

General Practical Teaching Tips

Classroom English

- Maximize student talk time, minimize teacher talk time.
- Encourage students to ask and answer questions among themselves.
- Use simple, clear language to facilitate understanding.

Voice and Intonation

- Vary your intonation to keep students engaged and emphasize key points.
- Speak clearly and at a moderate volume—ensure all students can hear you.
- Slow down for complex concepts and important information.

Pace of Language and Activities

- Adjust the pace based on student comprehension—faster for review, slower for new material.
- Allow time for students to process and respond.
- Vary the activity types to maintain energy and focus.

Giving Instructions

- Keep instructions short and simple.
- Use visual aids or gestures to support verbal instructions.
- Check for understanding after giving instructions.

Checking Questions with Instructions

- After giving instructions, ask students questions like: "What do we do first?" or "Can you repeat the steps?"
- Have students repeat the instructions in their own words.

Checking Questions with Vocabulary and Grammar

- Ask questions to check if students understand new vocabulary or grammar: "What does 'predict' mean?" or "Can you give an example using 'if'?"
- Use real-life examples or context to reinforce understanding.

Steps of the Lesson

- Begin with a warm-up activity to activate prior knowledge.
- Present new material in small chunks.
- Practice through activities and review the key points at the end.

How Activities Are Set Up and Run

- Clearly explain the activity before starting.
- Provide a model or example of what you expect students to do.
- Monitor student progress during activities and offer support if needed.

Modeling (Demonstrating) Activities

- Demonstrate the activity with a student or partner before asking the class to begin.
- Highlight key steps or parts that students need to pay attention to.
- Show both correct and incorrect examples to clarify expectations.

Modeling Language (Giving Examples)

- Provide clear, simple examples of target language use.
- Offer both positive and negative examples: "This is correct because..." and "This is incorrect because..."
- Use everyday contexts and situations that students can relate to.

Rubric

Category	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary
Learning Objective	Objective unclear or missing	Objective somewhat clear but lacks focus	Objective is clear and aligns with the lesson	Objective is clear, specific, and effectively drives the lesson
Demonstration of Technique	Technique poorly demonstrated or inaccurate	Technique demonstrated with some inaccuracies or gaps	Technique demonstrated clearly and mostly accurately	Technique is expertly demonstrated, thoroughly explained, and modeled
Activities	Activities are unrelated or ineffective	Some activities are relevant but lack engagement	Activities are relevant and moderately engaging	Activities are creative, engaging, and effectively reinforce the technique
Instructions	Instructions are unclear or confusing	Instructions are somewhat clear but leave room for confusion	Instructions are clear and mostly easy to follow	Instructions are crystal clear and leave no room for confusion
Use of Materials	Materials are irrelevant or not used effectively	Some materials are relevant but not fully utilized	Materials are mostly relevant and effectively support the lesson	Materials are highly relevant, creative, and fully enhance learning
Student Participation	Students are disengaged or not involved	Limited student participation	Moderate student participation with clear effort to engage	High level of student participation, fully engaged and contributing
Classroom Management	Lack of control or ineffective management	Some management but occasional disruptions	Adequate management with minor issues	Strong management, maintains focus and minimizes disruptions
Time Management	Poor time management	Lesson is rushed or too slow	Adequate timing with some imbalance	Excellent timing, well-paced and balanced
Adaptability	Does not adapt to student needs	Adapts minimally to student needs	Adapts to most student needs as they arise	Expertly adapts to student needs and modifies approach seamlessly
Overall Effectiveness	Lesson ineffective and lacks flow	Lesson somewhat effective with some flow issues	Lesson is mostly effective and flows well	Lesson is highly effective, cohesive, and impactful