# English Connects Professional development for teachers

## Unit 6: Using teaching aids

Trainer Notes

## Learning outcomes

**Notes:** The following summary is for you and the participants. It explains what you can expect to achieve by following the tasks in this worksheet. It also details what tasks the participants will undertake when they watch the video which this worksheet accompanies.

1    This worksheet has the following aims:

A    to help us think about how to best exploit available resources;
B    to help us reflect on the range of teaching aids which we use regularly;
C    to help us think about the teaching aids we would most like to experiment with;
D    to decide which teaching aids are most appropriate for which types of activity;
E    to look for information about teaching aids we have not yet used in order to find out which we would most like to try out if we could.

2    This worksheet accompanies the video so that participants can:

A    Identify which teachers use which teaching aids.
B    Identify what individual teachers employ their teaching aids to do.
C    Reflect on our own use of teaching aids.

This unit complements the professional practice of 'Managing Resources' from the CPD Framework for teachers  https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources

## 1 Lead in

**Notes:** Have participants look through the list of teaching aids included here. Make sure they are clear about what they all are. If necessary, have pictures to show the different things.

Now tell them to look at the chart and put the teaching aids in the column which best applies to them. They should do this individually. Give them time to do this.

When participants have filled in their charts, let them compare with their colleagues in pairs or small groups. Lead a discussion to find out what they have been saying and open up the discussion so that everyone's views get heard.

1    Put the following teaching aids in one, or more of the three columns.

| | | |
|---|---|---|
| Blackboard | Interactive | Smartphone |
| Board games | Black/Whiteboard | Sound system |
| CD player | Smartboard | Strips of paper |
| Computer | Large pictures | Tablet/ ipad |
| Data projector | Overhead projector | Tape recorder |
| Dice | Puppets | Worksheets/ |
| Flashcards | Realia (real objects) | photocopies |
| Flip charts | Reusable cards | |

| The most-least useful for you and the students | The ones you use most-least often | The ones you have easy-difficult access too |
|---|---|---|
| | | |

**Notes:**    Give individual participants time to think about question 2 and write in the space provided.

Lead a discussion about what they have chosen. Encourage them to explain why they would want to use these things. The important question for them to answer is what benefit there would be for (a) them and (b) their students, and (c) learning success.

2   If there are any teaching aids on the list which you do not have access to, which would you most like to use and why? Make notes in the space provided

## 2 Watching the video

Notes:    You can make a choice about how participants watch the video and answer the questions. Here are some options.

**Unit 6 –** Using teaching aids | © British Council 2020                                            3

1    Which of the teachers below uses which of the aids below

> Adjoumi    Anderson    Annick    Annestine    Elsie
> Gogan    Jules    Marceline    Messe

A    a large sheet of paper _____
B    an iphone _____
C    a spray can _____
D    flashcards (paper, not card!) _____
E    photocopies _____
F    pictures _____
G    realia _____
H    the board _____
J    Worksheets _____

**Answers**
A Elsie, B Anderson, C Marceline, D Adjoumi, E Annick, F Elsie, Annestine, G Adjoumi, Marceline, Jules, Anderson, H  Adjoumi, Annick, Marceline, Anderson, Elsie, Gogan, J Anderson, Adjoumi

2    Who uses

A    Flash cards to do a cue-response drill _____
B    Realia to demonstrate a concept _____
C    Realia to show a thing _____
D    The board to have students write things_____
E    The board to display pictures or charts_____
F    the board to show grammar structure _____
G    the board to write new words _____
H    the board to write marker sentences _____
J    Large paper for a pre-prepared exercise_____
G    Worksheets for students to do exercises in_____

H     Photocopies with reading texts_____

J     Large pictures to stick on the walls or the board_____

K     Iphone and speaker to play a song_____

**Answers**

A Adjoumi, B Anderson, C Marceline, Jules,  Adjoumi, D Annick, E, Marceline, Elsie, F Elsie, G Adjoumi, H Anderson, J Elsie, K Anderson, Adjoumi,

## 3. Uses of teaching aids

**Notes:**    Ask participants to look at the chart. Explain that they should think about how they get students to e.g. concentrate on grammar or do written exercises – the items listed in the left-hand column. They should then think about the teaching aids that they think work best for that items – i.e. is the board the best aid to use to demonstrate grammar or do they prefer using gesture or mime, for example. They then explain in note for how they do it.

    When they have done this individually as far as they are able put them in pairs or groups to compare their charts and see if there is anything surprising about the different aids and procedures that the different people have chosen.

    Lead a feedback session in which participants explain what they have chosen and why – what do they do exactly. Guide the discussion into seeing what each process most needs and why any particular teaching aids is most appropriate for this.

1    Complete the chart with the teaching aids which you think are most appropriate for the various teaching and learning processes detailed there. Give examples.

| Teaching and learning processes | Appropriate aid(s) | Examples of how to use them |
|---|---|---|
| Concentrating on new grammar | | |
| Demonstrating meanings and concepts | | |
| Doing written exercises | | |
| Learning words | | |
| Listening to things | | |
| Looking at grammar | | |
| Being stimulated to have ides for | | |

| | | |
|---|---|---|
| e.g. creative writing | | |
| Making dialogues | | |
| Practising words | | |
| Reading stories | | |
| Thinking about topics & language | | |
| Watching things | | |
| Writing in general | | |
| Writing in public | | |
| | | |
| | | |

**Answers**

It is difficult to give firm and precise answers for this chart since it is all about personal preference and what one teacher chooses may be different from his or her colleagues. Here are possible suggestions. However, bear in mind that what participants choose as 'appropriate aids' may reflect their own practice rather than what is detailed here.

| Teaching and learning processes | Appropriate aid(s) | Examples of how to use them |
|---|---|---|
| Concentrating on new grammar | The board | When explaining the grammar of, for example, active and passive sentences, we can write an active sentence 'the dog bit the man', and then underneath it write 'the man was bitten by the dog'. By having arrows from 'dog' to 'dog' in the first sentence and the second, and 'man' and 'man' and circling 'by' in the second sentence, we clearly demonstrate the basic relationship between the two 'voices'.<br><br>Coloured chalk is also very useful here – e.g. to write the 's' of the 3rd person singular in present simple sentences or, as one of our |

| | | |
|---|---|---|
| | | teachers does in a video does, to write the grammar focus (in his case should and shouldn't) in a sentence, the rest of which is written in normal white chalk. |
| Demonstrating meanings and concepts | Realia | The easiest way to demonstrate meaning is to show an object(s). For example, as the most basic level, holding up a pen and saying, clearly 'pen' makes the meaning of the word clear.  which is the word that students are learning. We can go further, as Anderson does in the video, and show a number of 'beauty' products to explain 'cosmetics'. |
| | Mime, gesture, expression | We can use facial expressions to show meanings such as 'sad' or 'happy'. We can use gesture to show 'tiny', 'small', 'big' and 'huge'. We can use mime to show concepts such as 'walking', 'strolling', 'marching', 'limping' etc. |

**Notes:** Have participants (in a whole group setting) discuss the teaching aids they use and how they have used them in the light of the discussion for the previous task.

2    Choose two of these teaching and learning processes. Describe what teaching aids you have used to do them in your own teaching practice.

## 4. Takeaway thoughts

**Notes:** Draw participants' attention to the question and ask them to make a note of which aids they use, and think, briefly, about how they use them.

1    Which other uses of teaching aids that you saw on the video do you use yourself?

Have participants share their answer(s) in pairs and groups. Then they tell the whole group answers from their colleagues that they found most surprising and useful. Have them explain what they found useful and why.

2      Which uses of the teaching aids that you saw on the video do you most want to try? Why?

For question 2 repeat the procedure for question 1 above.

3      Think of three different lessons where using realia might be useful.

| Topic | Lesson 1: | Lesson 2: | Lesson 3: |
|---|---|---|---|
| What realia could you use? | | | |
| How could you use it? | | | |

**Notes:**      Ensure everyone has specific ideas for their next three lessons. Have them share their ideas and suggest more use of teaching aids where appropriate and possible.

## 5. Explore

In this video you saw the teachers using a variety of **teaching aids** (the **board**, **pictures**, **worksheets**, **flashcards** and **realia**) to make their classes more engaging.

In this section you can follow up on the video by accessing a number of **articles, activities**, and **videos** on the BBC and British Council's **TeachingEnglish website**. These should provide you with further ideas, activities, knowledge, skills and techniques to fully utilise all the teaching aids you have in your school and classroom.

| Sub-topic | Resource Title | Link | Type of Reso |
|---|---|---|---|
| **Using the Board:** | **"Using the board"** | https://www.teachingenglish.org.uk/article/using-board | **Article Sue Clarke** |
| | **"Slap the board"** | https://www.teachingenglish.org.uk/article/slap-board-a-vocabulary-revision-activity | **Activity Psyche Kenn** |
| | **"Hot Seat"** | https://www.teachingenglish.org.uk/article/hot-seat-0 | **Activity Callum Rober** |

| | | | |
|---|---|---|---|
| **Using Worksheets, Pictures and Flashcards** | **"Why make worksheets?"** | https://www.teachingenglish.org.uk/blogs/philwade/phil-wade-why-make-worksheets | **Article Phil Wade** |
| | **"Picture Stories in the Communicative Classroom"** | https://www.teachingenglish.org.uk/article/picture-stories-communicative-classroom | **Article Jennifer Goo** |
| | **"Picture to Story"** | https://www.teachingenglish.org.uk/article/picture-story | **Speaking/wr Activity Derek Spaffo** |
| | **"Using Flash cards with Young Learners"** | https://www.teachingenglish.org.uk/article/using-flash-cards-young-learners | **Article Joanna Budd** |
| | **"Kids and Vocabulary"** | https://www.teachingenglish.org.uk/article/kids-vocabulary | **Article Carolyne Arc** |
| | **"Drawing"** | https://www.teachingenglish.org.uk/article/how-draw-people-actions https://www.teachingenglish.org.uk/article/how-draw-animals https://www.teachingenglish.org.uk/article/how-draw-cats-dogs-birds | **Video Paul Millard** |
| | **"Conveying Meaning"** | https://www.teachingenglish.org.uk/article/conveying-meaning | **Article Nic Peachey** |

| | | | |
|---|---|---|---|
| **Using realia (real objects)** | **"Realia"** | https://www.teachingenglish.org.uk/blogs/rachael-roberts/rachael-roberts-realia | **Article Rachael Rob** |
| | **"The teacher as a teaching aid"** | https://www.teachingenglish.org.uk/article/teacher-a-teaching-aid | **Article Sima Jalil** |

# Technology as teaching aids

**Notes:**    Decide whether you want to do this task 'on the spot' or whether you want to give participants time to do some research first.

Participants works in pairs to write notes describing anything they might know about the topics mentioned here. If some participants have smart phones, have them goggle these ideas. When they have done that the pairs can share their information.

Many education systems are starting to use a lot more technology for remote teaching, to stimulate student learning, and to deal with lockdowns caused by pandemics.

What do you know about the following? Write notes in the spaces provided.

| The Flipped classroom |
| --- |
| |

| The hole-in-the-wall experiment |
| --- |
| |

| Teaching with Zoom/Skype |
| --- |
| |

| Apps for teaching/learning languages |
| --- |
| |

Participants ask each other for more information and/or they use the internet, their smartphones or any other source of information to find out as much as they can. You might want to divide the group into groups and have each one look at one of the topics here.

When they have had time to do their research – either in-session or on their own, at a later date – lead a discussion in which they tell you what they have found out. Things to draw out of the discussion include:

**The Flipped classroom** is what teachers have always done – having students prepare for classes to come with homework, reading etc. But with video lectures/lessons etc we can give input sessions so that class time can be spent on interaction and workbook-type activities.

**The hole-in-the-wall** was an experiment where a researcher (Sugata Mitra) put computers at child height in walls in a New Delhi slum and other parts of India and then watched as kids learnt how to use it on their own. This lead him – in common with many other researchers that came before him, and backed up by the experience of many teachers – to suggest that if kids are curious enough they can discover and learn on their own. Technology (the internet etc), he suggested, gave them, finally, a chance to do this in whatever circumstance they found themselves. Significant doubt has been cast on his research since its original popularity, but the idea that we do not have to teach everything – that getting students eager to learn is the key – is worth constantly re-iterating.

**Teaching with Zoom/Skype**: it is possible to teach even when the teacher and the students are not in the same classroom. We can use on-line platforms like Zoom and Skype so that teacher and students can see & hear each other. Of course, everything depends on teachers and students all having decent technology and, crucially, good internet access – and that's a big thing to ask. But if we and they have those things then Zoom and Skype can allow something very much like genuine classroom interaction.

They allow teachers to share their screens, send over homework etc even as they talk. We can even put students in different groups so they can interact 'away' from the other groups. Of course, the big advantage is that everyone who takes part can be in separate places – even different cities or time zones! However, this is a 'pipe dream' for many people, and, importantly, we need to develop different methodologies if we want to be really successful at this.

There are many **apps for teaching & learning languages** – and even ordinary phone/tablet apps such as Whatsapp, Face Time. Twitter etc can be used by teachers and groups of students with a bit of imagination. For example teachers can set up closed student groups on Face Time or Whatsapp where everyone can interact with messages.

There are learning apps where students can study individually. As yet, they have not been shown to work incredibly well – though for motivated students, they will only help.

A     Find out as much as you can about these new ways of teaching. Use the internet to search out useful sources of information. Share them with your colleagues.

**Notes:** Conduct a freewheeling discussion with the participants. The most interesting thing is WHY they would like to use a particular things. What *learning* or *teaching* advantage might it have for them and why? Another aspect to consider is what is possible in your context. CV19 has forced us all to change how we think about delivering education. What is happening where you live? What could happen?

B       Which would you most like to use with your students? Why?