


If I don't use a textbook, what can I use?

Panel discussion handout

Idea 1: How can you practice and revise with limited resources?

by Alegra Nikolova- Ristovska

Below you can find some low resources and no prep time games to practice and revise vocabulary and grammar with young learners.

	How to play:	Good for:
Sharks	T draws a cliff line and 1-2 sharks; Ss guess the word dropping lower with every mistake; It can be done as a pair activity or a whole class activity (1-2 min)	Vocabulary practice at the end of a lesson or revision at the end of a module
Stars	Ss are in groups, one group thinks of a word for the other group to guess (traditional hangman style), for every mistake T draws one tip of a star, the winning team has the least number of stars (3-4 min)	Vocabulary practice at the end of the lesson, revision at the end of the module or semester
Rectangles / squares	T draws rectangles and squares for every letter in the word and then: Option: Draw shapes for one word that Ss guess letter by letter; Option 2: 4-7 words, give them time to think and they guess whole words (2-3 min)	Vocabulary practice at the end of the lesson or revision ( bread)
Give me a..	Ss are lined up one after the other right before they leave the classroom, T says e.g. Give me a farm/wild/ baby animal! (if the S names one correctly, he/she can exit, if not, they go to the back of the row; (1-2 min)	Vocabulary practice at the end of a module or revision at the end of a semester

Get out of here!	Ss are in a row; T asks a question, if the S answers correctly, T says: Get out of here!; if not, the S goes at the back of the row. I always start with YES/NO questions (Ss aged 7-8), then with WH- questions at least two times (Ss aged 8-9) and mixed questions (Ss aged 9-10); (3-4 min) The Ss are excited to 'play a game' without even realizing it's a grammar revision.	Practicing or revising grammar structures such as questions and answers as in the example on the left, but also positive to negative sentences etc.
-------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------

Idea 2: Interactive sentence construction task

By Daniel Tse

Introduction

This interactive sentence construction task is a type of grammar practice activity. Teachers can use it with teenage and adult learners from B1/pre-intermediate level upwards. Other than pen and paper, no textbook material is required at all. In this accuracy-oriented activity, students focus on pronunciation and form when practising a two-clause grammatical structure, e.g. the third conditional. Overall, this interactive sentence construction task can be considered a Dogme activity as it represents a communicative, materials-free approach to teaching/learning.

The task

This task, including post-task feedback and error correction, takes at least 15 minutes. The procedure for setting it up is as follows:

Stage 1: In task preparation, each student works alone and writes five separate 'if'-clauses, followed by five main clauses. Teachers can adjust the number of clauses depending on the class size or students' ability. The table below illustrates what an individual student is expected to produce at this stage:

	'if'-clause	main clause
written examples	If I'd left home earlier this morning, ... If I hadn't texted my friend, ...	I would have bought a new bicycle. I wouldn't have left my phone at home.

Stage 2: After task preparation, teachers divide the students in pairs. Student A reads aloud one of his or her 'if'-clauses, which Student B continues orally with his or her own ideas. The target language production, therefore, is a full sentence in the third conditional.

Other two-part grammatical structures with which teachers can use this activity include the future-time clauses (*I'll text you as soon as I get home.*), concessive clauses (*Despite the initial delay, we got to the destination on time.*), and inversion (*Not only did I pass my test, but I also got the highest mark in my class.*).

Idea 3: Effective low-tech resources: radio and mobile phones

By Nnenna Ben-Ekechukwu

Below are some tips if you want to teach with **radio**, where students make their own shows.

- You/they need a good **recorder to capture clear audio**. Use an inexpensive USB, or a free and low-cost option is a mobile phone recorder.
- You need **editing software**. Use free editing tools like Ocenaudio (good for beginners - www.ocenaudio.com), or Audacity, (more advanced - www.audacityteam.org/).
- Then, students need to craft **concise talking points**. To help them do this:
 - Students should develop short scripts outlining key points for different discussion segments.
 - They include impactful statistics, anecdotes, or quotes to enhance contributions.
- **Students need practice**. Tell them 'Practice makes you own your presenting skills'. Give them advice. Ask them to use a recording app to rehearse your delivery, focusing on:
 - **Intonation**: Vary pitch to keep the audience engaged.
 - **Language**: Ensure clear and concise sentence structure, vocabulary usage.
 - **Delivery**: Speak confidently and articulately.
 - **Comfort**: Practice until you feel relaxed and natural while delivering your points.

Below are some tips if you want to teach with **mobile phones**, where teachers produce self-access resources for their students. **If possible**, find telecommunications companies in your region to toll-free lines, or utilize instant messaging apps like Whatsapp/Telegram. With co-creation in mind, find teachers who can work with you to create relevant content. Some compelling ideas you could showcase are:

- **Story & song hotline**: Interactive stories and singalongs delivered by phone.
- **Dial-A-Challenge**: embed some grammatical errors in a conversation and see if the students notice the errors.
- **Real-world English**: Connect learners for real-time conversation practice via phone calls. Simulate everyday situations (ordering food, booking appointments) by phone.
- **Idiom express**: Learn and practice common idioms and retell the idiom.
- **My Seven wonders**: Learner explores and celebrates their wonders through phone calls with proficient English speakers/other learners all from a toll-free line/free messaging.

A recording of this panel discussion can be watched here:

<https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/managing-resources-mini-event>