

Activity 1: Find the Feedback Themes

Instructions

Read the anonymous feedback email below.

Underline or label comments related to these themes:

1. scaffolding
2. checking
3. student talk time
4. realia / visuals / actions
5. games
6. modeling
7. teacher-centeredness

You can do this:

- individually first
- then compare with a partner or small group

After that, discuss:

- Which themes appear most often?
- Which strengths appear in the feedback?
- Which improvements are suggested most often?

Anonymous Feedback Email

Hello,

Thank you for sharing your grammar teaching lesson. Here are some comments.

Well done for using interesting pictures, questions, and fun topics to get students' attention. Visuals such as cartoon characters, large pictures, and personal photos can help create interest and make the lesson more interactive. Group work, competition, and team activities are also suitable for this age group.

It was good to see some examples used at the start of the lesson to introduce the target grammar. In some parts, this helped create an inductive approach. However, some language points and meanings could have been supported more clearly with realia, actions, visual support, or demonstrations. For example, a toy, a map, classroom objects, gestures, sound, or measuring activities could help make meaning more concrete and easier to understand.

Remember that abstract grammar points often need strong support. Real objects, actions, and demonstrations can make the language clearer and more memorable for students.

In several parts of the lesson, the teaching moved on quite quickly. Students may need more time to learn key meanings, target sentences, and vocabulary before moving to the next step. It is often useful to slow down, review, repeat, drill, and ask questions before continuing. A lesson may need more scaffolding between presentation and activity stages.

Checking was sometimes done well, and this is very important. It is useful to check each step before moving on. In some places, though, the lesson continued without enough review or checking. After teaching vocabulary, grammar, or examples, it is important to include a short checking or review stage so that the teacher can see whether students understand.

In some parts, the lesson was quite teacher-centered. There was a lot of teacher explanation, but students were not always involved enough during the teaching stage. Instead of only explaining, try to involve students more through actions, clapping, answering questions, counting, repeating, guessing, measuring, reading example sentences, or responding physically. Students should not only become active during the final game. They should also be active during presentation and checking stages.

Try to increase student talk time and reduce teacher talk time. Students need more chances to speak, repeat, respond, and use the target language.

Modeling was present in some parts, but it could often be clearer and more supported. Before pair work, team work, or games, it helps to model the language carefully with example sentences, clear demonstrations, and language support on the board or PPT. Keeping useful words or adjectives on the screen can also support students while they speak.

If students are making errors with the target form, more drilling and repetition may help them notice and produce the correct structure.

Some games and activities were suitable and engaging for young learners. However, it is important to think about whether a game is really helping students practice the grammar, or whether it is only adding a fun element. A game should have a clear language purpose. Also, if a game is mainly for checking, it should not take too long.

Finally, make sure that examples used in the lesson match the topic and language focus closely. The examples should support the target language clearly and help students stay focused on the lesson aim.

Overall, this was a positive lesson with good energy and several strong ideas. For future teaching, focus on stronger scaffolding, more checking, greater student involvement, clearer modeling, and more meaningful language practice.

Well done.

Answer Key

Below is one possible way to label the feedback. Some sentences could fit more than one category.

1. Scaffolding

Comments related to building the lesson step by step, with enough support before moving on:

- “In several parts of the lesson, the teaching moved on quite quickly.”
- “Students may need more time to learn key meanings, target sentences, and vocabulary before moving to the next step.”
- “It is often useful to slow down, review, repeat, drill, and ask questions before continuing.”
- “A lesson may need more scaffolding between presentation and activity stages.”
- “Before pair work, team work, or games, it helps to model the language carefully...”
- “For future teaching, focus on stronger scaffolding...”

2. Checking

Comments related to checking understanding:

- “Checking was sometimes done well, and this is very important.”
- “It is useful to check each step before moving on.”
- “In some places, though, the lesson continued without enough review or checking.”
- “After teaching vocabulary, grammar, or examples, it is important to include a short checking or review stage...”
- “Students should not only become active during the final game. They should also be active during presentation and checking stages.”

3. Student talk time

Comments related to increasing student speaking and participation:

- “Students were not always involved enough during the teaching stage.”
- “Try to increase student talk time and reduce teacher talk time.”
- “Students need more chances to speak, repeat, respond, and use the target language.”
- “Keeping useful words or adjectives on the screen can also support students while they speak.”

4. Realia / visuals / actions

Comments related to concrete support:

- “Visuals such as cartoon characters, large pictures, and personal photos can help...”
- “...could have been supported more clearly with realia, actions, visual support, or demonstrations.”
- “For example, a toy, a map, classroom objects, gestures, sound, or measuring activities...”
- “Real objects, actions, and demonstrations can make the language clearer and more memorable...”
- “...try to involve students more through actions, clapping... measuring...”
- “...clear demonstrations...”

5. Games

Comments related to game use and purpose:

- “Group work, competition, and team activities are also suitable for this age group.”
- “Some games and activities were suitable and engaging for young learners.”
- “...it is important to think about whether a game is really helping students practice the grammar...”

- “A game should have a clear language purpose.”
- “Also, if a game is mainly for checking, it should not take too long.”

6. Modeling

Comments related to showing students clearly what to do or say:

- “Modeling was present in some parts, but it could often be clearer and more supported.”
- “Before pair work, team work, or games, it helps to model the language carefully...”
- “...with example sentences, clear demonstrations, and language support on the board or PPT.”

7. Teacher-centeredness

Comments related to too much teacher explanation:

- “In some parts, the lesson was quite teacher-centered.”
- “There was a lot of teacher explanation, but students were not always involved enough during the teaching stage.”
- “Instead of only explaining, try to involve students more...”
- “Students should not only become active during the final game.”