



Effective Teaching and Learning in the Language Classroom

MINISTRY OF EDUCATION, SPORT AND YOUTH

ENGLISH INSPECTORATE

SEPTEMBER SEMINARS 2026



What defines effective teaching?

Effective teaching

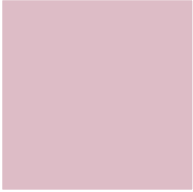
- ▶ What we teach
- ▶ Why
- ▶ How
- ▶ For whom
- ▶ How we know that learning has taken place



What three dimensions demonstrate
the effectiveness of teaching?

Three Key Areas

- 
- Lesson Planning

- 
- Teaching Procedures
 - Learning Environment

- 
- Assessment
 - Feedback



What should the starting point of effective lesson planning be?

A. Lesson Planning

Clear and appropriate lesson purpose

CEFR

What is the overall purpose of the lesson?

What should all students ultimately know, understand or be able to do?

Is the purpose appropriate for the students' age, level and needs?

Is the purpose clearly communicated to students?

Appropriate Learning Objectives/Outcomes

- ▶ Appropriate for the learners
- ▶ Realistic and achievable
- ▶ Clearly connected to the lesson purpose
- ▶ Observable and where possible measurable

Ask yourself:

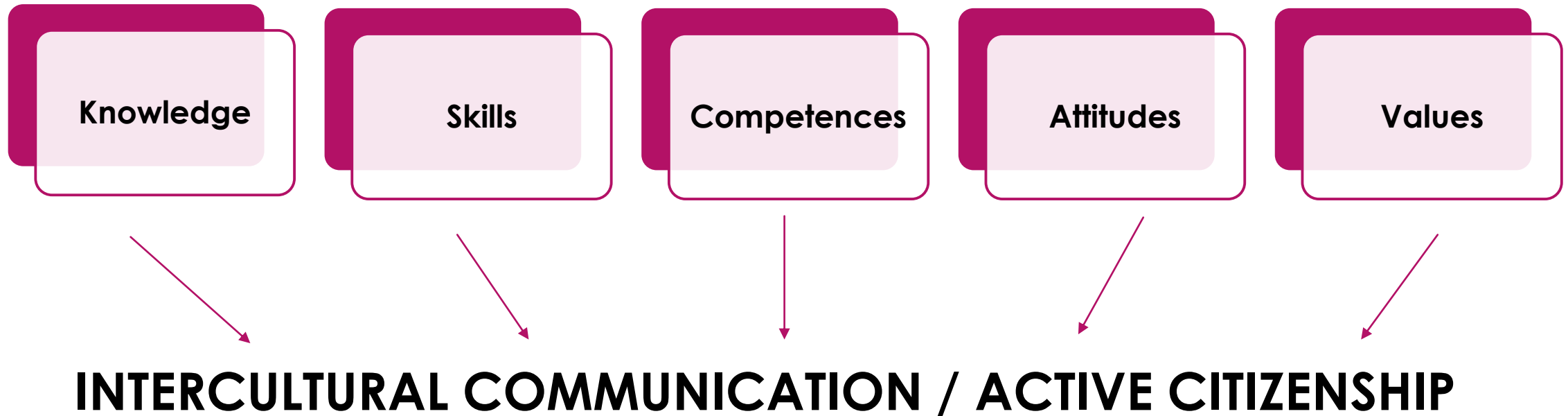
What will students actually be able to do by the end of this lesson that they could not do before?



What should the learning outcomes of
a lesson reflect?

Identify the Core Learning

Development of:





Why is it important to identify students'
prerequisite learning?

Identify Prerequisite Learning

- ▶ Existing knowledge
- ▶ Existing skills
- ▶ Previous learning experiences
- ▶ Language proficiency
- ▶ Relevant personal experiences

✓ **Quick retrieval activity**

Diagnostic questions, short discussions, brainstorming tasks, short purposeful videos



Why should formative assessment be
an integral part of lesson planning?

Plan for Formative Assessment

Formative assessment should be built into the lesson rather than added at the end

Consider:

- How will I check understanding?
- What evidence of learning will I look at?
- At what points will I assess students?
- How will I respond if students have not understood?

Examples:

Concept-checking questions / mini whiteboards / exit tickets / self and peer assessment / observation / short quizzes etc.



How can lesson planning respond to the diverse needs of learners?

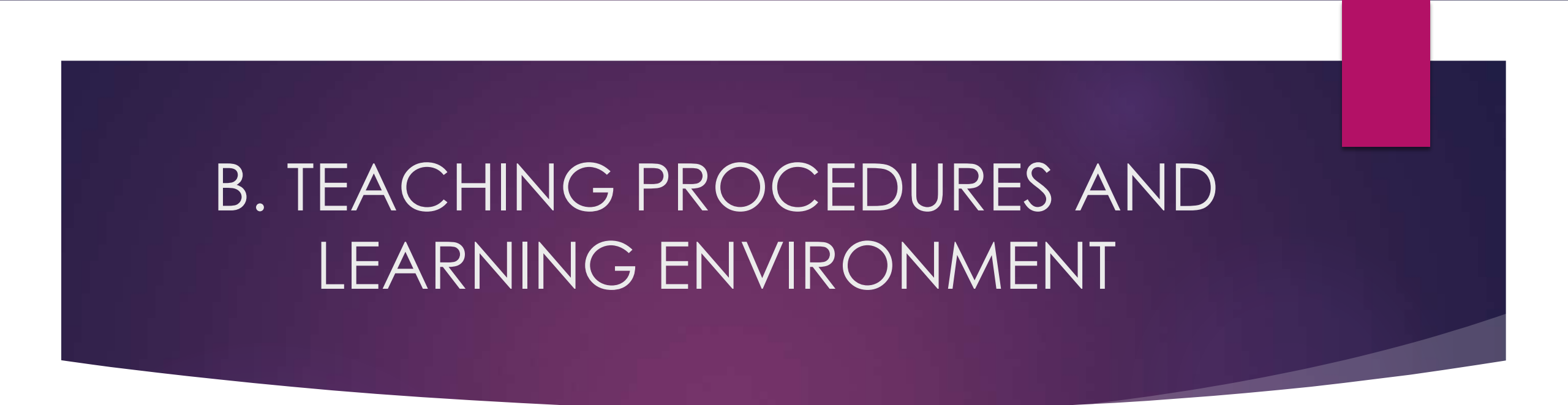
Plan for Differentiation

Vertical differentiation

- Different levels of difficulty
- Different degrees of challenge
- Extension and support

Horizontal differentiation

- Different ways of accessing or demonstrating learning
- Different tasks, resources or forms of participation
- Different pathways towards the same learning goal

A decorative graphic at the top of the slide. It features a dark purple rectangular area with a wavy bottom edge. To the right of this area is a vertical pink rectangle. The text 'B. TEACHING PROCEDURES AND LEARNING ENVIRONMENT' is centered within the purple area in white, uppercase letters.

B. TEACHING PROCEDURES AND LEARNING ENVIRONMENT

A WELL-STRUCTURED EFFECTIVE LESSON



What makes a lesson well-structured
and effective?

A well-structured lesson should have:

- A clear learning journey
- Logical sequencing of activities
- Clear transitions
- Connections between different parts of the lesson
- Connections to previous learning
- A clear sense of progression

✓ ***Students should be able to answer:***

What are we learning? Why are we learning it? Where are we going next?

Use of Appropriate and Varied Questions

- Recall questions
- Comprehension questions
- Application questions
- Analytical questions
- Open –ended questions
- Higher-order thinking questions

Move from: “ Do you understand?

To: “Why did the character choose to do this?

“Can you give me another example?

“How would the meaning change if we used...?

Identify and Address Alternative Ideas

Identify students'

- Misconceptions
- Inaccurate understanding

Goal:

*Not simply to correct errors, but to **understand why** the error has occurred and help students **reconstruct their understanding**.*

Consolidate and Apply New Learning

Students need opportunities to:

Practise  **Consolidate**  **Apply**

e.g. Vocabulary:

- Recognise
- Recall
- Use in Context
- Transfer to a new context

TASK BASED LEARNING – MEANINGFUL AND VARIED CONTEXTS

The ability to think critically and learn autonomously

Development of metacognitive skills

Students should develop different learning strategies

Predicting

Inferring
meaning
from context

Skimming
and
Scanning

Note-taking

Summarising

Planning

Revising

Problem-
solving

Comparing
and
evaluating

Help students become aware of
how they learn

Appropriate Differentiation Responsive to students' needs

Consider varying:



Content – what students work with



Process – how they learn



Product – how they demonstrate learning



Support – scaffolding and guidance



Challenge – opportunities for deeper thinking



How can we help students develop
their autonomy?

Student Independent Work

Teacher support → Guided Practice → Independent Performance

Student
autonomy
increases when
learners have
opportunities to:

- Make choices
- Solve problems
- Explain their thinking
- Collaborate
- Monitor their own learning

Student Independent Work

Provide opportunities for students to work:

- Individually
- In pairs
- In small groups
- Collaboratively



How can we manage the lesson's time
effectively?

Time Management

Effective time management means:

- Allocating realistic time to each activity
- Avoiding unnecessary transitions
- Maintaining an appropriate pace
- Allowing enough time for practice and reflection
- Being prepared to adapt when necessary



Appropriate and Sufficient Interaction

Teacher – Student Interaction

Appropriate and sufficient interaction between teacher and students

Consider:

- ▶ Who is doing more of the talking?
- ▶ How many students participate?
- ▶ Are questions directed to the whole class or individuals?
- ▶ Do students have sufficient waiting time to respond?
- ▶ Does the teacher listen to their responses?

- *More teacher talking does not necessarily mean more learning* -

Student - Student Interaction

Provide students with meaningful opportunities to interact with one another:

- ▶ Think-Pair-Share
- ▶ Pair discussions
- ▶ Role plays
- ▶ Collaborative problem-solving
- ▶ Group projects etc.

Students should use the language for genuine/authentic communication, not simply respond to the teacher



How can we manage challenging
behaviour appropriately?

Manage Challenging Behaviour Appropriately

The aim is to create conditions in which learning can take place

- ▶ Clear expectations
- ▶ Classroom rules and limits
- ▶ Consistent routines
- ▶ Positive relationships
- ▶ Appropriate responses to disruptive behaviour
- ▶ Minimising interruptions during the learning process
- ▶ Maintaining students' dignity



C. ASSESSMENT

1. Formative Assessment

2. Feedback

Formative Assessment

Formative Assessment should evaluate the lesson purpose and learning objectives

Ask yourselves:

- ▶ Have students achieved the overall goal and attainment targets of the lesson?
- ▶ What evidence do I have?
- ▶ Which students need further support?
- ▶ What should I do next?

Effective Feedback

Feedback should be:

 Timely

 Specific

 Constructive

 Focused on the learning goal

 Actionable

Example:

“Your argument is clear and well organised. To make it more convincing, support your second point with an example.”

Feedback should help students understand both **what they did well and **what they can do next**.**



What makes a language lesson truly effective?

Conclusion

An Effective language Lesson

- ▶ **PLAN** – What do I want students to be able to do by the end of the lesson?
- ▶ **TEACH** – How will I help them do it?
- ▶ **ENGAGE** – How will students think, communicate and practise?
- ▶ **ASSESS** – What evidence shows that students are achieving the lesson's goal/s?
- ▶ **GIVE FEEDBACK** = How do I respond to students' strengths and weaknesses?
- ▶ **REFLECT** – What would I keep, change or improve next time?

Remember:

Effective teaching is Intentional, Responsive and Reflective