

Practical guidelines / do's and don'ts

Do

- start with a clear, interesting context
- use visuals, actions, realia, or demonstrations
- teach grammar through examples when possible
- ask checking questions before moving on
- model the target sentences clearly
- drill when needed
- give students language support on the board or PPT
- use short review stages between lesson parts
- make students active during presentation
- choose games that require repeated target language use

Don't

- explain for too long without student involvement
- move too quickly through the target language
- assume students understand because they are quiet
- start freer speaking too early
- use examples that do not match the topic
- make games too long if they are only checking
- rely only on verbal explanation for abstract grammar
- forget to support form as well as meaning

Simple lesson-planning guidelines

A simple sequence

1. **Context / attention**
2. **Examples of the target language in context**
3. **Meaning support** with visuals, actions, or realia
4. **Checking questions**
5. **Focus on form**
6. **Model and drill**
7. **Controlled practice**
8. **Short review/check**
9. **Communicative or game-based activity**
10. **Final recap**

1. Overall summary of the feedback

The feedback shows that the trainees often had **good ideas, interesting topics, visuals, and fun games**, but several lessons needed stronger **scaffolding**, more **student involvement**, and clearer **checking of meaning and form**.

The main pattern is this:

The lessons were often engaging, but sometimes too teacher-centered or too fast.

In several cases, the teacher explained grammar or vocabulary before students had enough chance to notice, respond, practice, or show understanding.

Main strengths across the 4 lessons

- Good use of pictures, cartoon characters, and interesting topics
- Efforts to make lessons fun and interactive
- Some good use of teams, competition, and games
- Attempts to use inductive teaching in some lessons
- Good energy and attention-getting lesson openings

Main areas to improve

- Increase **student talk time**
- Reduce long stretches of teacher explanation
- Add more **checking stages**
- Slow down key presentation stages
- Use more **realia, actions, visuals, and modeling**
- Make sure games are connected to the language aim, not just fun
- Give more support before freer/group activities
- Keep examples closely matched to the lesson topic and grammar target

2. Key teaching themes from the emails

A. Scaffolding is essential

A very strong theme in the feedback is that trainees need to build learning in smaller steps.

This includes:

- teach meaning clearly
- check meaning
- model the language
- give controlled practice
- only then move to games or freer speaking

In some lessons, the teacher moved on too quickly without enough review, checking, or guided examples.

Message for trainees

Do not rush from presentation to activity.
Students often need:

1. input
2. support
3. checking
4. repetition
5. practice before they are ready to use the grammar independently.

B. Student involvement needs to happen earlier and more often

Another very clear theme is that some lessons were too teacher-centered. The teacher explained a lot, but students were not doing enough during the teaching stages.

The feedback suggests students should be involved through:

- actions
- gestures
- clapping
- counting
- measuring
- pointing
- using toys or objects
- answering checking questions
- reading example sentences
- repeating and drilling
- guessing from actions or visuals

Message for trainees

Do not wait until the game at the end for student participation.
Students should be active during the teaching itself.

C. Meaning should be concrete, not abstract

This came up especially with:

- prepositions
- frequencies
- descriptive adjectives
- action-based grammar patterns

The feedback often suggests:

- realia
- toys

- maps
- body movement
- demonstrations
- sound
- visible examples

Message for trainees

If the grammar is abstract, make it physical or visible.

D. Checking should happen after each important step

This is one of the strongest repeated points.

The feedback praises or recommends:

- checking questions
- review before moving on
- checking vocabulary before the game
- checking grammar before freer use
- checking whether students actually understand form and meaning

Message for trainees

Don't assume students understand just because you explained it.

E. Games should have a language purpose

A very useful idea in the feedback is that some games are fun but do not add much to language learning.

For example:

- a game that simply makes students answer one question in a fun way may add motivation
- but a game that requires repeated target language use, guessing, interaction, or meaning-based response is stronger