lack of experience and difficulty in recognizing multiple intelligences, and lack of interest in writing. The findings suggest to incorporate emphasis and study on lexicogrammar and law of practice, literary criticism, DepEd format, researches on approaches, differentiated instruction, and demonstration teaching. Future research may address the challenges associated with translating lesson plans into actual instruction.

**Keywords:** challenges in lesson planning, K-12 English curriculum, teaching grammar, teaching literature, teachers, ESL

### **INTRODUCTION**

One indication of the Philippines' level of basic education is its performance in the Programme for International Student Assessment (PISA). In 2018, the country ranked last out of 78 countries, and in 2022, it ranked 77th out of 81 countries. The deteriorating outcomes (OECD, 2023) need careful consideration of the most effective means of delivering high-quality education that will address this issue.

The objective of this investigation was to assist in the resolution of these educational issues. The efficacy of teaching-learning is influenced by lesson planning, which serves as a guide for the delivery of curriculum, particularly in the Basic Education sector. Consequently, this investigation highlights the primary objective of Sustainable Development Goal number four and Article IV, Section 2 of the Code of Ethics for Professional Teachers, which is to maintain the highest quality of education in the Philippines.

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In this regard, there is a dearth of published research on lesson planning, particularly the obstacles faced by prospective language and literature teachers. Similarly, it is crucial to consider micro-geographical locations, which restrict generality, as seen in the provinces of the Philippines (Castillo, 2023; Castillo, 2024). The necessity of contextualized inquiry is highlighted by the fact that instructional issues may vary across cultural and institutional settings.

Furthermore, this study intentionally combines language and literary education into a unified framework. While they are separate areas, both need lesson preparation that combines topic knowledge with communicative and interpretative abilities. Effective language instruction necessitates that students not only comprehend grammatical structures, but also use them meaningfully in literary and communicative circumstances. Thus, investigating lesson planning challenges in both domains gives an extensive view of pre-service teachers' pedagogical readiness in the larger field of language teaching.

Lesson preparation takes up a large portion of the non-teaching time that teachers regularly spend working, which may reach up to half of their time. Teachers instruct because they want to encourage their students, and whether a session is successful or a student does well on an exam, efficient lesson preparation may help teachers feel more satisfied with their work. A well-planned lesson may also increase the enjoyment of teaching by giving the instructor greater self-assurance and allowing them to concentrate more on engaging with the students than on what is intended to happen next.

When a teacher lacks a solid understanding of creating lesson plans utilizing the fundamental ideas and concepts of curriculum, learning, and evaluation, they are regarded in the classroom like someone who sails on a boat without a rudder. More precisely, when a teacher lacks a lesson plan, they struggle to keep the class on task and are unable to communicate the lesson's objectives. In general, having no lesson plan for a teacher results in aimless roaming in the classroom, non-academic discourse, contradictions between prior and current teachings, and no effective and lifelong learning. According to the research, creating and implementing lesson plans-induced sessions in the classroom is most difficult when one does not know how to do so (Cullen et al., 2013).

Moreover, recent research supports this issue on lesson planning. For example, Yacap (2022) discovered that many pre-service teachers struggle with lesson planning caused by insufficient direction, restricted materials, and the issue of matching activities with learning objectives. Sanchez et al. (2024) found that organized theoretical and practical help in lesson preparation considerably enhances pre-service teacher performance. It suggests that explicit teaching and mentorship are important components of teacher education programs.

In the Department of Education (DepEd), teachers are tasked to submit their lesson plan. This is to make sure that all of the competencies in the curriculum guide are targeted on time. According to a large body of empirical research, every teacher must follow a lesson plan for effective teaching, students' learning, and classroom management in order to achieve the learning outcome because it is referred to as 'the

hidden world of teaching' or 'quality improvement activity' (Saad, 2011; Shen, et al., 2007). A lesson plan allows a teacher to maximize the use of time, resources, materials, and techniques (Chickering & Ehrmann, 1996).

The discipline of organized instructional design, teaching, and learning has greatly benefited from the writings, ideas, and contributions of American psychologist Robert Gagne (Ngussa, 2014). Gagne suggests sequential learning conditions and nine learning phases for both the internal and exterior components of learning in his essay titled "Instruction and the Conditions of Learning" (Gagne, 1974). Gagne's 9 events include: (i) capturing attention; (ii) disseminating learning objectives; (iii) stimulating retention of pre-requisite learning; (iv) highlighting the stimulus material; (v) giving learning guidance; (vi) presenting the performance; (vii) giving feed-back about performance correctness; (viii) evaluating the performance; and (ix) developing memory (Wong, 2018). Following the events surrounding Gagne, educators all around the globe have adopted excellent lesson plans (Tambi et al. 2018).

This study aimed to contribute to quality education by providing an efficient and effective grammar and literature teaching-learning through lesson planning. Specifically, it aimed to answer the following research questions: What are the challenges faced by the pre-service teachers in crafting lesson plans? What are the underlying causes to these challenges? What are the evident instructional needs of the participants based on the challenges experienced and underlying causes?

## **METHOD**

This study made use of qualitative research (Creswell, 2014). Understanding the challenges encountered while creating lesson plans for teaching grammar and literature, as well as the underlying causes, was made possible in large part by this approach.

The participants purposively chosen in this study were the 19 second year and 24 third year students of Teaching and Assessment of Grammar, and Teaching and Assessment of Literature Studies, respectively. They were chosen following the inclusion criteria set: 1) enrolled in a Philippine State University during the second semester of school year 2023-2024; 2) taking the subject Teaching and Assessment of Grammar or Teaching and Assessment of Literature; 3) wrote a lesson plan under the subject; and 4) willing to participate. Since there have not been many studies done on higher education institutions in rural locations, the chosen state university in the province of Nueva Vizcaya, Philippines was selected.

This study adhered to ethical protocols. To collect relevant data, the researcher obtained permission to conduct the study by submitting a formal request letter to the University. Furthermore, the participants were required to provide their signature on the informed consent document. Despite being asked to complete the audit trails and interview logs for documentation purposes, the participants were assured that their identities would remain anonymous and their remarks would be kept concealed.

The participants were first requested to develop a lesson plan for the designated subject matter in accordance with the format outlined in DepEd Order No. 42, s. 2016. The lesson plans were developed inside the classroom to ensure that the participants had a

direct experience. Additionally, observations were implemented during the development of the lesson plans. The participants to be interviewed were determined by these procedures.

Subsequently, semi-structured interviews were conducted. Data from the corrected lesson plans were also utilized during the interview for further questioning and for data triangulation purposes. The participants were informed of the research's objectives, significance, and purpose. The study's results and conclusions were guaranteed to be reliable and valid by encouraging the participants to be honest in their answers.

The reflexive thematic analysis of Braun and Clarke (2022) was employed to analyze the data that were collected. The analysis was divided into six phases: (1) familiarization with the data through repeated reading and note-taking; (2) generating initial codes; (3) searching for themes by grouping related codes; (4) reviewing themes in relation to coded extracts and the entire dataset; (5) defining and naming themes to capture their essence; and (6) producing the final report. The NVivo 12 program was utilized to effectively manage, organize, and evaluate qualitative data.

The researcher recognized his position as an academic observer. His background teaching language and literature may have an impact on interpretation. Reflexive journaling and peer debriefing were used to reduce bias while maintaining analytic integrity.

Additionally, Focus Group Discussions were undertaken to strengthen the acquired data and ensure the reliability of data interpretations. To ensure the credibility of the results and interpretation, the researcher conducted peer member checking and included clinical investigators to evaluate the coding and theming procedure. Triangulation of lesson plans, interviews, and focus group discussions resulted in a deep, multi-perspective overview of participants' experiences.

## FINDINGS AND DISCUSSION

### Challenges Faced by the Participants (L-Literature, G-Grammar, LG-Literature and Grammar)

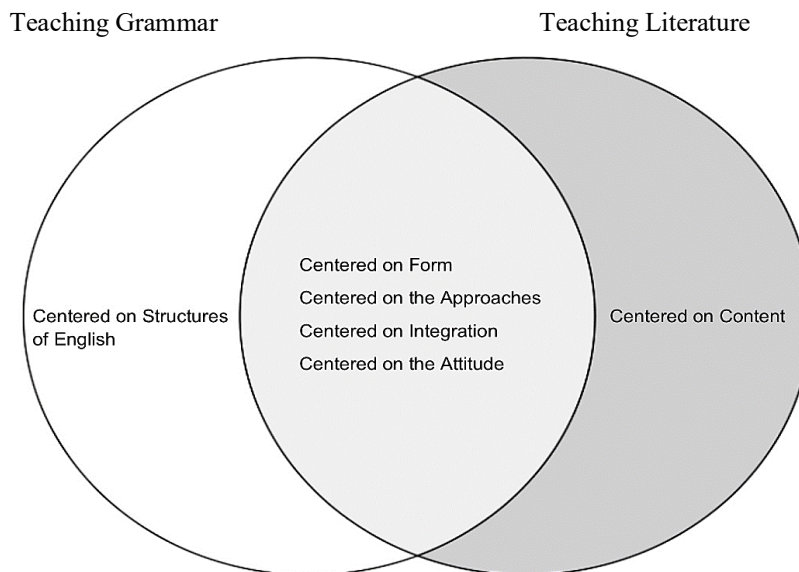


Figure 1  
Challenges Faced by the Participants in Lesson Planning

Generally, the challenges the participants faced are centered on structures of English, content, form, approaches, integration, and attitude.

*Centered on Structures of English (G).* This theme refers to the participants' inability to understand fully the class and usage of the words/ phrases/ or clauses especially when they are used in a sentence.

This imply that as a future educator, especially of the English language, there is a need to focus on the learning of grammar, particularly the structures of English. The learning of the English language does not end by learning its form and meaning. The teaching and learning process of the language is a dimensional approach that includes form, meaning, and use (Larsen-Freeman, 2001). If the participants are well adept of the topic he is going to teach, the crafting of lesson plan will be easier.

In the context of the Department of Education (DepEd) under the K-12 curriculum, like the other subjects taught, English is also following the spiral progression approach in teaching the content. Hence, as a future English teacher, the participants are expected to be knowledgeable of the word classes in order to prepare a plan that would help deliver an effective teaching grammar, from words-phrases-clauses-sentences. This further

suggest a need to refresh the structures of English as a pre-requisite of the subject, Teaching and Assessment of Grammar.

The finding and implication are supported by Yusob (2018) who emphasized that there is a need to provide an extensive education to English professors who lack competencies in teaching English as a second language. Furthermore, engaging in discussions with individuals who have already acquired proficiency in English can offer valuable insights into the areas that may pose challenges. This can assist the teacher in developing effective strategies for teaching English grammar (Monroe, 2022). Similarly, the teacher while preparing lesson plans for grammar can contemplate the concepts that proved most challenging to fully grasp.

*Centered on Content (L)*. This theme refers to the participants' inability to understand the content because of the complexity of the plot or the underlying message of poem presented using play on words.

This implies the need to engage to reading to better explore the complexity of literature, especially to unlock its meaning. The finding also implies that the participants' understanding of the text opens understanding on how it would be taught. In addition, the nature of the text needs to be understood in order to craft questions that direct students to understanding of the text. As a part of the teaching- learning process, the guide questions in the lesson plan could be best crafted considering the different comprehension levels if the participants understood the text assigned to them.

With regards to this, Shulman (1986) coined the term pedagogical content knowledge, which led to a surge of research studies exploring instructors' understanding of their subject matter and the significance of this understanding for effective teaching. In order to effectively educate all students in accordance with current educational standards, teachers must possess a profound and adaptable understanding of the subject matter. This will enable them to assist students in constructing meaningful cognitive frameworks, establishing connections between different ideas, and addressing any misunderstandings that may arise. Teachers must possess the ability to see the interconnections between different disciplines. This kind of comprehension serves as a basis for pedagogical understanding of the topic, allowing teachers to effectively communicate concepts to others (Shulman, 1987) as reflected in the lesson plan.

*Centered on Form (LG)*. This theme refers to the challenge faced by the participants in understanding the lesson plan format provided by the DepEd Order No. 42, s. 2016, "Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program."

This implies the need to master the parts of the provided format to ensure the delivery of effective teaching and learning. For novice, the format may be complex, but it aims to support teachers in organizing and managing the class and the lessons effectively and efficiently. Since assessment is a part of the lesson plan, knowing the form may help the teachers to holistically implement and plan assessment of, for, and as learning.

Considering that the lesson plan is the blueprint of teaching, mastering its prescribed format can help attain the objectives of the lesson, as stipulated in the curriculum guide or most essential learning competencies.

While there exists a multitude of diverse sorts of lessons and learning experiences, and single lesson plan structure is insufficient to accommodate all sorts of lessons, the crucial aspect is to provide a well-structured and ordered collection of information that allows learners to see the arrangement and progression (Johnson, n.d.).

*Centered on the Approaches (LG).* This theme refers to the difficulty of the participants in selecting the appropriate strategies anchored on the approaches in teaching grammar and literature studies.

This implies the need to contextualize the approaches. Considering that there are various number of approaches in teaching grammar and literature, not all of those are appropriate based from the level of the students and their instructional needs.

Hence, finding the right approach is significant—whether student-centered, subject-centered, or teacher-centered. In connection to this, Danielson (2007) claimed that a teacher's job is to facilitate learning rather than to really educate. If the approach is clear, the methods of delivery of the lesson as indicated in the plan would be effective and efficient.

Moreover, effective planning procedures coupled with proper teaching methods, according to Thompson and Stryker (2010), "lead to high quality learning experiences at all educational levels". This may be in the context of grammar or literature instruction.

*Centered on Integration (LG).* This theme refers to the difficulties faced by the participants in relating the lessons to real life, contextualizing, and integrating the macro skills.

This implies the need to widen horizon to issues of community, especially when teaching literature. The remarks also suggest the need to be exposed to context where the language taught are practiced in discourse. These ways will enable the participants to easily write their lesson plan, particularly on the part where the topic must be related to real life scenarios.

Moghaddas (2013) states that contextualization is a crucial phase of learning that links concepts and principles from different fields. This suggests that teachers must place their desired skill in a genuine situation to make learning relevant. Teachers should consider context while planning and designing learning activities, and the need to demonstrate adaptability and creativity while using localization and contextualization in their lessons (Pecson, 2014).

Integrating the macro skills in teaching grammar and literature studies also came out based from the responses of the participants. In their course, teaching the macro skills is undertaken, however, it should be noted that grammar and literature instruction should include the incorporation of the macro skills. Their responses suggest the need for

training or exposure as to how the macro skills be practiced while grammar and texts are taught.

To support the finding and implication, Al-Mekhlafi and Nagaratnam (2011) and Azar (2007) asserted that there are additional language skills that must be addressed. Therefore, in order to accomplish this objective, English lecturers must be capable of locating high-quality resources and materials.

*Centered on the Attitude (LG).* This theme refers to the participants' negative attitude toward crafting lesson plan.

The attitudes of the participants made the writing of lesson plans for teaching grammar and literature challenging. The crafting of lesson plan, as evident on their responses, present negative notion. This may suggest the need to help the participants find the motivation to craft lesson plan because it serves as the blueprint of effective teaching and learning.

Participants 9 and 29 emphasized in their remarks that this was because of their impression that lesson planning would cause them many sleepless nights. However, it must be made clear that lesson planning is a part of the learning and preparation in becoming an effective teacher.

In consonance to the implication of the findings, according to case studies conducted at Tokyo Gakugei University in three Japanese schools, task design and teachers' dedication to ensuring the process is as evidence-based as feasible are crucial for the effective production of lesson plans (Fujii, 2019).

Furthermore, Vermunt et al. (2019) claim that an instructional study has a greater impact on a teacher's method of instruction when they understand what is meant by application. Therefore, for a teacher to properly prepare their classes, they must recognize the significance of lesson study and preparation.

### Underlying Causes of the Challenges (C1- Challenge 1, C2-Challenge 2, etc.)

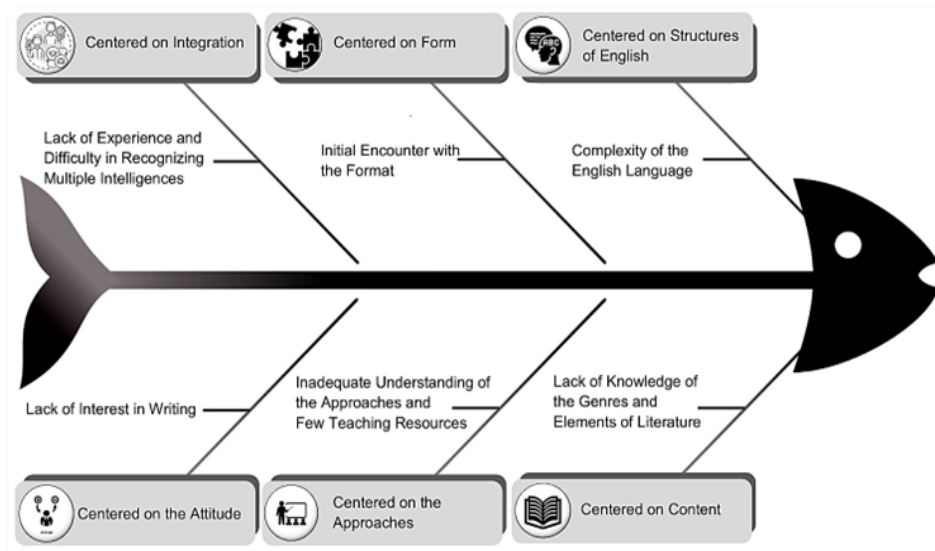


Figure 2  
Causes of the Challenges Faced by the Participants in Lesson Planning

The underlying causes of the challenges are complexity of the English language, lack of knowledge on the genres and elements of literature, initial encounter of the format, inadequate understanding of the approaches and few teaching resources, lack of experience and difficulty in recognizing multiple intelligences, and lack of interest in writing.

*Complexity of the English Language (C1).* One underlying reason to the challenge centered on the structures of English is the complexity of the English language.

There are rules in the English language which when they are applied into discourse, there are sometimes exemptions. A formula or structure may be provided following the prescriptive grammar, but when functional grammar gets into the picture, the teaching and learning process of grammar needs to adjust. Hence, it necessary for the participants to know when the time is to use prescriptive or functional grammar, considering that language is dynamic and sometimes should be based on the use- who takes part in the discourse, when and where is the discourse happening. The effectiveness of the teaching and learning process depends on how the plan was crafted, and how well it was executed.

In the lesson plan crafted by some of the participants, the discussion of the grammar lesson, for instance, by participant 17 who crafted lesson plan about noun phrase was correct, however, some original examples crafted by the writer were incorrect.

Henceforth, it is imperative that educators should have a greater understanding of the ways in which language functions in a variety of communication formats throughout the curriculum. It is imperative that they comprehend the mechanics of language. In order to facilitate language development among the diverse student body in contemporary classrooms, it is essential to possess understanding of educational linguistics (Wong Fillmore & Snow, 2000). Incorporating literature activities such as story telling may also help in the development of language (Elmaghraby & Barakat, 2025).

*Lack of Knowledge on the Genres and Elements of Literature (C2).* There are two underlying reasons why the participants faced the challenge centered on the content.

One reason is the structure of the literary piece or the genre; for instance, not all poetry is written in stanza form. The structure of the text contributes to the meaning of the content. Another reason is the use of elements. The lack of knowledge to symbols and figures of speech may result to poor comprehension. These symbols, vocabularies, or elements in general need to be a part of the lesson plan. However, since the some of the participants neglected to study these symbols and vocabularies, their understanding of the text were affected, resulting to a poor quality of written lesson plan.

These underlying reasons are evident in the crafted lesson plans of the participants. Participant 38 did not include unlocking of difficulties. Participant 35 and 40 did not include the meaning of the symbols present in the poem. Without these as parts of the lesson plan, the understanding among students would be difficult to achieve.

Hence, it is important to note that every genre of literature is distinguished by distinctive linguistic structures, distinct stylistic preferences, and cultural background features. Literary works such as novels and short narratives use their location and storyline to enhance the portrayal of reality to a greater extent. Plays, on the other hand, primarily revolve on characters and their interactions, and they are specifically crafted to be enacted on a platform. Nevertheless, poetry is renowned for its diverse array of forms, which dictate conventional expectations of use. Gaining a comprehension of these genres may enable teachers to see the advantages they provide in any educational setting and address the discrepancy between literature as a discipline focused on content and literature as a valuable and genuine resource (Benzoukh, 2017). This understanding can greatly assist teachers in their lesson planning.

*Initial Encounter with the Format (C3).* One underlying reason to this challenge centered on the form was the participants' first-time exposure to the format.

The pre-requisites of the subject Teaching and Assessment of Grammar are Structures of English and Assessment of Learning. For Teaching and Assessment of Literature Studies, the pre-requisite subjects are the Literature subjects and Assessment of Learning. Based from this alone, and from the remarks of the participants, it could mean that no formal discussion of the format is done.

Considering that the participants will have their practice teaching in DepEd schools, it is imperative to learn and master the format to easily craft a good lesson plan and deliver effective grammar and literature instruction. This may ensure that the competencies for the day would be targeted and learning is maximized.

Though a teacher may conduct a class without the need to write and organize the program and lesson plan, in order for the teacher to carry out their duties with maximum efficiency, it is crucial for them to carefully construct their lesson plan (Miller & Miller, 2011). Hence, it is essential for prospective teachers to acquaint themselves with the structure of the Department of Education as they would be obligated to compose Detailed Lesson Plans, as outlined in DepEd Order No. 42, s. 2016.

*Inadequate Understanding of the Approaches and Few Teaching Resources (C4).* These are the underlying causes on the challenge in crafting lesson plan centered on the approaches.

This implies the need to learn more about these approaches. Aside from the traditional teaching and learning of these approaches, the participants may be exposed not just to these approaches theoretically, but they may also explore research made about their effectiveness. These will enable them to benchmark best practices to be included in the lesson plan, especially in teaching grammar and literature in the Philippines. Since the K-12 curriculum emphasizes the role of teachers as facilitators, there is a need to learn and relearn these approaches to apply eclectic way of teaching in the lesson plan.

In the lesson plan of participant 18, traditional instruction was used. This suggests the need to consider the availability of materials and the use of ICT. These factors, though indirect, contributes in the crafting of lesson plan. This may take some of the time of the participants in planning the instruction, particularly on how best they could deliver the topic using the available materials and technology.

The importance of having adequate understanding of these strategies was given emphasis by Panasuk et al. (2002). They emphasized that lesson planning is teachers making a deliberate effort to create "a coherent system of activities that promote the development of students' cognitive structures." Further, in becoming a competent teacher, Zahorik et al. (2003) cleared that competent teachers are excellent at instructional orientation, which is concerned with the kind of material given and how it is delivered through the different activities and instructional materials.

*Lack of Experience and Difficulty in Recognizing Multiple Intelligences (C5).* These are the underlying reasons why the participants faced challenge centered on integration while crafting lesson plan.

One underlying reason was the lack of experience and social view. The participants faced this challenge because they lack awareness of the issues happening around them—be it in politics, education, status, feminism, and in society in general.

The need for the participants to gain experience and connect the lesson to the life and abilities of the learners were emphasized by Murphy (1995). For curricula that use real-life information as a foundation, the concept of "context" can only have an impact if it is personally relevant to students and connected to their lives outside the school setting. Therefore, in order to achieve successful learning, teachers in their lesson planning must connect a concept and its practical use to the actual world, including cultures, families, and classmates (De Jong, n.d.). Hence, it is important that students, according to their age levels, maintain their focus on the relevant topic and ensure that it is

comprehensible to them without being too complex or difficult to grasp (Özturan-Sağırılı et al., 2016). Supplementary materials may also be used to improve language development and cater multiple intelligences. The effectiveness these materials for diverse students was proven in the study of Alishahi et al. (2025).

The difficulty to recognize individual talents was also an underlying reason. Integration would be less tasking to include in the lesson plan if the participants were exposed to differentiated instruction, targeting multiple intelligences.

Lynch and Warner (2008) observed that a lesson plan is considered successful when it considers the individual differences among learners. It is important to avoid assuming that every student has identical cognitive and learning abilities. The method of creating a lesson plan that is intended to work for everyone has been shown to be unproductive. Hence, it is important for lesson plans to consider the wide range of learning requirements and abilities (Lynch & Warner, 2008).

*Lack of Interest in Writing (C6)*. This is an underlying reason why the participants faced challenge centered on their attitude towards lesson planning.

Participants 9 and 29 expressed that they have a negative attitude towards lesson planning because of their lack of interest in writing. Among the macro skills, writing is an important skill that a language or literature should possess. The findings may suggest the need to emphasize the significance of writing in becoming a teacher, not just in crafting lesson plans but in doing the role of a teacher in general.

To validate the finding, previous studies have demonstrated that the teacher's personal attitudes towards writing have an impact on the quality and choice of teaching strategies used, as well as the writing opportunities given to students (Bandura & Schunk, 1981; Robinson & Adkins, 2002; Street, 2003).

**The evident instructional needs of the participants (IN1- to address Challenge/Cause number 1)**

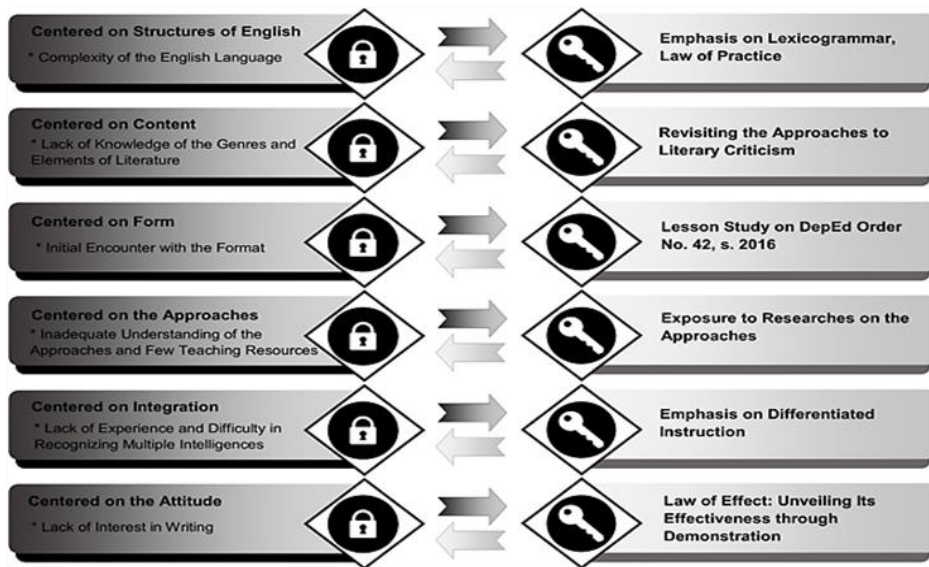


Figure 3  
Instructional Needs of the Participants in Lesson Planning

Based on the challenges faced by the participants in crafting lesson plan and their underlying reasons, there is a need to incorporate a few changes on how Teaching and Assessment of Grammar and Literature Studies is delivered to prepare prospective teachers in the actual teaching profession. Hence, the evident instructional needs are prepared to address or lessen the challenges faced in crafting lesson plan.

*Emphasis on Lexicogrammar, Law of Practice (IN1).* To address the challenges regarding structures of the English language, the participants may be engaged more on reading and understanding lexicogrammar. Aside from that, the participants and future students of the subject Teaching and Assessment of Grammar may apply the law of practice in class. If the students are given the responsibility to learn how English works, and apply it in an actual discourse, the higher the tendency that they will master the language and write their lesson plan effectively.

*Revisiting the Approaches to Literary Criticism (IN2).* The literary text can be understood using the different approaches to literary criticism. For instance, one of the literary pieces assigned to the participants is *The Wedding Dance* written by Amador Daguio. The participant may plan the lesson based on the understanding gained using the approach to literary criticism, whether Cultural approach or Feminism approach. Understanding of the text would be more possible, and the planning on how to deliver the lesson in class would be easier if guided by these approaches.

*Lesson Study on DepEd Order No. 42, s. 2016 (IN3).* While there are various formats for lesson planning, it is appropriate to learn the format of the Department of Education (DepEd). This may be done through student collaboration, with the guidance if possible by an expert from the DepEd. In this way, time for writing the lesson can be maximized, and the smooth flow of the teaching-learning would be more possible. If the delivery is clear, the success of its implementation could be foreseen.

*Exposure to Researches on the Approaches (IN4).* The participants and prospective teachers may be exposed to research targeting the effectiveness of various approaches in teaching grammar and literature, particularly in L2 context. The findings of these studies may be used for benchmarking of the appropriate strategies to use based on the context and the type of learners in order to maximize learning. This may help future teachers to prepare their lesson plan efficiently and effectively.

*Emphasis on Differentiated Instruction (IN5).* Learning is best achieved when one plans to relate the lesson to the learners. Learners has different instructional needs, and employing differentiated instruction helps fill the gaps among learners. Differentiated instruction, once mastered could help attain the competencies being targeted based from the curriculum guide or most essential learning competencies.

*Law of Effect: Unveiling Its Effectiveness through Demonstration (IN6).* If the prospective teachers get to experience the effectiveness of having a lesson plan in teaching, they may get motivated to write and plan their lesson before teaching. This may not only motivate pre-service teachers but will also guarantee effective teaching-learning. It must be made emphasized that teaching-learning also requires a blueprint which will serve a guide.

## **CONCLUSION AND RECOMMENDATIONS**

The complexity of the English language and content of literary text contributes in lesson planning. The pre-service teachers with an adequate understanding of the lesson may also have an understanding on how the lesson could be delivered, making the lesson plan easier to craft.

Although the format provided by DepEd Order No. 42, s. 2016 functions as a lesson planning guideline for pre- and in-service teachers, it is crucial to acknowledge that a lesson plan for grammar differs from a lesson plan for literature, even though they may be taught concurrently. Additionally, lesson plans should be tailored to the students' grade level, whether they are at an advanced or remedial level, or any other factors that may facilitate their retention of the subject matter.

In addition, the approaches in teaching grammar and literature are important to note, considering the K-12 curriculum goals toward a constructivist and interactive teaching-learning. It is significant for future teachers to promote learning that encourages students to take an active role in their education. In crafting lesson plans, collaborative activities, hands-on experiences, and problem-solving activities that develop thinking skills should be considered.

Recognizing multiple intelligences and contextualization may maximize learning since the lessons become more relatable to the learners. The lesson plan crafted could be more substantial since learning is maximized, and students are given the opportunity to practice their capability, promoting responsibility to own learning.

Furthermore, the positive results of lesson planning as unveiled through the demonstration teaching could motivate the pre-service teachers to write and prepare their lesson plan. While lesson planning serves as a requirement of the course, positive attitude towards it may bring about better results.

However, this study recognizes several limitations. First, the participants were chosen from a single state university in a rural area. This limits the findings' applicability to other higher education institutions in the Philippines or other ESL settings. Second, the limited sample size of 43 pre-service teachers may not adequately represent the variety of lesson-planning experiences among institutions. Third, the study focused largely on lesson plan design rather than classroom execution.

Despite these limitations, the results have practical consequences for institutional and policy stakeholders. University curriculum designers and teacher education departments may incorporate specific training courses on lexicogrammar-based lesson planning and contextualized literary teaching into instructional methods courses. The Department of Education (DepEd) may consider providing professional development programs to improve teachers' skill in implementing DepEd Order No. 42, s. 2016 as a versatile and pedagogically sound planning tool. Collaboration among DepEd, the Commission on Higher Education (CHED), and universities may assure alignment between pre-service teacher preparation and in-service teaching standards.

Lastly, this research mostly focused on developing lesson plan. Future study may focus on addressing the difficulties encountered while executing lesson plans in Teacher Education institutions in the Philippines and other ESL countries.

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