**BRITISH COUNCIL**

# English Connects Sub-Saharan Africa

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**Training plan for workshop introducing the teaching resource:**

**Supplementary activities for English language teaching: large class and low resource contexts**



**Aims**
**Course participants will:**
- become familiar with the *English Connects* supplementary teaching resource materials and structure
- try out some of the activities from the resource
- reflect on the activities and consider ways to adapt to own teaching context
- experience learner-centred training.

90-minute workshop/webinar
20–30 participants

## Stage 1A Get to know your trainer/the authors                    (15 minutes)

| | Answers |
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| Welcome course participants (CPs) and give any housekeeping rules. | |
| • Face to face: fire exits; switching off mobile phones, etc. | The authors have never been to Africa (false). AH has worked in Ethiopia, Senegal, Morocco, Gabon and Uganda; JH has taught English and trained teachers in Egypt, Libya, Ethiopia and Morocco. |
| • Online: use of microphones, chatbox, etc. | |
| **Activity** | |
| • Introduce Get To Know You (GTKY) activity: 2 truths and 1 lie. | The authors speak eight languages (true). AH: Dutch, French, English, German; JH: Arabic, French, Spanish, English. |
| ○ Put CPs in pairs and ask them to read the three statements and decide which two statements are true and which one is false, giving reasons. | |
| **Feedback** | |
| • Get predictions and then reveal answers. | The authors have trained more than 500 teachers in one workshop (true). AH: 600 in Iran, 2000 online; JH: 500 in Lebanon, 600 online. |
| **Reflection** | |
| • Hand out resource to CPs (or ask them to open their resource now) and ask them to turn to Unit 1 Classroom management page 17 to find this GTKY activity. | |
| ○ Remind them that it is good classroom management to only hand out a resource to students when you want them to look at it; handing out before instructions can distract students. | |
| ○ Show them that the activity has been slightly adapted for time reasons from 3 truths and 1 lie to 2 truths and 1 lie. | |
| ○ Highlight that, as teachers who know their students best, they should feel free to adapt activities to meet their own teaching context. | |

**Notes:**
If the trainer does not know the participants, they should carry out this activity using their own personal information (i.e. need to prepare three statements about self). If the trainer is already well-known by the participants, do this activity to give information about the authors of the resource; Anna Hasper (AH) and Jonathan Hadley (JH).

**If online:** Use breakout rooms to pair up CPs for the activity but bring them back to the main room for feedback and reflection.

## Stage 1B Engage participants: KWL activity          (10 minutes)
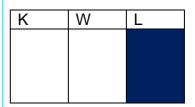
**Activity**
- Introduce CPs to the KWL activity.
  - Get them to draw a three-column table labelled KWL.
  - Ask them to make notes in column 1: what they already *Know* about the resource.
  - Then ask them to put questions in column 2: what do they *Want* to know about the resource.
  - Inform them that the 'L' stands for 'What I have *Learned* (from the workshop)' and this column will be completed at the end of the workshop when they will get time to reflect.

**Feedback**
- In pairs, CPs share their knowledge and questions.
- Ask for a few examples of 'Know' points and 'Want to know' questions.
- Make just a few comments at this stage (see *'Points to highlight'* opposite).

**Reflection**
- Ask CPs what they understand the purpose of this KWL activity to be.
  - To find how much they already know about the topic of the workshop (this shows us also what they don't know: the knowledge gap).
  - To find out what questions they have/what they are interested in (like a needs analysis); this is important as the workshop should provide all the information they want.
- Ask them to reflect, in pairs, on how the KWL activity could be used in their own classes, for example:
  - to find out what students already know/don't know about a topic or a language point
  - to find out what students are interested in and then get some feedback.
- Finally, ask them to quickly search through the resource to find where this KWL activity is given (Answer: Unit 1 Lesson planning, page 11).

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Points to highlight:
- This is a supplementary resource *not* a new coursebook or syllabus.
- Teachers can 'dip' into it for ideas, activities and strategies to support them in their classrooms as they use their regular coursebooks.
- The activities are designed to fit into the teacher's own curriculum/teaching materials and be a source for inspiration and guidance for them to use and adapt as appropriate in their teaching context.

**Notes:**

**If online:** Use breakout rooms to pair up CPs for the activity and the feedback but bring them back to the main room for reflection.

| Stage 2 Explore the resource: Treasure hunt activity | (20 minutes) |
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| Activity | To highlight in feedback: |
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| • Introduce the concept of a treasure hunt: using clues to find information as quickly as possible (a team game). <br>   o  Put CPs into small groups and show them the nine questions. <br>   o  Tell them that the aim of the activity is to find all the answers in the resource as quickly as possible. <br>   o  Inform them that the first answer has already been done as an example (refer back to page 11 where the KWL activity is given so that CPs can see what they must do). <br>   o  Give CPs six minutes to complete the task. <br><br> 1. On which page is the KWL activity? (example already done with CPs: page 11) <br> 2. If you don't know a technical word, where can you find the meaning? (Glossary) <br> 3. Find a quote – who said it? <br> 4. Find a website – why is it useful? <br> 5. On which pages is there a picture of students communicating with each other? (pages 24, 44, 54, 61, 68, 76) <br> 6. What is an example of useful language for giving instructions? <br> 7. Where are the Support and Extend activities? Why are they useful? <br> 8. Find one reflection question. <br> 9. What is the difference between Section A and Section B? <br><br> **Feedback** <br> • Go through the answers with CPs using Pose-Pause-Pounce-Bounce technique (see Unit 6 Assessing formatively, page 49). <br>   o  Ask question 2; pause; then select one CP to answer; 'bounce' to another CP to see if they agree or have a different answer; give final comment yourself (if needed). <br>   o  Repeat with all questions. | Focus of the resource is Communicative Language Teaching (CLT). <br><br> 3. Quotes are often from a leading expert; website references are given if CPs want to find out more information from this expert or gain deeper knowledge. <br><br> 4. Websites (for ease of access) are given for further reading (also one Youtube video is recommended); some of these references are more academic; these are all optional; many references come from the useful British Council website, TeachingEnglish. <br><br> 5. Pictures are given to highlight aspects of a CLT classroom and to illustrate some activities. <br><br> 6. A useful language box is given for every unit. <br><br> 7. These are differentiation activities. Support: for students who need more help. Extend: to challenge stronger students. <br><br> 9. Section A focusses on teacher interventions. It provides techniques and strategies for the teacher to use. Section B focusses on student-centred CLT activities for the four skills and language practice, often to increase meaningful speaking in the classroom, with a focus on what the students do. |

| **Reflection** | 8. There are three sets of reflection questions in every unit. Ask yourself at the start activates prior knowledge; Speaking personally in the middle gives a chance to reflect on the information pages and consider the topic as both a student and a teacher; End of unit reflection is for reflection at the end of the unit. These questions mirror the pre-/while-/post-questioning in a CLT lesson. |
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| • Reflect with CPs on the treasure hunt activity. | |
|   o What did they like about it/not like about it? | |
|   o How could it be used in their teaching context? (possible answer: use with students when giving out a new coursebook at the start of the academic year) | |
|   o The benefits of the activity. | |
|     - It practises different reading skills (skimming, scanning, reading for detail). | |
|     - It is communicative and engaging. | |
|     - If done with time limit as group race it is fun. | 9. Section A focusses on teacher interventions. It provides techniques and strategies for the teacher to use. Section B focusses on student-centred CLT activities for the four skills and language practice, often to increase meaningful speaking in the classroom, with a focus on what the students do. |
|     - It is good for mixed ability class (it draws upon different skills). | |
|     - It encourages critical thinking to decide the best approach for finding all the answers quickly (e.g. the team divides up the tasks). | |

**Notes:**

**If online:** Use breakout rooms to group CPs for the treasure hunt but bring them back to the main room for feedback and reflection.

| **Stage 3** Explore a communicative activity from the resource: Rolling dice | |
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| | **(25 minutes)** |
| **Activity** | **To highlight in feedback:** |
| • Carry out the rolling dice activity (see Unit 10 Practising new language page 82) to find out the beliefs of teachers.<br>  o Show the six questions to CPs.<br>  o Roll the dice; use the number to select the matching question.<br>  o Ask the CPs in pairs/small groups to discuss the question.<br>  o Get feedback after each question.<br>  o Repeat with another two questions.<br><br>1. Who do you think should speak more in the classroom? (See Unit 3 Encouraging English and Unit 8 Speaking)<br>2. Which do you feel is more important: teaching skills or teaching language?<br>3. What do you think the board is for? (See Unit 2 Classroom management)<br>4. How do you feel about pair and group work? (See Unit 2 Classroom management)<br>5. Do you think it is OK for learners to make mistakes in class? (See Unit 5 Giving and getting feedback)<br>6. Which do you feel is more important: accuracy or fluency? (See Unit 10 Practising new language)<br><br>**Feedback**<br>• Get feedback after each question.<br>• Thank CPs for their comments and try to:<br>  o connect with the principles that lie behind the resource<br>  o draw CPs' attention to the units that correspond (e.g. Question 3 – Classroom management).<br><br>**Reflection**<br>• Ask CPs to reflect on the activity as both 'students' and 'teachers'.<br>  o What did they like about it/not like about it?<br>  o How could it be used/adapted for their teaching context?<br>  o Is it possible with 100 students?<br>• Show CPs where in the resource it is given (Unit 10 Practising new language p82) and how adaptable it is for vocabulary, grammar, any topic for speaking. | The resource follows a CLT approach to teaching and places emphasis on student-centred learning.<br><br>1. Ideally students should speak more than the teacher but it is still important for the teacher to give input, instructions, comment in feedback (in English as much as possible).<br><br>2. Both are equally important.<br><br>3. Writing up admin, lesson aims, work in progress, new vocabulary, answers, possibly instructions. Needs to be well organised.<br><br>4. Very important to get students engaging and communicating; it adds variety to the class; allows the teacher to step back and monitor.<br><br>5. Yes! Mistakes are evidence of learning taking place.<br><br>6. Both are important. Some activities might focus on one more than the other (e.g. controlled practice to get language accuracy, a communicative speaking task to promote fluency). |

**Notes:**

- This activity does need preparation but the resource is minimal. Highlight to teachers that activities in the resource do need some preparation. You can refer them to the quote in Unit 1 Lesson planning: 'Failing to plan is planning to fail'.
- Bring a dice to the session (this can be made from a cardboard box; also see 'emergency dice' suggestion at the end).

**If online:** Use breakout rooms to pair up/group CPs for the activity. Then bring them back to the main room for feedback (do feedback in one block rather than after each question) and reflection.
Use an online dice generator, e.g. https://eslkidsgames.com/classroom-dice

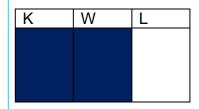| Stage 4 Plenary: Reflection on training | (15 minutes) |
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**Activity**
- Ask CPs to return to their KWL chart and make notes in column 3: what they have *Learned* about the resource.

**Feedback**
- In pairs, CPs share their comments. Do they have any questions left for the trainer to answer?

**Reflection**
- Ask CPs to reflect on the benefits of this stage in a lesson.
  - o Highlight the value of students reflecting at the end of a lesson on what they can do in relation to the lesson aims (see Unit 6 Assessing formatively for further information).
  - o Also, value of learning what went well with the lesson/what could be improved in the teaching next time.
  - o Elicit what a teacher should do after a lesson. Highlight the importance of teachers reflecting on their teaching and using activities from the resource to identify areas that went well and areas that could be improved next time. State that you (the trainer) will do the same after this session.
  - o End with a motivational quote (see suggestions in column).

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Possible motivational quotes to end the workshop:

'When teachers stop learning, so do students.'
*Jim Knight (former Minister for Schools and Learning, UK, b. 1965)*

'We do not learn from experience … we learn from reflecting on experience.'
*John Dewey (Educational reformer, USA, 1859–1952)*

**Notes:**

**If online:** Conduct this stage in the main room. Ask CPs to write one adjective in the chatbox to describe the training workshop

| Any Other Business | (5 minutes) |
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- Ask CPs to complete training feedback form.
- Hand out end of training certificates.
- Give details of further British Council training opportunities with contact details for more information.

Emergency Dice – if you don't have dice (real or prepared) to hand

A dice can be replicated by having random numbers 1–6 written on paper (or on the board).Get a CP to close their eyes (or blindfold them) and stab the paper with a pen/pencil (or hit the board with a rolled-up newspaper). Where the pencil (newspaper) lands, that's the number selected!

Example:

- numbers can be written in any order
- no need for grid lines
- just write up the numbers randomly and as quickly as possible!

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| 6 | 5 | 4 | 3 | 2 | 1 |
| 2 | 3 | 4 | 5 | 6 | 2 |
| 5 | 4 | 3 | 2 | 1 | 3 |
| 6 | 1 | 2 | 3 | 5 | 4 |
| 1 | 5 | 2 | 6 | 3 | 5 |
| 4 | 3 | 6 | 2 | 5 | 6 |
| 6 | 5 | 1 | 3 | 4 | 1 |