

TEFL Wonderland

Lesson Planning



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What is Lesson Planning?

Planning is the systematic process of deciding what and how the students should learn. Creating a plan involves setting realistic goals, deciding how to incorporate course textbooks and other required materials, and developing activities that will promote learning.

What Is the Importance of Lesson Plans?

Do you think that lesson planning is important or is it just a waste of time? To know how important lesson planning is, watch the following lesson.

- **Lesson plans help structure the learning for the teacher and for the students.** In the planning process, the teacher will make sure that students are provided with several opportunities for learning and enhancing their skills. A well planned lesson will make the students feel that every minute of their class is well utilized and enjoyable.
- **Lesson plans help new and inexperienced teachers organize content, materials, and methods.** Dividing the lesson into stages and thinking thoroughly about the best utilization of time, the teaching methods, materials, anticipated problems and solutions will help teachers gain confidence. The more prepared a teacher is, the less stressed they will feel when delivering the lesson.
- **A lesson plan is a record of teaching triumphs and challenges.** Teaching is a learning process that includes observing, experimenting, taking risks and learning from mistakes. Your lesson plans are the learning tools that will tell you what went well and what needs to be improved in your next class. They can thus both guide and showcase your professional development.

Visualizing the Lesson

Planning a lesson is essentially imagining how the lesson would look like when delivered in class to a specific group of learners. Such process includes visualising, predicting, posing and finding answers to the following questions:

1- Teaching Points:

- What are the language areas and topics that will be taught in this lesson?
- How much do students already know about those areas/topics?
- What challenges may they face?

2- Aims

- What will students achieve by the end of the lesson?
- How will the lesson be divided?
- What is the aim of each stage of the lesson?
- Which teaching skills will I myself be able to enhance?
- How can the achievement of those aims be verified, assessed or tracked?

3- Activities and Procedures

- What are the activities that can help me achieve the lesson aims?
- How will those activities be arranged?
- What is the seating plan during the class or activities?
- What are the procedures/steps for running those activities?
- How can students' errors be corrected?
- How will the time be managed?

4- Materials:

- What materials or tools will the students need?
- What should be written on the board?
- How many worksheets or handouts are needed?
- Will students use tablets, mobiles or laptops?

5- The Learning Experience

- How will the students' experience be like?
- Which parts of that lesson will they enjoy?
- How can they remain motivated and engaged throughout the class?

The more you practice finding answers to those questions, the more vividly you can visualize your class. After a while, lesson planning will become a lot easier.

Requirements of the Planning Process

To be able to plan a successful lesson, you need to focus on the following knowledge areas:

1. Knowledge of the Learning Process

To be able to plan a lesson that will help your students learn the English language, you need firstly to be aware of how learning happens. To structure your lesson and select the appropriate activities and materials for each stage of your lesson, you should understand how a learner can move from knowing nothing about a language item (ignorance) to integrating that item fluently and accurately in their speaking and writing (active use).

2. Knowledge of General and Specific Aims

A crucial step in planning a lesson is identifying instructional goals (general aims) and learning outcomes (specific aims). You need to have a clear agenda specifying what you aim to achieve by teaching this lesson and the knowledge and skills that you want your students to acquire or enhance by the end of the lesson. This should be done while taking into consideration how this lesson would serve the aims of the entire course or program.

3. Knowledge of Learner Needs

A successful lesson will cater for the learners' needs, preferences and learning styles. Planning a content and activities that are appropriate for the students' age and level is an essential skill in lesson planning. You need also to make sure that your teaching materials are equally accessible to all learners no matter how different their needs or abilities will be.

4. Knowledge of Subject Matter

You are not expected to be a subject matter expert to plan a successful lesson. However, you are expected to be a proactive learner and diligent researcher. This means that before going to class, you need to understand what you intend to teach, think about anticipated difficulties or questions and try to find satisfying answers.

5. Knowledge of Teaching Methods

Teaching methods provide you with the principles, guidelines and strategies for classroom instruction. For instance, you can use student-centred teaching methods rather than teacher-centred teaching methods. There is no one-size-fits-all teaching method, so you will need to experiment with different teaching methods, and choose the ones that can cater for the needs and abilities of your learners.

6. Knowledge of Assessment Methods

Assessment is the process of collecting information about students from diverse sources so that educators can form an idea of what they know and can do with this knowledge. To make



sure that the aims of your lesson have been achieved, you need to learn how to assess your students' knowledge and skills. You should be able to select and create tools (e.g. quizzes, tests, surveys, polls, questionnaires, etc.) that can help you assess your students' performance, identify the areas that need more focus and track their progress along the learning path.

What to Include in a Lesson Plan

When you plan a lesson, make sure to include the following points.

1. Basic Information:

Firstly the basic information which includes the title of the lesson and lesson focus. For instance: Grammar lesson and the past perfect tense. Secondly, you need to specify the duration of the lesson, the number of students, their level and the materials you would use in the class, for instance, a video, handouts, a PowerPoint presentation, etc.

- Title of the lesson/Lesson Focus (Example: Grammar Lesson: The Past Perfect Tense)
- Duration (Example: 90 minutes)
- Materials (Example: video, handouts & PowerPoint presentation)
- Number of Learners. (Example: 20 students – Grade 5)
- Level of Learners. (Intermediate)

2. Learning Goals or General Aims:

Secondly, the learning goals or general aims. As mentioned earlier, your lesson plan should specify what you aspire to teach in this lesson (For example: This lesson will introduce students to the different functions of the present perfect tense.)

3. Learning Objectives, Specific Aims or Intended Learning Outcomes:

Learning objectives, which can also be called specific aims or intended learning outcomes, are what the learners should be able to do by the end of the lesson. (For example: By the end of this lesson, students will be able to use the past perfect tense accurately in narrating past events.)

4. Anticipated Problems and Solutions:

To be well prepared, you need to identify the areas you think may cause difficulty for your learners and the possible solutions to address those problems. (For example, students may not be able to pronounce a word correctly, or may have difficulty in differentiating two tenses).

5. Personal Aims:

It is also helpful, especially at the beginning of your teaching career, to include the areas of your teaching that you want to improve in this lesson. For example, I need to eliminate teacher talking time or I should use simpler instructions when setting freer practice activities.

6. Stage:

A stage means which part of the lesson is being taught. To plan your lesson well, you should divide it into stages or manageable chunks of time. For instance, a reading lesson should be divided into a pre-reading stage, while-reading stage and post-reading stage.

7. Stage Aim:

A stage aim is the reason for doing this stage of the lesson and how it relates to the overall aim of the lesson. The aim of a lead-in stage, for instance, is to set the context and generate interest in the topic.

8. Timing:

You need to specify the duration of each stage so that you will be able to manage your time effectively.

Describing the lesson in this sort of detail will help you estimate the duration of each stage. You will also avoid one of the most common mistakes that new teachers make when planning a lesson. Underestimating how long the lesson will take means that the teacher will not be able to reach the final stage of the lesson. To avoid this, you should be ready to shorten certain parts of the lesson or cut them altogether if you run out of time. For example, if you have planned to do two vocabulary practice exercises, you may decide – if you are short in time - to do one in class and set the other one for homework. Always keep in mind that giving instructions, distributing handouts or worksheets, listening to students' answers and giving feedback will take time. So, a short activity may take twice the time you had in mind. It is important to keep your eye on the time and be ready to adapt if you have more or less time than what you have originally planned.

9. Procedure:

Procedure refers to what students and teacher are doing at any particular stage of the lesson. For example, in a pre-reading activity, the teacher writes the title of the text on the board and asks students to predict what the text would be about.

10. Interaction Pattern:

The interaction pattern is the direction of the communication (for example, teacher to students/ students to students or one student to students).

Finally, remember that the more detailed your lesson plan is, the more prepared you are and the more successful your class will be.

Lesson Structure

Any lesson can be conceptualised as having three main parts: introduction, body and conclusion.

Introduction (Warmer or Lead-in)

The first stage in a lesson is usually referred to as a 'lead-in', 'warmer' or 'starter'. The aim of this stage is to set the context and raise students' interests in the topic. You may start with showing the students a photo or a video related to the topic. You may also tell them a story or ask them a question and get them engaged in a lively discussion.

Body

The body of the lesson is the main instructional input; that is to say what you actually want to teach. This part of the lesson should be divided into different stages. You will need to include several activities to give your students an opportunity to practise what they have learned. Each activity should be followed by feedback where students can present their answers or findings and correct their mistakes or have them corrected by other students or by the teacher.

Conclusion or Final Stage

The conclusion or final stage should aim at bringing together, summarizing or applying what has been learned throughout the lesson. For instance, students may be engaged in a roleplay activity for using the grammatical structure that they have learned in a real-life context. A whole-class discussion about the topic of the lesson can also be a good way to conclude the class.

Let's now discuss the most popular models for structuring a lesson.

Lesson Plan Models

The most popular models for planning a lesson are the PPP (Presentation, Practice and Production/Performance), TTT (Test, Teach, Test) and WBP (Warmer, Body and Plenary)

PPP (Presentation, Practice & Production)

Presentation

In this stage the new language is presented. The teacher can present an example of the target language through a listening or reading text or through using a picture, a story or asking the students some questions to elicit the target language. This stage will also checking understanding and teaching pronunciation.

Practice

In this stage students work with the new language individually, in pairs, or in groups. They are asked to complete one or more controlled practice activities. These could be a gap fill, true or false, or matching activity where students focus on practicing the new language.

Production

In the performance or freer practice stage students are given tasks that allow them to reinforce the new content through production. Students are given an opportunity to use the target language in real-life contexts. Possible activities include role plays, group presentations, debates or writing tasks.

TTT (Test, Teach, Test)

Test

In this part of the lesson the teacher tests what students already know about the topic or the target language that will be taught in this class. This can be done by giving students an activity that tests their previous knowledge and based on students' answers, the teacher will get to know what to focus on during the teaching stage of the lesson.

Teach

In this stage the teacher focuses on the parts that the students do not know or remember well. It is always divided into stages with different activities.

Test

In the last stage of the lesson, the teacher depends on practice activities to make sure that the students understand and can apply what they have learned in the teaching part of the lesson.

WBP (Warmer, Body, Plenary)

Warmer

The warmer is also called 'lead-in'. The teacher sets the context and arouses students' interest in the topic. The teacher can also introduce the target language or the points that will be tackled in the lesson.

Body

Students are given multiple opportunities to learn and practice the main content of the lesson. This phase should be divided into different stages (activities, games, feedback, etc.) and include a variety of interaction patterns (working in pairs, working in groups, etc.).

Plenary

In this part of the lesson, the whole class reviews the main points tackled in the lesson. This can be in the form of a whole-class discussion or a Q&A (questions and answers) session.

Tips and Tricks for Planning Classroom Activities

Here are some tips for the success of class activities.

Before the Activity

- Decide the aims of the activity – what do you want the students to do?
- Think about what the students will need to do the activity (i.e., grammatical structures and vocabulary) and any problems that they might have.
- Think about how long the activity will take, the materials needed and how you will give instructions.

During the Activity

- Get the students interested in the topic.
- Make sure the students know the aim of the activity. Give them time to prepare.
- Monitor the students while they do the activity, but don't interrupt.

After the Activity

- Give the students feedback about their performance.
- You may choose the best group to redo the activity in front of the class.
- Finally prepare some activities which focus on the language errors they have made.

Teaching Materials

To make the best use of every minute in your class and keep your students motivated and engaged, you need to use a variety of teaching materials. In the following section of this territory, you will learn some tips and tricks for utilizing several teaching materials. Let's start with coursebooks.

The Coursebook

Coursebooks are usually selected by the educational institution. They normally have 10-12 units, and each unit focuses on one specific theme or topic and includes a variety of listening, reading, speaking, writing, vocabulary, grammar and functions activities. Coursebooks are supplemented with listening materials (in the form of a CD or access to audio files on the publisher's online platform). Coursebooks also come with a workbook which provides more practice on each of the coursebook units.

Extra Internet Resources

Most of coursebooks would also provide an access code to the publisher's website where extra resources, vocabulary lists, media files, activities and language games are available for further practice and assessment. Question banks are also provided to help teachers create quizzes and final assessments. A learning management system for tracking student progress may also be provided with the coursebook. Such combination of the physical book and online resources and self-paced activities (that students can do autonomously) is called 'blended learning'.

The Teacher's Book

The teacher's book is another important resource that provides guidance and ideas for using the coursebook appropriately and actively. It provides the aims of each unit/activity and the procedures for teaching each stage of the coursebook lessons. It also offers answer keys, unit reviews or tests along with extra activities and resources.

Using Coursebooks

Let's now focus on the evaluating and using coursebooks. What are the possible advantages and disadvantages of using coursebooks?

Advantage

- The coursebook is clearly structured, includes a variety of activities for practice, revision and assessment.
- The units are built around specific themes or topics which easily build the context for teaching language skills and systems.
- The language and activities are often graded to match the learners' proficiency level.
- The teacher's book includes a description of all activities in addition to answer keys and extra practice ideas, so it saves the time teachers consume in preparation.
- Extra activities are provided in workbooks or online resources for students to do on their own.
- The materials are visually appealing as they are colorful, well presented and include many images.
- Students feel more confident when they have a coursebook rather than a random selection of materials.
- Coursebooks are usually supplemented with question banks that can be used in developing quizzes and assessments.
- Coursebooks, especially those supplemented with a learning management system (LMS), help teachers in tracking student progress.
- Coursebooks act as a reference and a progress record for both students and teachers.

Disadvantages

- Abiding by a specific coursebook and having to get through certain units can be restricting.
- Coursebooks cannot precisely cater for students' preferences, interests or language level.
- Dependence on a coursebook may discourage teachers from trying new activities or experimenting with different teaching approaches and strategies.
- Teachers may also depend entirely on the coursebook and exert no efforts in planning their lessons appropriately to achieve their goals and cater for their learners' needs.
- As the structure and layout of coursebook units is similar, students may get bored especially if using the same series for different proficiency levels.

Evaluating a Coursebook

How can you choose the best coursebook that caters for your students' needs and helps you achieve your goals? Make a list of at least 5 qualities you would look for in a coursebook for your class.

Here's a list of questions you need to consider before selecting a coursebook.

1. Are the units clearly and logically structured?
2. Is the language appropriately graded to match the students' proficiency level?
3. Are the materials progressing smoothly and logically in terms of difficulty?
4. Does the coursebook include a variety of interesting activities for practice, revision and recycling?
5. Are the materials culturally appropriate for your target students?
6. Is the coursebook supplemented with online resources for further practice?
7. Does the coursebook balance language skills (listening, reading, speaking, writing) and language systems (grammar, vocabulary, phonology and functions)?
8. Are the materials laid out in a visually appealing manner?
9. Are the activities interesting and enjoyable?
10. Do the listening and reading texts sound authentic?
11. Is the coursebook supplemented with media files (audio and video materials)?
12. Does the coursebook offer access to a learning management system for tracking student progress?
13. Is the coursebook supplemented with quizzes, final tests and a question bank?
14. Does the coursebook or workbook include vocabulary lists and a grammar reference section?
15. Does the workbook include a variety of practice activities that students can do on their own?
16. Does the teacher's book provide clear explanation of lesson aims and procedures along with extra teaching resources?
17. Does the teacher's book include answer keys for both the student's book and the workbook?
18. Can your students or their parents afford this coursebook?
19. Is it easy to buy this coursebook in the country where your students are located?

Adapting Teaching Materials

One of the most important skills that you need to develop as a teacher is the ability to adapt teaching materials. If you work for a school, they will provide you with a coursebook or textbook to use in the class. Those books are not usually written by teachers who have a lot of hands-on experience in the class. Therefore, you need to learn how to approach the coursebook and how to change materials to serve your goals and suit the needs, abilities, levels and preferences of your students.

Lead-in or Introductory Activities:

The first step in adapting teaching materials is checking the lead-in or introductory activities. You need to make sure that they can effectively set the context of the lesson and get students interested in the topic of the class. If these activities are not appropriate, you can use any other activity to set the context, This may include a drawing on the board, a photo or a number of photos, a video, a story, a quotation, etc.

You should also check if the activities are appropriate for this stage of this lesson. Some coursebooks start with freer practice activities which can be difficult for the students. So, you may decide to change the order of the coursebook activities. This will definitely help you improve the flow of the lesson and keep your students engaged and motivated.

Number and Content of Activities:

Another factor to take into consideration is the number of activities in each lesson. You may not have time for all the activities in the coursebook, so you need to select the ones that can be conducted within the duration of your class. Sometimes there is too much content in one activity. In this case, you will need to make it shorter.

Grading Language:

You should also pay attention to the language of the coursebook. The language of some parts may be above your students' proficiency level. For example, you may have a reading or listening activity that does not pre-teach vocabulary. In this case, go through the reading passage or the listening script and pick the key words that can be difficult for your students to understand. You can design an activity for pre-teaching those words.

If the coursebook instructions to do a certain activity or play a game are complicated, you should also simplify them. You also need to use concept check questions to make sure that students understand what they are expected to do in this activity or game.

Missing Activities:

Another reason for adapting coursebook materials is missing activities. For example, if the listening section in a lesson is missing a gist task, you will need to add it before introducing the



scanning or detailed listening tasks. Similarly, if the writing section is missing the brainstorming or drafting stages, you will need to add those stages to your lesson plan.

Managing Time:

When planning how to use the coursebook activities, pay attention to the time each activity will take. On paper a speaking activity may seem to take 10 minutes, but in reality, students may take longer to understand the task, discuss the topic or present it to class.

Adapting teaching materials is a skill that you will continue to develop as you experiment with different coursebooks. The golden rule is to avoid being restricted to the coursebook. Remember that the more creative you become in adapting and designing teaching materials, the more engaging your classes will be.

Teaching Aids, Materials and Activities

Let's now focus on some of the teaching aids that you can utilize to enliven and personalize your teaching materials and create engaging activities.

Flashcards

Flashcards are one of the most common teaching aids. The cards vary in size, starting playing card size up to the size of A4 paper. They can be already provided as part of the coursebook resource back, or you can design them yourself. You can use paper or digital flashcards to introduce, practice or revise vocabulary. They can also be used in a variety of matching and memory games for grammar practice and speaking activities.

Pictures

As people say, a picture is worth a thousand words. A picture can be used to clarify the meaning of new vocabulary, to set the context for introducing new language or to start up a conversation. Pictures can also be used to clarify or reinforce concepts that are taught in the class.

Realia

Realia refers to real objects which can be brought into the classroom to ensure instant understanding. Examples of useful realia for the ESL classroom include:

- maps
- tickets
- fruits and vegetables
- business cards
- family photos
- classroom objects such as staplers and scissors

For example, when teaching the word “cucumber”, a picture may not make it clear which vegetable it is. It could be a zucchini, pepper or some other green vegetable. By bringing an actual cucumber to the classroom for the students to see and feel, the connection between the object and the English word becomes clearer and stronger.

Stories

An Indian proverb says: “Tell me a fact and I’ll learn. Tell me the truth and I’ll believe. But tell me a story and it will live in my heart forever.”

Stories are powerful tools for transferring knowledge, and creating meaning. In teaching languages, stories can play a crucial role in setting the context for introducing new language. They can also be used to enhance reading skills in an interesting and enjoyable way. The settings, characters, plots, themes and conflicts arouse students’ interest and provide excellent

Using Activities that Require No or Few Resources

If you want to create activities that require few or no resources, here are some ideas.

Back-to-the-Board Game

This game can be used to revise vocabulary. A student sits with his/her back to the board and tries to guess the word – which has been written by the teacher on the board – through the explanation provided by the rest of the class.

The lost Voice Game

This game can be easily played in class to set up the context for presenting a certain language item or as a warmup for a conversation or a writing class. A student is handed a card that includes a certain problem at a hotel, at the airport, at school, etc. and he/she has to mime it to the rest of class without saying a word.

Student-Created Taboo

This game can be easily played in groups, where each group goes through the vocabulary they have used for the week and decide which vocabulary they will challenge the other groups with. On blank pieces of paper, the learners create taboo cards with the main word and then the three words that the person describing the word is not allowed to say. The group who has written the word will choose one person from the other team. He/She will have one minute to describe the word to their team without using any of the taboo words. If the team guesses correctly, they win a point.

Yes/No Game

One student sits at the front of the class. The other students ask them questions. The student being questioned must NOT say *yes* or *no*, nor nod or shake their head.

20 Questions Game

One student thinks of an object and the others can ask up to 20 questions to find out what it is. In this game, the student who is being questioned can *only* answer *yes* or *no*.

Famous People Game

This game can be played in pairs, small groups or by the whole class. One person thinks of a famous person; the others ask questions to find out who it is. The student who is being questioned should only answer *yes* or *no*.

The Alphabet Game

In this game, the teacher should give students a category such as animals or food. Going round the class, students have to try to think of an animal or type of food, etc., that begins with each letter of the alphabet (e.g. antelope, bear, cat/apple, bread, carrot).

Using Technology in Teaching

One of the main teaching skills, specifically in the post-pandemic era, is the ability to utilize technology. In order to deliver your lessons effectively, you must keep up with the latest technologies and make use of internet tools and resources. To help you explore educational technology and how to utilize the internet in planning and delivering your courses, let's start by examining the benefits of using technology in teaching.

What are the benefits of using technology in teaching?

As technology is taking over the traditional classroom and e-learning is growing at a tremendously accelerating rate, utilizing technology in face-to-face and online classes has become an essential teaching skill. Teachers are expected to integrate internet resources in their course content, create digitized teaching materials, build and publish their courses on learning management systems, track their students' progress using online assessments, and find ways to enhance student interaction in virtual classes.

Using technology for finding, creating, and sharing content has many advantages for both teachers and learners.

Increasing Access :

Using digitized teaching materials allows students to access the materials whenever, wherever and on whichever electronic device they want. Pre-recorded lectures, PDF worksheets, PowerPoint presentations, online interactive activities, and YouTube videos, etc., are used instead of printed books, worksheets and handouts. Students thus have more opportunities for learning and practice in and outside the classroom.

Improving Accessibility:

Technology has made it easy for students to adjust teaching materials in a way that caters for their specific needs or preferences. Students are able to change the font, color, text size of electronic books or handouts, to read closed captions while watching a video, to listen to the voice of the screen reader while or instead of reading an article. This definitely gives them equal access to the course content no matter how different their abilities, needs or learning styles are.

Enhancing Flexibility:

The flexibility of meeting students face-to-face or in a virtual class is one of the main benefits of using technology in education. Utilizing online apps to create teaching materials, interactive games, group competitions, polls, etc., provides teachers with plenty of tools and options for presenting their content, enhancing student skills, and tracking their progress. Asking students to perform a certain task (e.g., watching a pre-recorded lesson, reading an online article, listening to a podcast, etc.) before attending class, can help teachers “flip” the classroom.



In a flipped classroom, students are introduced to the content in advance so that the whole lesson can be devoted to discussions and practice activities.

Learning Environments and Models

What is the difference between physical and virtual learning, synchronous and asynchronous learning, self-paced, instructor-led and blended learning?

Physical and Virtual Learning

Depending on the location of teacher and students, learning may take place in a **physical classroom** where teachers and students meet and interact face-to-face, or in an **online class** where interaction is made possible through electronic devices and communication technologies. Online students can attend one-to-one or group classes in which they meet and interact with the teacher and other students virtually through videoconferencing apps like Skype, Google Meet, Zoom, etc.

Online videos, articles, polls, whiteboards, audio clips, animations, slideshows, quizzes, educational games and anything that can be found or created digitally can be utilized in virtual classrooms.

Through the use of the collaborative and interactive tools available on virtual platforms, such as digital whiteboards, chats, breakout rooms, etc., teachers can overcome the difficulties of student engagement and classroom management, which are easier to handle in traditional face-to-face classes.

Synchronous and Asynchronous Learning

Synchronous e-learning refers to a learning environment in which the teacher and students are all present at the same time. This works best for students who can set specific times for their online classes, and like structured courses and interaction with other students. Learning through video conferencing and chatting in a virtual classroom allows real-time teaching, student interaction, and immediate responses to questions.

In **asynchronous e-learning**, students are not all present at the same time. They can access the course content whenever they want (online or offline) and can proceed at their own pace. The course content can be hosted on a website, a learning management system (e.g. Moodle, Canvas, etc.) or saved on a CD.

Self-Paced, instructor-Led and Blended Learning

In **self-paced courses**, students are provided with the course content, assessments and supplementary resources either through accessing a learning platform or using a CD-ROM. If the



course is hosted on an LMS, the teacher can track students' progress and monitor learner-content interaction. To provide the utmost learning support and maximize the potentials of autonomous learning, the course content is presented in a variety of forms (text, images, videos, interactive games, etc.). It is also supplemented with resources, glossaries and detailed feedback. This course is an example of self-paced courses. It's delivered asynchronously, and you can proceed at your own pace.

In **instructor-led learning**, the teacher is in control of the learning experience. Using web conferencing platforms and/or a learning management system, the instructor provides the course content along with scheduled virtual classes for elaboration of instructional materials. In those virtual classes, instructors can use a variety of tools for facilitating teacher-learner, learner-learner and learner-content interaction. Such tools include: screen and file sharing, polling, whiteboards, chats and breakout rooms for facilitating pair and group work.

In **blended learning**, traditional face-to-face or virtual classes are combined with autonomous learning. In a blended language course, for instance, a teacher meets the students in scheduled virtual classes, and provides them with self-study materials and interactive tasks for developing their language skills.

How to Select Online Ready-Made Materials

If you decide to use online ready-made teaching materials, you need to:

- Check their content and language.
- Make sure that the use of grammar and vocabulary is accurate and realistic.
- Check the accuracy of pronunciation when selecting audio materials.
- Make sure that worksheets are error free and that answer keys are accurate.
- Try to use the websites that are moderated by a publisher, an ELT authority or respected EFL practitioners.

Using Online Tools for Creating Teaching Materials

In addition to using the internet for finding authentic or ready-made teaching materials, you can make use of online tools for creating digitized teaching materials. These include: presentations, games, quizzes, worksheets, infographic sheets, video tutorials, interactive images, guides, etc.

Here are the steps you can follow to create effective teaching materials using online tools.

- 1) Familiarize yourself with different tools using the tutorials available on their website or the ones posted on YouTube or other video-sharing platforms. You can start with these tools: ([Kahoot](#), [Quizziz](#), [Socrative](#), [Genially](#), [Crossword Puzzle Maker](#) and [Rawshorts](#))
- 2) You need to know the kinds of activities you can create using these tools and how they can be shared with students. You should also check which features are available in free plans and which ones are only offered in paid packages.
- 3) Decide the aim of the activity which should serve the aim of the entire lesson.
- 4) Personalize the content to match your students' culture, age, level, interests and learning styles.
- 5) Select the delivery method that can be effective in your class (sending the activity link by email, sharing a link on an LMS or a social media platform, showing the activity on a screen, a digital whiteboard or a smartboard, etc.)
- 6) Try the materials yourself first to make sure that everything is working well.
- 7) Use your students' feedback to adjust materials for future use.

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Enjoy every minute of
your learning adventure!

