**How to prepare A « Successful » Lesson !**

**Ten Tips For A « Successful » Lesson**

1. Read the whole lesson you are going to teach and OUTLINE the linguistic components (lexis, grammar, structure,…)
2. Decide the objectives of your lesson.
3. Reorder the objectives according to their importance
4. Prepare your guiding questions
5. Look for prompts, visuals, games, puzzles, crosswords,… to support your objectives.
6. Reorder your activities / exercises in the ascending order (from the easiest to the most difficult).
7. Look for alternative activities in case your learners might not comprehend the main activities. This is more practical with grammar (e.g. when teaching abstract rules).
8. Do not be a slave to the textbook / workbook. The book designers usually look at learners from their « ivory tower » and they try to experiment different methodologies and approaches neglecting the truth that what may « succeed » in a country does not necessarily « succeed » in another. They are always theorizing though pretending to be very practical.
It is you who is always in the classroom, you who teaches, you who tests, and you who evaluates !!! so, it is you who must decide what you see as the most appropriate to your learners provided that you respect the objectives outlined by the book / syllabus designers. You are free to choose the activities, replace some with others, add yours just for the sake / benefit of your learners.
9. Introduce the item (vacab, grammar,…) through visuals, flash cards, prompts,… then, Put it into Practice through activities, tasks, exercises…, and finally Test it through puzzles, crosswords,…
10. Look back at your previous lessons, Ask yourself whether you fulfilled your goals and, if not, avoid the « mistakes » you made. This is a kind of self-evaluation in order to better learners’ feedback. The output depends on the input. Keep in mind that it is not a disaster to make mistakes but it is a disaster to continue making mistakes without any effort to avoid them.

**WHAT makes an effective lesson ?**

1. Clarity of aims : the teacher knows exactly what s/he wants the students to be able to do in the lesson, and why.
2. Clarity of staging : the stages of the lesson are in an appropriate order. E.g., the teacher ensures that students understand new language before asking them to use it.
3. Clarify of meaning : New language is clarified, and the teacher checks to make sure that the students understand it.
4. Maximum opportunity for practice. The students need to practice English, not the teacher, and so teacher talking time is kept to minimum.
5. A humanistic approach : the teacher engages with students and reacts to them as human beings.
6. Variety of pace : sometimes energized, sometimes reflective.
7. Variety of activities : both so that students don’t get bored and to accommodate different learning styles
8. Variety of interactions : pairs, small groups, whole group, students to teacher, teacher to students, student to student, etc. linguistically heterogeneous where possible
9. Variety of skills practiced : reading, listening, speaking, or writing
10. Variety of approach : the lesson incorporates different learning styles and accommodates different cultural approaches to learning
11. Relevance : the lesson meets students’ linguistic and personal needs
12. Clear instructions : instructions are clear and easy to follow.
13. The lesson provides a bridge to further self-study and outside the classroom.
14. Flexibility : the lesson and teacher should be responsive to students’ energy levels.
15. Anything else you’d like to add.

**General Recommandations**

* Never go to the class unprepared- you may lose face in front of your students.
* Prepare your oral test
* Think ahead : imagine the learners’ reaction and expect the unexpected.
* Focus on interaction when planning your tasks.
* Keep asking yourself : « How am i going to learn that my students have learnt ? »
* Make sure you end your plan with a special section on **evaluation**.
* Conceive of follow – up activities / remedial work to compensate for the shortcomings you noticed in your plan.
* Keep improving your plans – even during your lesson (be flexible)
* Keep improving your plans by getting rid of the weaknesses you noticed during its implementation.
* Make the language fit in with the level of your class.
* Planning is a decision- making process. Decide which language is to be taught at once, which language is to be taught later and which language is to be ignored.
* As you write your plans, allocate appropriate time for each activity or task.
* Do not forget the importance of indicating what homework tasks you plan to assign to your students
* Include humour in your plans whenever possible.
* Make your lessons as motivating as possible.

**Remember that the teacher who ceases to learn from teaching has ceased to teach**