One teaching moment. One language target.

ED1 | Teacher-English development and feedback record

For teachers at any career stage. Choose the English you need in your setting. 20 minutes to set up; three 5-minute practices each week; review after two weeks. These times are suggestions, not a proficiency programme.

Use this record

Page 2 is a blank starting plan. Page 3 shows a fictional completed cycle. Page 4 records focused feedback, practice and review. Use it alone, with a trusted colleague or with a language tutor. All examples are original adaptations, not podcast quotations.

Step	What we do
1. Collect	Keep a short rehearsal, explanation or anonymised draft from our work. A written reconstruction is fine; label it as reconstructed.
2. Choose	Identify one useful language target. Name the listener or reader, the exact phrase to change and the job it should do.
3. Check	Check a language model in a reliable dictionary or grammar reference. Ask a trusted colleague or tutor about uncertain usage.
4. Practise	Rehearse aloud or rewrite, then try a different teaching example. Keep both versions and note prompts.
5. Review	Try the language in a suitable teaching situation. Note the response and support available. Keep, adjust or extend the target.

Possible language targets

Name the object clearly in an instruction; give an accurate example of one grammar pattern; explain a word with familiar vocabulary; make a rescheduling request with an explicit date and action. Choose one, not the whole staffroom.

Keep the evidence proportionate

Record your own rehearsal rather than learners. If observing a real lesson, follow the provider's policy and consent arrangements. Remove identifying details from notes. A successful script is evidence for that task, not proof of a CEFR level or a particular accent requirement.

Background: Cambridge English Teaching Framework, Language ability, supports reviewing classroom language, focused development and a later sample. Our record and examples are original.

https://www.cambridgeenglish.org/educators-organisations/professional-development/teaching-framework/language-ability/

My starting plan

Reusable teacher record | Date: _____ | Review date: _____

1. Teaching situation and intended listener / reader

2. First sample: exact words or a reference to the saved draft

3. What happened? Separate observation from interpretation.

4. One language target and why it matters here

5. Checked model / source / uncertainty to ask about

6. Three short practices: what, when and with whom?

Review question

What would count as useful change in my wording and the listener's response? What prompt, visible text, model or other support will I note?

My review question and task

A worked cycle

Fictional example | Elif teaches an A2 adult pair-decision task.

First sample

Reconstructed after the lesson: "Look at those and choose it, then write that." Of three sampled pairs, one began; two asked what to choose or write. Elif notes that the cards were visible, but no completed example was shown. This does not establish that wording caused all the difficulty.

One language target

Use explicit nouns instead of unclear references: name the two options, the choice and the required written result. Keep the spoken instruction manageable.

Checked rehearsal model

"Work with your partner. Compare the museum and the park. Choose one place together. Write one reason for your choice. You have three minutes." Elif uses the TE1 instruction model as a starting point and checks her adapted wording with a colleague.

Practice	What Elif keeps / notices
Monday: 5 minutes	Read the adapted instruction aloud. Mark a pause after each action. Keep a copy of the wording.
Wednesday: 5 minutes	A colleague acts as the learner. They identify the choice and written result. Feedback: the nouns make the references clear; the instruction is still several steps.
Friday: 5 minutes	Fresh rehearsal: compare a bus and a train. Elif names both options and the written result without the museum script. She notes one glance at her prompt card.

Lesson trial and review

In the next comparable task Elif also shows a completed example and leaves the key instructions visible. All three sampled pairs choose one place and write a reason. She records both supports. She keeps the explicit nouns, but cannot attribute the result to wording alone.

Later, less supported check

For a new activity, rehearse an instruction about choosing one of two class projects. Ask a colleague to state the first action and required result before showing a completed example. Note any prompt. Then decide whether to keep practising the target or choose a new one.

How we decide

If the wording is accurate but the learner cannot start, check the task, demonstration and unfamiliar vocabulary. If the language model is uncertain, seek a reliable check. If one rehearsal works, try another context before claiming the skill is secure.

Practise. Ask. Review.

Reusable record | Target: _____ | Review date: _____

Optional private feedback agreement

Choose a trusted colleague or tutor. Agree one language focus, the sample to share, the time available and what remains private. Ask for an exact phrase and its effect; distinguish a clarity or accuracy issue from a style preference or accent judgement.

Agreed focus / sample / who sees it / feedback time

Practice / date	Changed wording and support used
1.	
2.	
3. Fresh teaching example	

Feedback: exact phrase, observed effect and suggested check

My response: use, adapt, ask for evidence or keep my wording

Review: what did I say or write? What did the listener do?

Support / context changes that limit the comparison

Decision: keep, adjust or extend / next action and date

Evidence can be a short written sample, a colleague's task response or a note of the first learner action. Confidence and task performance are useful to note separately. This is a development tool, not an employment appraisal or language certificate.