

## THE SOUL OF CLASSROOM ENGAGEMENT

*by:*

**Joy A. Baluyot**

*Teacher I, St. Francis National High School*

We have always been taught how to make our lesson plans. Before the development of your lesson, you determine first the lesson objectives of you and your class for a particular session. After this, you work on the motivation, thinking of a variety of activity that may direct the learners in discovering the topic meant for the day. In most demonstration that I saw, this is the most grandiose part of the lesson. This is where students enjoy the topic most.

If we are going to take a pause and think about the matter. Should the motivation get most of the efforts of both the learners and the teachers? Isn't it that the lesson development should be given highlight and acquire attention, focus, and interest? How can the lesson development be deepened? What are the ways in which learners will think critically? How can a teacher deliver a lesson without making it spoon-feeding?

The lesson development reinforces the comprehension to further be enhanced and harnessed. In fact, this is one of the most challenging areas where teachers should come in to be able to strengthen the comprehension skills of the students. It is ideal to have this area activated by means of being creative in asking questions. Questions, reinforces the critical thinking of the learners. This can only occur when the teacher has the mastery of the lesson. If he/ she can handle the topic even when turned upside down.

One must come to an understanding the questions are not only asked to check for the students' comprehension. They are also used so that learners will go beyond the typical way of analyzing the lesson. Questions can also establish a bridge for the learners to connect concepts and theories presented in the lesson to real life situations. This is the

part where they can achieve maximum competence in the topic because through questions they are led to the essence and understanding of the lesson.

A question when asked creatively can result to having more questions. What do I mean by this? It is a classic scenario to hear the teachers asking questions to the learners. However, teachers whose students do know how to ask questions should take pride of their teaching strategy. Why? Because not only students are in depth of the lesson, 'they'-asking questions is only an epitome that their teacher's instruction is making them think out of the box.

Is this the kind of engagement you see in your school? Do students have the guts to ask questions and are able to dive deep into the discussion. Are the teachers in your school able to ask creative questions, questions that begin with how and why? Do you think school heads should be more distinctive whether these questions appear in the classroom discussion?

I see nothing wrong in being reverend to the lesson plan but there are questions waiting to be asked that sometimes can't be realized and thought of until the lesson is already on the go. So, if you want your discussion to have a soul, learn to ask meaningful and competence-driven questions. What do you think?

*References:*

<https://www.sciencedirect.com/science/article/pii/S1877042811022294#:~:text=All%20teaching%20and%20learning%20lies,curiosity%20%2C%20and%20increases%20the%20creativity%20>.

<https://thirdspacelearning.com/blog/teaching-strategies/>