

## Feedback on lesson delivery

Name	Lesson Focus	Level	Date	Mins	#Ss
Kate Ivanova	Grammar	B1	10.07	45	5

### Overall comment

Overall, it was a very good lesson. Good job! You chose an appropriate context for presenting grammar. You managed to make your lesson learner-centred and involved all your students into it. You created a nice guided discovery worksheet and even though your lesson didn't go as you planned, you were able to adjust quickly. You provided learners with enough controlled practice and feedback through all lesson stages. For your future lessons, try to leave enough time for freer practice activities, as it's one of the main aims of your lesson. Also, remember to grade your language. Your learners sometimes struggled to understand you.

### Strengths

- good timings for almost all stages of the lesson
- appropriate context for the target language
- student-centred focus on meaning
- an appropriate controlled / freer practice task which demanded the TL
- appropriate, detailed feedback to controlled practice

### Areas to work on

- prioritising the main aims and the freer practice task
- using different correction techniques
- reducing TTT and running commentaries

### Recommendations

For your future development, I recommend you reading chapter 12/1 by Jim Scrivener 'Learning Teaching'. It will give you a deeper understanding of the role of error and correction techniques. Also, you can watch the following video

<https://www.youtube.com/watch?v=AHj5IAEpih8>

For improving your lesson planning, you can take TKT Module2. It will help you choose and prioritize the aims of your lessons set correct timings. If you are not planning to do so in the near future, you can start reading chapter 12 by Jim Scrivener 'Learning Teaching', which will give you a general understanding of lesson aims.

Lesson stage	Timing	Comment	Recommendation
Lead-in	6 min	Good job warming up the learners, setting the context of travelling around the world. Learners are asking about the names of famous sights – good work keeping them focused. You ask every student individually – good that you pay enough attention to all of them. But this is mostly because you only had 3 students at the beginning of the class. Think how you could adapt the activity for a bigger class.	The topic of traveling is always a winning option but be careful with the timing here. It might take you longer than planned. Try showing learners fewer pictures or setting a pair work activity – it will help you save the time a bit.
Listening for Specific Information	6 min	You're setting up the task well. Your instructions are short and clear. You show the example and ask ICQs – well done.	Videos usually work well in the classroom but sometimes they might distract learners from the task. Also, keep in mind the technical facilities – not all schools have OHPs or big screens, you might need to use the audio only.
Language clarification	15 min	You've prepared a good guided discovery worksheet – good, you can use it later with different learners. The task was not challenging but it's the purpose of GD tasks. The struggle starts later☺	Pay more attention to clarifying the pronunciation. A bit more of drilling wouldn't hurt.

		<p>You put sts in pairs to work on the task – good decision here. It saved you some time. During the feedback you go through all the questions again – ok, it is sometimes needed.</p> <p>Learners seem to figure out the rules by themselves and ready for the practice activity.</p>	<p>Also, think of some variety of feedback. You could show the correct answers and only go through the ones that learners had problems with.</p> <p>You also skipped focusing on form. Yes, learners did study both tenses before but a brief reminder would have been appropriate.</p>
<b>Controlled Practice</b>	8 min	<p>You set the task by giving clear instructions. No ICQs but they are not really needed. There are a few controversial moments here – you deal with them well.</p>	<p>Before giving open-class feedback, give learners an opportunity to check their answers in pairs. It will give more confidence to weaker learners and help you figure out the problem points.</p>
<b>Freer Practice</b>	8 min	<p>You prepared an extra set of materials for student C – good job anticipating problems here. You give clear instructions and monitor learners.</p> <p>You provide learners with the model on the worksheet – it helps them cope with the task better.</p>	<p>You are monitoring, don't hesitate to correct on the spot. At this point, learners need to use TL actively with very few mistakes.</p>
<b>Feedback</b>	2 min	<p>You give sts feedback on content and language – good.</p>	<p>Your lesson is already over – you're taking sts' time. Correcting on the spot would help you with the timing.</p>