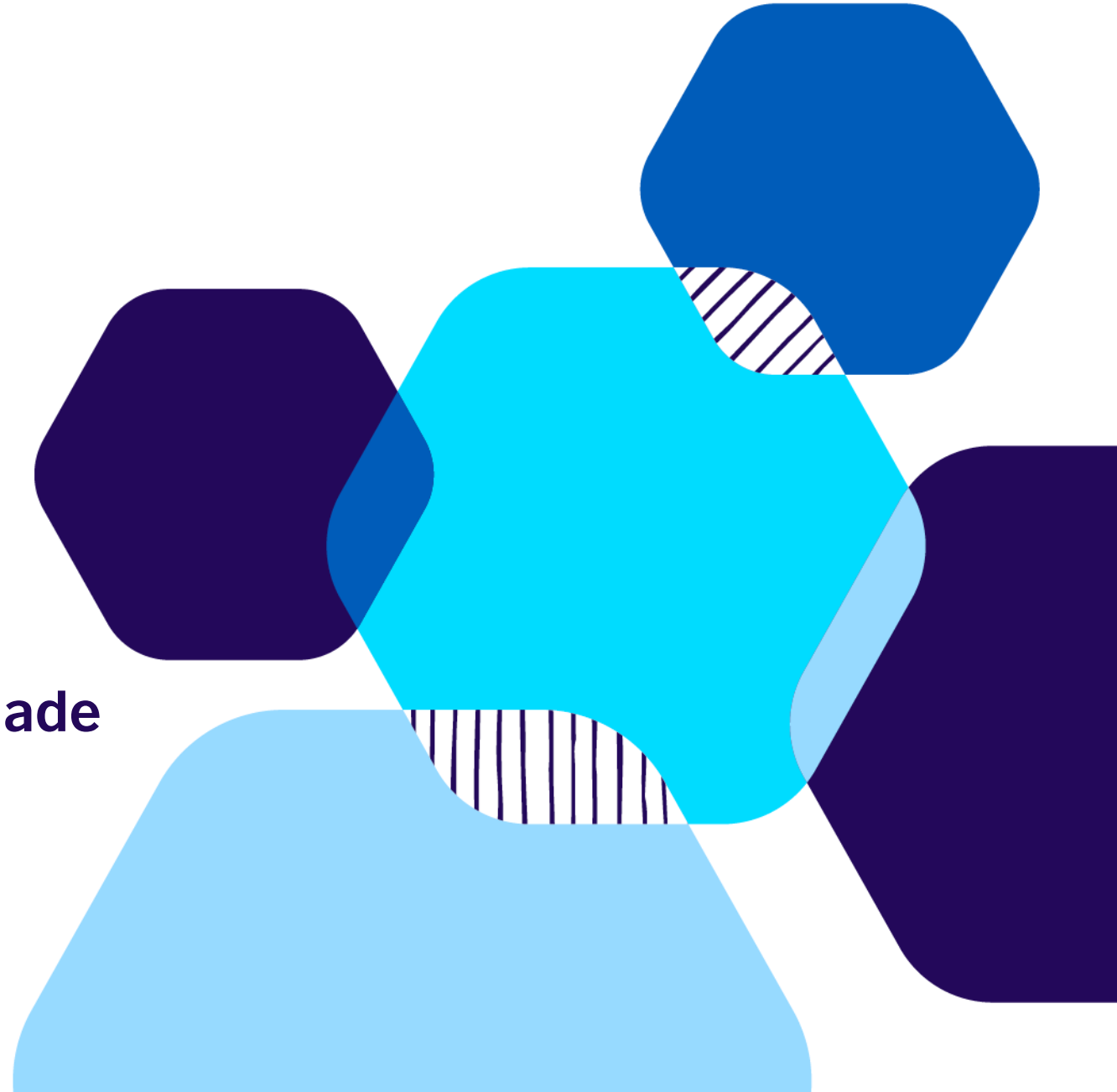


TeachingEnglish

Planning lessons: using AI to help

Auzinda Domingos and Baraza Amade
Saturday 8 February 2025



About the speakers

- **Auzinda Domingos** is a Senior Education officer at the Ministry of Education and Culture in Mozambique. She is the Head of the Languages Division at the National Directorate of Secondary Education, holds a Masters Degree in Teaching English as a Foreign Language, and is MELTA General Assembly President and British Council teacher trainer.
- **Amade Baraza** was born in Maputo, Mozambique and has been an English language teacher and trainer since 2003. He has a degree in ELT from the Pedagogic University of Mozambique and an ICELT Certificate, and is currently doing DELTA Module 1. He is Vice-President of MELTA (Mozambique English Language Teachers' Association) and is passionate about teaching and continuing professional development (CPD).



Objectives

- To discuss what makes a good lesson plan
- To help teachers design lesson plans for learners in a variety of ways / contexts
- To show how AI can help us plan lessons
- To report on our MELTA British Council 2024-25 project
- To inspire teachers around SSA to do the same

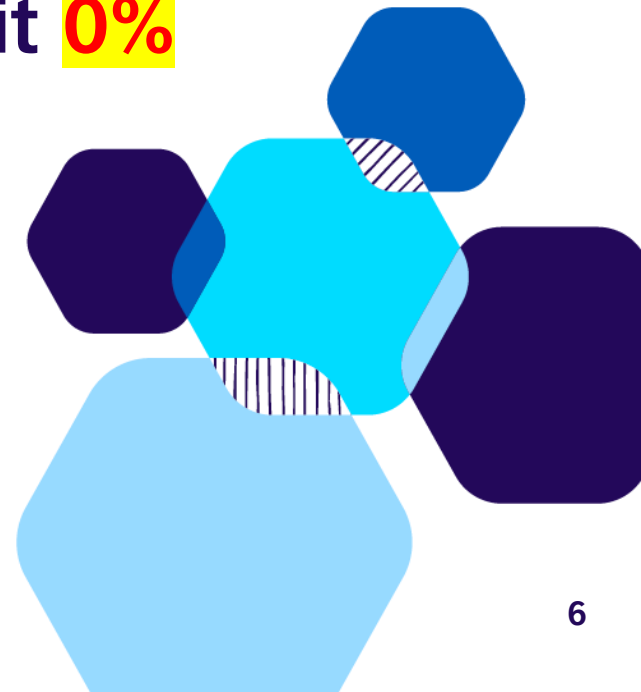
Pre-webinar polls in Telegram group

1/ How often do you plan your lessons?

a) once a week **54%** b) every lesson **46%** c) never **0%**

2/ How do you feel about using AI to help you

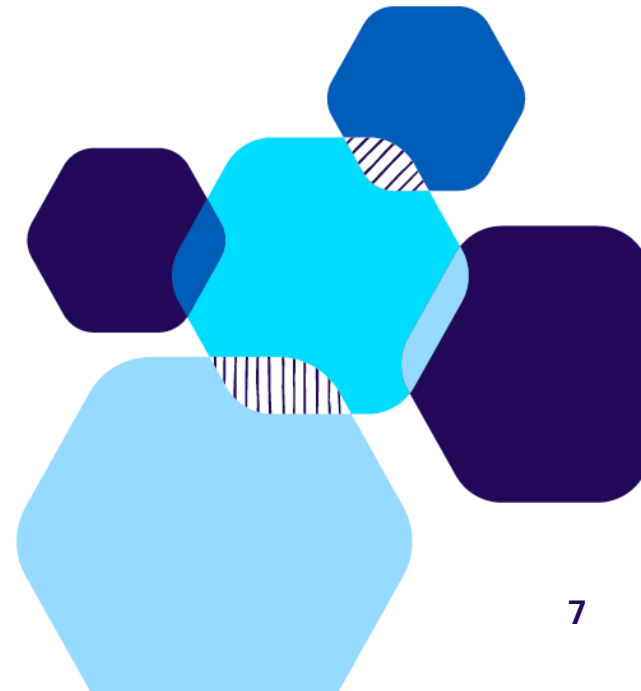
plan lessons? a) great! – AI helps a lot! **84%** b) it's a good idea, but it scares me **16%** c) I would never use it **0%**



Warmer

I planned my lesson for grade 12 students. It is 11.30 and they are all hungry and tired. What can you advise me to make them participate actively in the lesson?

Please write your suggestions in the chat



Why do teachers need to plan lessons?

Here are some possible answers:

- to envision the lesson before it happens
- to help teachers to maintain focus of the lesson
- to show that the teacher is in control of the lesson
- to show that you are a professional teacher
- to celebrate success

How does this relate to lesson planning?

1 =

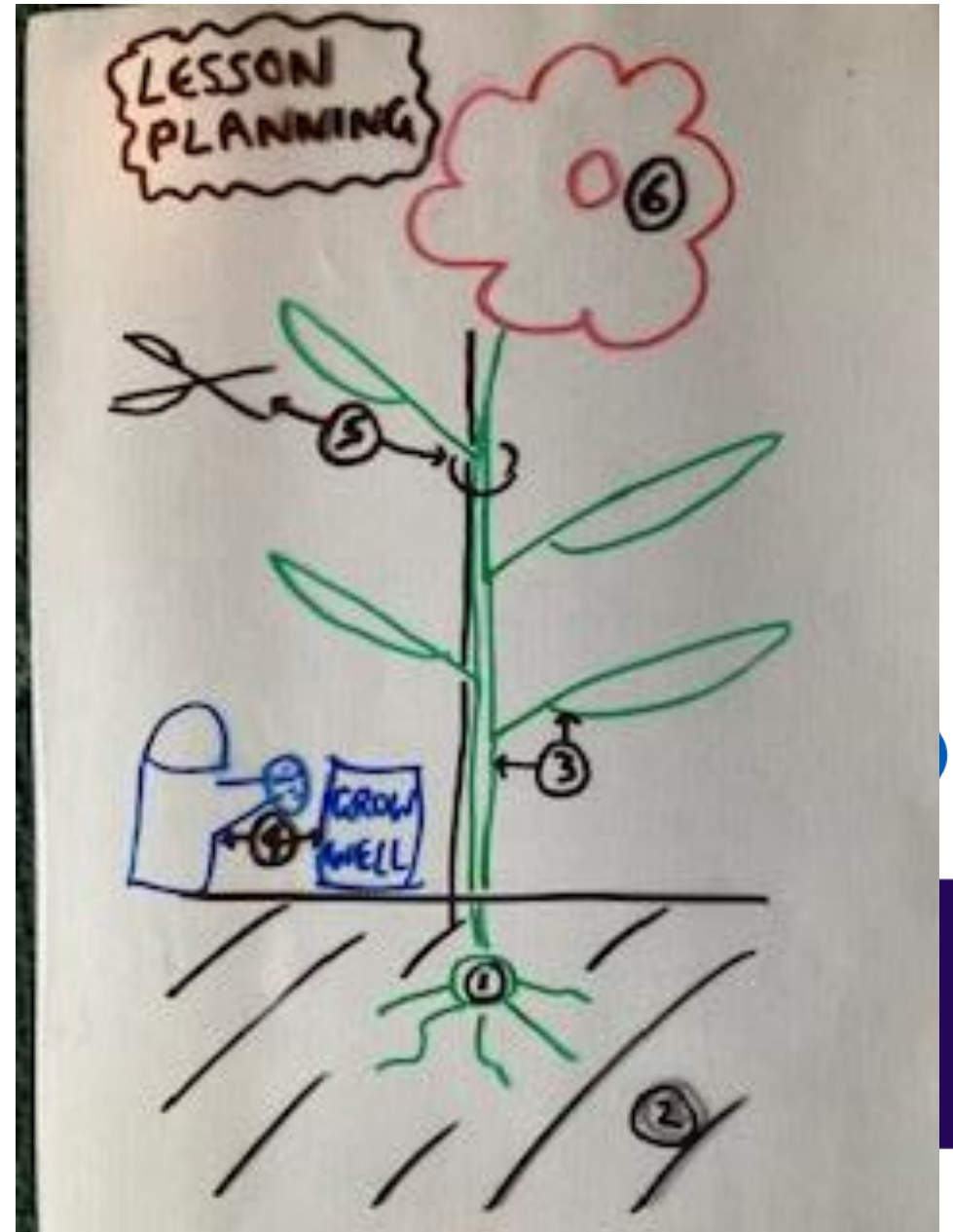
2 =

3 =

4 =

5 =

6 =



How does this relate to lesson planning?

1 = seed / objective

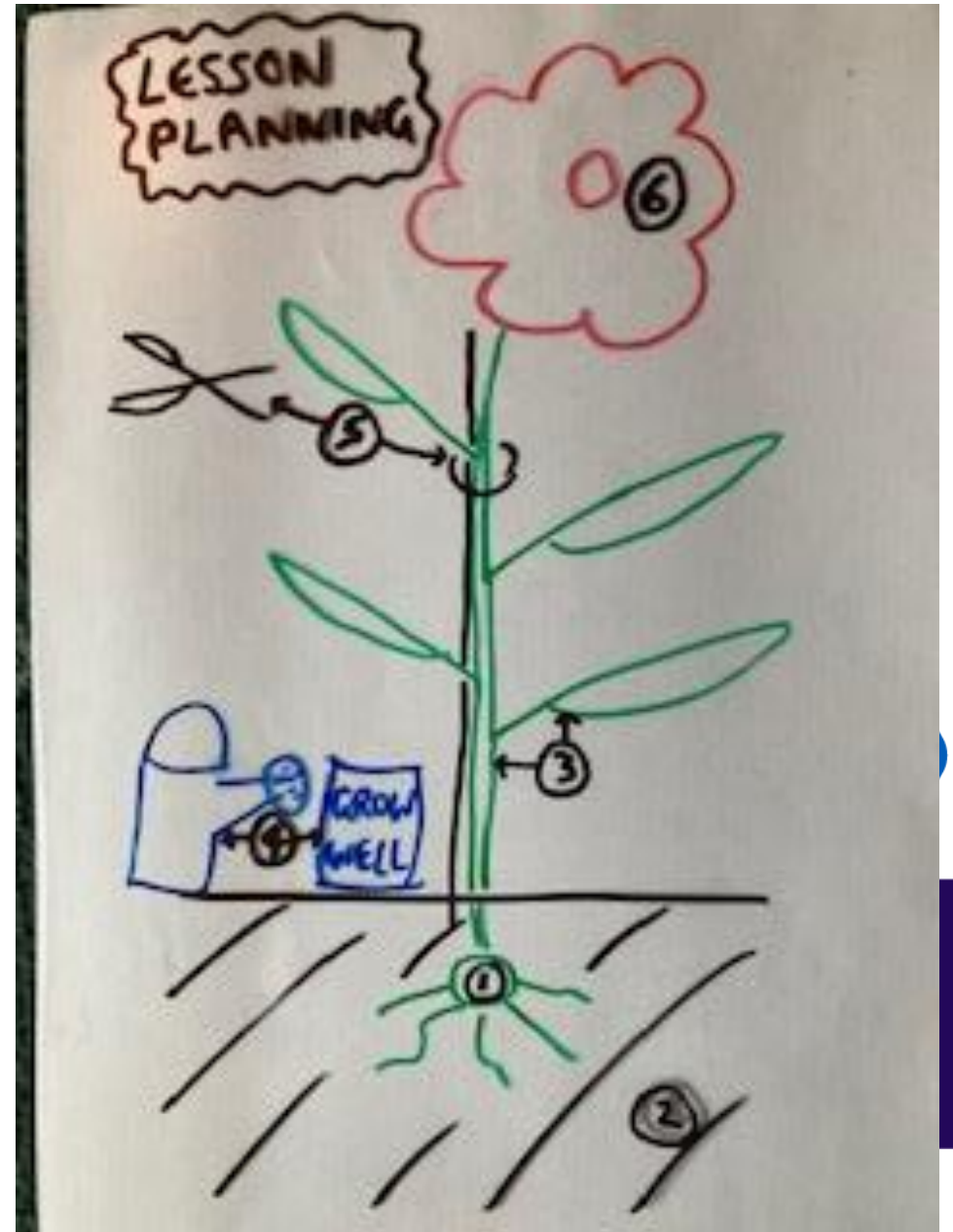
2 = earth / context

3 = stalk and leaves / staging

4 = fertiliser / praise and encouragement

5 = pruning / error correction and feedback

6 = flower / language production



Where to start?

There are six lesson plan principles:

A lesson plan must be a creative process and be in line with the syllabus

It must teach the learners and not the plan

It must focus on one language item at a time

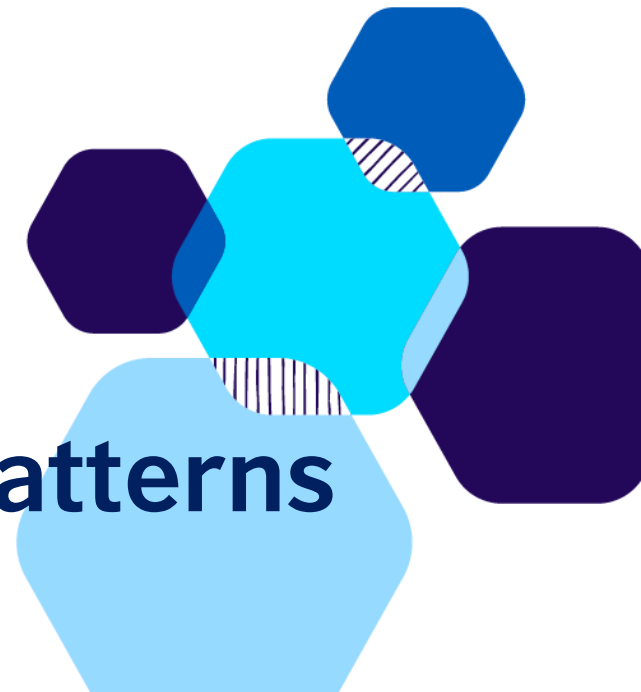
Avoid teaching too much

Vary the activities in each lesson

Review the lesson plan after teaching

-
- 1) aims
 - 2) phonology
 - 3) topic
 - 4) objectives
 - 5) sub-skills
 - 6) topic/vocabulary
 - 7) timing
 - 8) language / functions to be learnt
 - 9) anticipated problems/solutions
 - 10) procedure
 - 11) differentiation
 - 12) function
 - 13) stage name
 - 14) stage objective
 - 15) interaction patterns

Which of these
are most
important in a
plan?



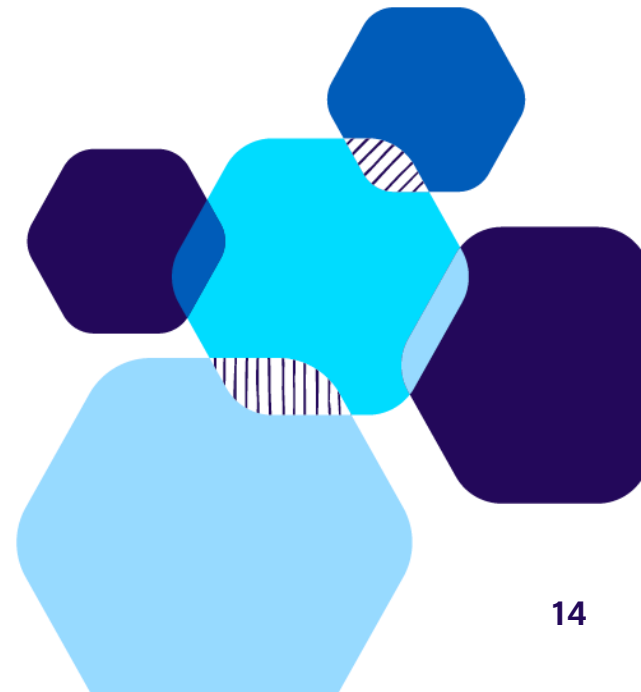
What procedures can teachers follow while planning lessons?

1. Set the lesson objectives (what exactly do you want to achieve)
2. Identify the target language and resources needed for the lesson (textbooks that suit the topic, AI platform...)
3. Lesson procedure (what comes first, second...)
4. Assessment methods (what methods/approches to use to ensure and check understanding)
5. Lesson reflection (what went well/badly...if you were to teach the same lesson again what would you change?)

Planning Lessons with the help of AI

Should we use AI to help plan our lessons?

**What are reasons for and against?
Please suggest in the chat**



Reasons for:

- Quick (1 second) – saves so much time
- Accurate English (saves checking and proof-reading)
- Creative
- Produces personalised materials (eg. texts about our local area / practice tasks with our learners' names in)

Reasons against:

- We need a device (Smart phone / laptop and data)
- Huge carbon footprint of AI – use it wisely
- We might stop thinking and being creative if we always rely on AI
- We must not pass off anything produced by AI as our own work

What else?

Do you know the answers to any of these questions?

1. What is generative AI?
2. What is AI not?
3. How do we interact with AI?
4. What can generative AI be used for?
5. How will AI impact writing skills?
6. What about using AI for cheating?
7. What about AI and plagiarism, copyright and bias?
8. What are AI hallucinations?
9. Will AI teachers replace us?
10. Can / should we use generative AI as much as possible?

All the questions on the previous slide are answered in this article:

<https://www.teachingenglish.org.uk/professional-development/teachers/integrating-ict/articles/generative-ai-and-language-classroom>

www.britishcouncil.org

What can generative AI be used for?

Generative AI can respond to prompts by producing a range of different media types.

It's commonly used to produce text, but it can also be used to produce other media types too.

- We can use it to produce images by describing what we want to see and the style of the image we want it to produce.
- It can be used to produce audio monologues and dialogues, using a wide range of authentic-sounding voices and accents, based on a script we provide.
- It can be used to produce music and songs based on a description, style, and theme.
- It can even be used to create life-like video based only on text descriptions.

It can produce all these media types at rapid speed. This offers teachers a huge range of potential uses that can save us a lot of time and effort.

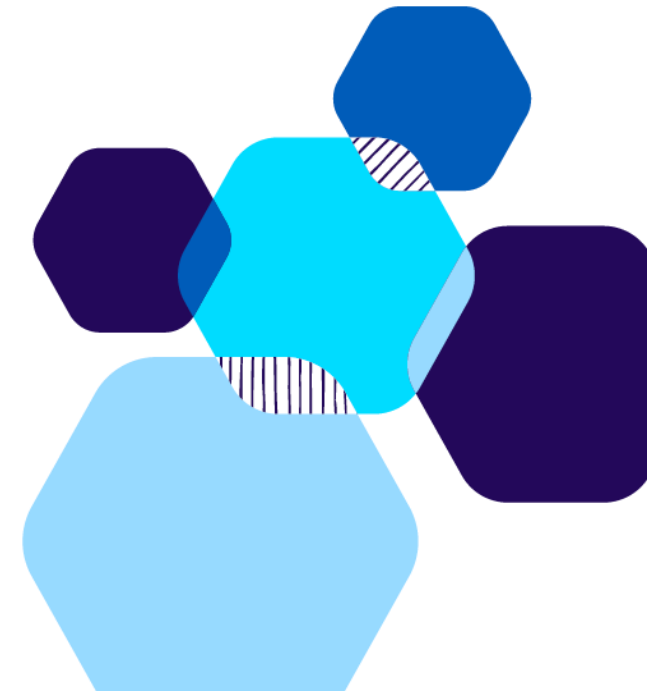
- We can use it to plan lessons for us and to create the worksheets, images and media content for the lessons.
- We can use it to produce questions and quiz-type activities based around any media we can find or produce.
- We can use it to produce a syllabus, to create assignments and assignment rubrics, and to mark, grade and give feedback on the assignments based on those rubrics.
- We can use it as a mentor and adviser to help us develop our knowledge and reflect on our teaching experiences. One way of doing this is to ask it to guide us through a specific reflection framework such as Gibbs' Reflective Cycle. ↗

What can ChatGPT help us with?

- A. A full lesson plan – which we can adapt / refine**
- B. A text – personalised for our learners / with multiple choice or T/F or open questions to check comprehension**
- C. A quiz / test on material taught – personalised for our group**
- D. Practice exercises – for grammar, vocabulary and skills**
- E. A creative activity eg. role play / team game – to motivate learners**
- F. Anything else that you ask for!**

Brief report on MELTA project

- Mozambique schools lack English teaching materials so MELTA PRELIM 3 project 2022-23 with CEA (UK partner) developed a lesson plan resource pack for grade 7 students, which is now available on meltaresources.wordpress.com
- 2024-5 British Council / MELTA project: to design grade 8 lesson plan resource pack with 60 Lesson Plans based on the National Curriculum, designed with AI



How MELTA is helping teachers plan lessons as part of the BC project

1. A webinar to explain the approach and how teachers will be supported
2. Three face-to-face workshops: North, Centre and South of Mozambique
3. Selected 2 teachers (MELTA Reps, Provincial English Advisors) from each of the 10 provinces to take part
4. One unit assigned to each province (6-8 plans per unit) = 60 – 80 lesson plans
5. Online and f2f meetings to demonstrate how AI (ChatGPT) can be used to plan lessons and to assist / check progress
6. WhatsApp group to assist teachers / share supporting materials:
 - Grade 8 syllabus; Lesson plan template; Unit outline template; Lesson vocabulary
 - . ToRs and checklist; Grade 7 teacher resource pack meltaresources@wordpress.com
7. Nine MELTA Governing bodies assigned for coordinating the process and mentoring the groups

Lesson Plan Design Checklist

Tick below accordingly.

The LP...	LP 1	LP2
1. is aligned to the National Curriculum		
2. addresses local cultural, linguistic, and contextual realities.		
3. is accessible, inclusive, and appropriate for students at the elementary level		
4. provide teachers with clear guidance, resources, and strategies for delivering these lessons effectively.		
5. focuses on key skills such as reading, writing, speaking, and listening with clear learning objectives for each lesson.		
6. Provide teachers with step-by-step instructions on lesson delivery, including interactive activities and group work that fosters collaboration.		
7. Integrate low-cost teaching materials and technology where possible to enhance the learning experience.		

Resources to support:

- Checklist
- Template
- Model lesson
- Vocabulary list



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Grade 8 Lesson Plan

TOPIC: Lesson No _____ Unit _____ - _____	
AIMS: • • •	
TIME:	
MATERIALS:	
STAGES	INSTRUCTIONS
1- (Duration)	
2-	

Where do we start?

<https://www.teachingenglish.org.uk/professional-development/teachers/integrating-ict/articles/getting-started-ai-language-classroom>

The **prompt** is so important – this must specify:

- Topic – give as much detail as possible
- Format – lesson plan? text? activity? quiz? 50 words? 200 words?
- Context – who is the class? where? age? interests?
- Style – informal / formal / persuasive/ funny etc

Also, we can teach learners to write good prompts:

eg. <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/lesson-plans/pre-intermediate-a2/my-ai-teacher>

Role-play cue cards: 'please create 5 simple role-play cue cards for ELT 14-year-old learners in Mozambique on the topic of traditional vs modern medicine'

Role-Play Cue Card 1: Visiting the Doctor

Situation: You have a stomachache. You visit a modern doctor to get advice.

Roles:

- **Patient:** Explain your symptoms and ask for advice.
- **Doctor:** Ask questions, suggest modern medicine, and give advice.

Role-Play Cue Card 2: Grandmother's Advice

Situation: You have a headache. Your grandmother wants you to try a traditional cure, but you are not sure.

Roles:

- **Grandmother:** Suggest a traditional remedy (e.g., "Drink lemon tea. It helps.").
- **Teenager:** Ask questions (e.g., "Does it really work?"). Say if you want to try it or not.

Role-Play Cue Card 5: Helping a Sick Neighbor

Situation: Your neighbor has a fever. One person wants to take them to the hospital. The other person wants to use traditional remedies.

Roles:

- **Neighbor 1:** Says, "A doctor can help. Let's go to the hospital."
- **Neighbor 2:** Says, "I know a tea that helps fever. Let's try it first."

Localised text and questions: ‘please give me a 140-word text at B1 level for Mozambican ELT teens, with 3 pre-reading discussion questions, 2 gist reading questions, 5 true/false reading for detail questions’

1. Who do people visit more in your area – traditional healers or doctors? Why?
2. Can you name an example of herbal medicine used in your community?
3. How are traditional and modern medicine different?

In Mozambique, both traditional and modern medicine are important for treating illnesses. Traditional healers, called curandeiros, use natural remedies like herbs, roots, and plants to make medicine. For example, they prepare teas or powders to treat fevers, stomachaches, or even spiritual problems. Many people trust traditional healers because their knowledge comes from generations of practice.

On the other hand, modern medicine uses hospitals, clinics, and pharmacies. Doctors and nurses use advanced tools, like stethoscopes and X-rays, to diagnose and treat diseases. They prescribe pills, injections, and other treatments to help patients recover. In cities like Maputo and Beira, hospitals and clinics are more common, but in rural areas, many people still rely on traditional medicine.

Today, some Mozambicans combine both systems. For example, someone may visit a healer for herbal remedies and a doctor for serious illnesses like malaria or diabetes. This combination helps people stay healthy while respecting local traditions.

Gist and reading for detail questions:

1. What do traditional healers in Mozambique use to treat patients?

- a) Pills b) Herbs c) X-rays

2. Where do doctors usually work?

- a) Forests b) Hospitals c) Markets

3. Why do some people combine traditional and modern medicine? a) To save money

- b) To respect traditions and stay healthy
c) Because doctors and healers work together

4. What tool is used by modern doctors?

- a) Mortar and pestle b) Stethoscope c) Herbal tea

5. In rural areas, who do people often visit first?

- a) Pharmacists b) Traditional healers c) Nurses

6. Modern medicine uses advanced tools like X-rays. (True/False)

7. Traditional healers prepare pills for their patients. (True/False)

8. Hospitals are more common in rural areas than in cities. (True/False)

9. Some Mozambicans use both traditional and modern medicine. (True/False)

10. Doctors use herbs to treat patients. (True/False)

11. Name one tool or method traditional healers use.

12. Where are hospitals more common, cities or rural areas?

13. Why do people trust traditional healers?

Personalised grammar practice: please give me an ELT grammar practice task with 8 questions for present perfect for Mozambican teenagers at B1 level using the context of climate crisis in Mozambique and incorporating the names: Marco, Anifa, Sandra, Armando

Instructions: Complete the sentences using the **present perfect** form of the verbs in brackets.

1. Marco _____ (**see**) many floods in his village in the last five years.
2. Anifa _____ (**hear**) about new projects to protect the environment.
3. Sandra and Armando _____ (**work**) with a local group to plant trees.
4. The government _____ (**not do**) enough to stop deforestation.
5. Scientists _____ (**warn**) people about rising temperatures in Mozambique.
6. Marco and Anifa _____ (**not experience**) a drought before this year.
7. How many trees _____ (**Sandra/plant**) to help stop soil erosion?
8. What solutions _____ (**Armando/suggest**) to fight the climate crisis?

Full lesson plan: ‘please give me a simple 40-minute ELT lesson plan for A2 teens in Mozambique to practise past simple with a text in the context of elections’

Lesson Objectives:

By the end of the lesson, students will be able to:

1. Identify past simple verbs in a short text about elections.
2. Use past simple to talk about past events.
3. Answer and ask questions about elections in the past.

Lesson Plan (40 minutes)

1. Warm-up (5 minutes) – Class Discussion

💬 **Question:** *What do you know about elections? (Who can vote? Why are elections important?)*

- Show a picture of an election in Mozambique (e.g., people voting).
- Elicit key words (e.g., vote, president, choose, people, leader).
- Write them on the board.

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2. Reading Activity (10 minutes) – Short Text with Past Simple

📖 **Text:** *(Write on the board or give a handout.)*

Last year, Mozambique had an election. Many people voted for a new president. The government prepared voting stations in cities and villages. On election day, people woke up early and went to vote. After the election, leaders counted the votes and announced the winner. People celebrated in the streets.

📄 **Task:** Students read the text and underline all past simple verbs.

🔍 **Check:** Elicit answers and write verbs on the board (*had, voted, prepared, woke up, went, counted, announced, celebrated*).



3. Grammar Focus (5 minutes) – Past Simple Rules

📌 Explanation:

- Regular verbs → *vote* → *voted*, *prepare* → *prepared*
- Irregular verbs → *have* → *had*, *go* → *went*
- **Form:** *subject + verb (-ed) / irregular verb*
- **Negative:** *did not + base verb (e.g., did not vote)*

💡 **Quick Check:** Ask students to give more past simple verbs.

5. Wrap-up (5 minutes) – Quick Review & Exit Ticket

- **Review:** Ask, *What did you learn today?*
- **Exit Ticket:** Each student says one sentence in past simple about elections.

4. Practice (10 minutes) – Fill in the Gaps & Questions

📄 Task 1: Fill in the Gaps

Students complete sentences using past simple:

1. Last year, the people _____ (choose) a new leader.
2. The election _____ (happen) in October.
3. My parents _____ (wake up) early to vote.
4. The winner _____ (be) happy.

🗨️ **Pair Check:** Students check answers with a partner.

🗨️ Task 2: Ask & Answer in Pairs

- **Q:** *Who did you vote for last year?*
- **A:** *I didn't vote because I was too young.*
- **Q:** *Did your parents vote?*
- **A:** *Yes, they voted in our village.*

🗨️ **Speaking Practice:** Pairs ask and answer questions about past elections.



Challenges and possible solutions with getting teachers to produce lesson plans and resources with AI

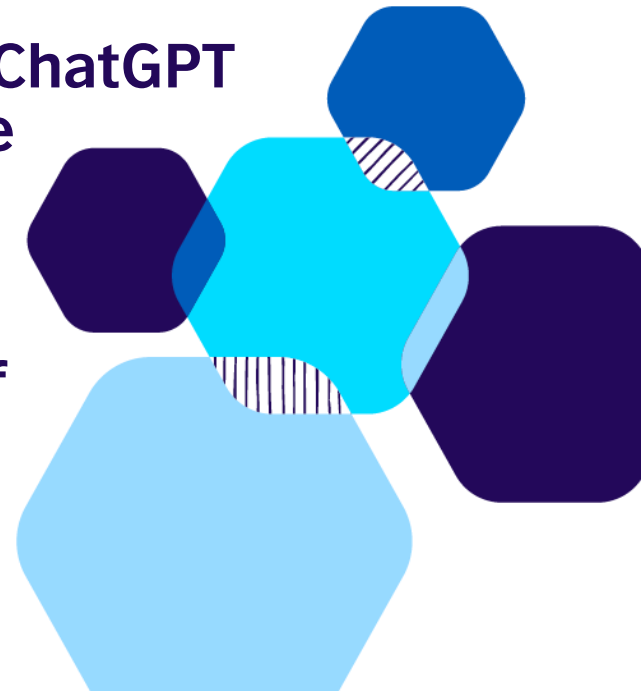
Challenges:

- Most teachers had very little or no knowledge of AI (ChatGPT)
- Teachers not confident with planning lessons and resources
- Lack of resources (Smart phones/ laptops)
- Post electoral instability which delayed the project

Possible solutions:

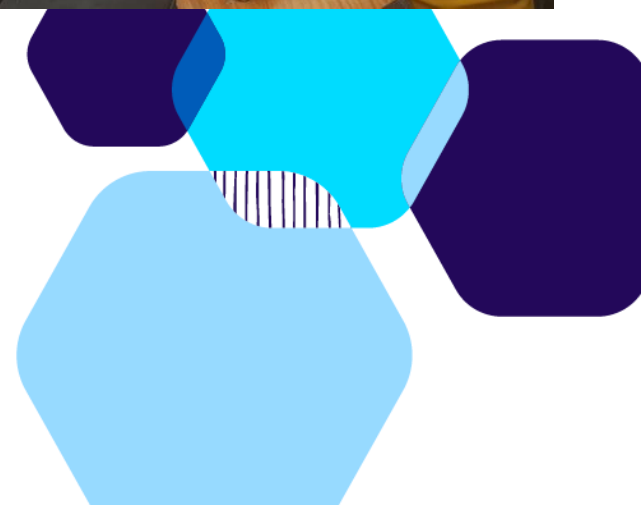
- MELTA ran training sessions on how to plan lessons using ChatGPT
- Planning with AI tools helped teachers develop confidence and knowledge
- Sharing phones and laptops / working in pairs or groups

Added bonus: the project developed everyone's awareness of what makes a good lesson AND IT skills



Next steps

- **Free WordPress website to post and share lesson plans and resources**
- **Try out all the plans and adapt if necessary**
- **Work with AI images to generate images to go with the plans / resources**
- **Develop more localised lesson materials!**



TeachingEnglish resource:

<https://www.teachingenglish.org.uk/publications/resource-books/ai-activities-and-resources-english-language-teachers>

**Set yourself a goal:
Look at / try out / share one new AI
activity every week**

AI activities and resources for English language teachers



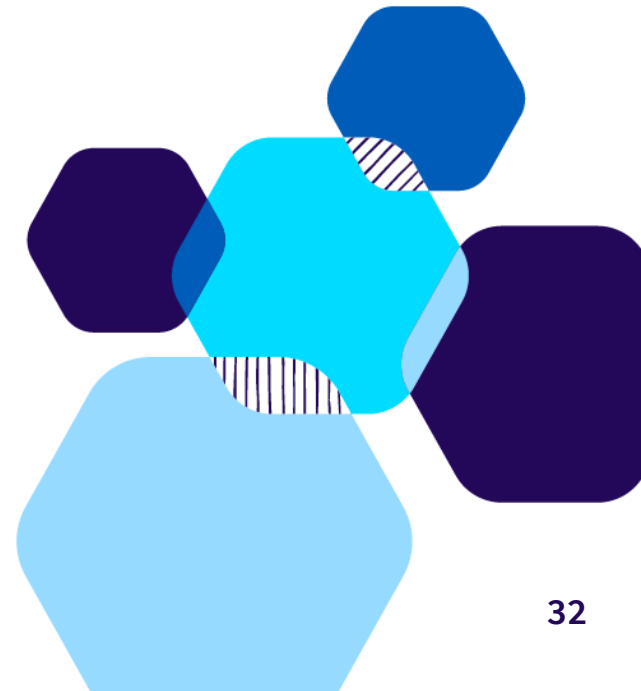
Take-away tips

Please try out the following before we meet in the Telegram English Connects group next week to discuss:

Think of your class and get ChatGPT / any other AI tool to provide a personalised:

- lesson plan
- activity
- text
- Quiz for them, and try it out

Let's discuss how this went!



Thank you
Any
questions?

