



# Managing resources

## Teaching **English**

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## How to use this resource

### Teachers

Work through the module at your own pace. Do the self-assessment activity on the page after the Introduction to check your skills in this professional practice. The self-assessment activity will help you to decide which elements of practice you want to improve. Each area has four sections:

- A Analyse: Can you advise these teachers?** This section looks at real teachers' situations and a part of the practice they're finding difficult. Think of the advice you would give the teachers in the case studies. This section helps you to think about what you already do, and gives you some ideas to try in your own classes.
- B Think: What do you know?** This section gives an explanation of the area of practice. It might have new terminology. It is a good idea to have an ELT glossary, such as the [Teaching knowledge database](#) on the TeachingEnglish website, open for you to look up any words you don't know. This section also has a short task for you to check your understanding of the area of practice described.
- C Try: How does it work?** This section asks you to try something out in a class or over a number of lessons. The tasks will help you to think more about the area of practice in Section B and also to understand how the area applies to your teaching context. Some of the tasks need resources, but many can be done without any special preparation. It is a good idea to read several in-classroom tasks and then plan which task to do, with which groups of learners, and when.
- D Work together: What will help your teaching?** These sections have ideas for how you and your colleagues can do the activities together and support each other's professional development. If you are working on your own, then choose some of these activities and think about the questions. It's a good idea to keep a journal of your thoughts.

If you can, make a regular time to meet in a teachers' club or activity group, and together discuss your self-reflections. Write a plan for the year, deciding which sections to look at each time you meet. Make sure you consider the time you need for the in-classroom task, as you will need to do some things before the meeting, and so that you have ideas to talk about with your teacher activity group.

### Teacher educators

If you're a teacher educator working with teachers, there are many ways you can use this resource. Get an idea of the teachers' strengths and weaknesses using the self-reflection page. You can also use other needs analyses you've done with your teachers, such as observations of classes and informal chats about their professional development.

Next, create a professional development plan for your teachers, choosing three to five of the most useful elements over a school year. Ask the teachers for their input into the plan as well, so they feel in control of their professional development.

If the teachers you are working with are in a group, you can use many of the *Work together* ideas. If you're working with individual teachers, you might like to work through sections yourself first, with your own classes if you have them, or perhaps by team-teaching parts of your teachers' classes, so that you can discuss and compare ideas.

## Managing resources: Introduction

A teaching resource is anything a teacher uses to help them teach and the learners to learn. Resources can include equipment and devices (e.g. computers and whiteboards), print materials (e.g. coursebooks and dictionaries), digital materials (videos, websites and apps), human resources (learners and experts) or real objects (movie timetables, menus and personal photos).

When we talk about managing these resources, it means choosing ones that are appropriate to meet your learners' needs and the aims of your lessons. If there are no suitable ready-made materials available, it means being able to adapt existing ones or make your own. Resource management includes having an efficient system for storing your materials and resources. In this module you will also look at how to explain your reasons for choosing particular resources and strategies for using them effectively in class.

From our research and work with teachers, the six elements of this professional practice that most teachers ask for help with are:

### 1 **Selecting resources**

There are many resources available to teachers, from blackboards to digital devices, paper dictionaries to online materials, and everything in between. However, that doesn't mean they are all effective or appropriate for your learners. It is important to evaluate any new resources you want to use. This element looks at the range of resources available and how to make sure the ones you select are appropriate for your learners and lessons.

### 2 **Developing and adapting materials and resources**

Is your coursebook ever too easy or too difficult? Do you ever find some topics and texts are not appropriate or relevant for your classes? Do your learners ever get bored with the coursebook? Perhaps you don't have a coursebook or very many resources at all? In this module you will investigate some ways to change materials, as well as tips for making your own worksheets and presentations.

### 3 **Using materials effectively in the classroom with appropriate pedagogical strategies**

We would all love to teach in a world where there's plenty of money and we could afford to buy any teaching materials we wanted. However, while some materials may be appealing because they are fancy and colourful, they are really only as effective as the teacher who uses them. When you use appropriate pedagogical strategies (teaching techniques), learning is effective and enjoyable with even the simplest of tools.

### 4 **Making effective use of stationery, equipment and technology to support learning**

Although you might look at other classrooms and think *If only I had a computer/coursebook/Wi-Fi*, etc., it's not what you have but what you do with it that matters. The best teachers make even the simplest resources work because they understand their learners' needs, and how to plan lessons that meet those needs effectively. This module focuses particularly on making effective use of the board.

### 5 **Developing and maintaining a system for storing and retrieving materials**







If you have to spend extra time searching for 'lost' materials, it interrupts your thinking and wastes time for both you and the learners. A tidy and organised workspace/classroom helps to clear your mind so that you are more productive and creative, and this is true for your learners as well. A good system for storing and retrieving (finding) your materials helps you to plan for and manage learning effectively.

### 6 **Articulating the rationale for the resources you use to your colleagues, learners and others**

The rationale for a resource you use is all the reasons that explain why you chose that particular resource. When you articulate a rationale, you explain it clearly and effectively. You articulate a rationale when you help learners to understand why they are doing an activity and what they will learn. A rationale is also useful when you want to explain a resource you like/don't like to a colleague, or request money for new resources.

## Managing resources: Self-reflection

The table lists the elements that are included in this chapter. Consider what you already know and what you're good at. Self-assess by colouring in the stars. You can colour in more stars as you progress. The page numbers show where you can find out more about the element and work through some related professional development tasks.

Element	Rating	Pages
1. Selecting resources		4–7
2. Developing and adapting materials and resources		8–11
3. Using materials effectively in the classroom with appropriate pedagogical strategies		12–15
4. Making effective use of stationery, equipment and technology to support learning		16–19
5. Developing and maintaining a system for storing and retrieving materials		20–23
6. Articulating the rationale for the resources you use to your colleagues, learners and others		24–27

### Further reading

Moon, J (2005) *Children Learning English: A guidebook for English language teachers*. Oxford: Macmillan Education. See particularly Chapter 7.

One Stop English (n.d.) Teaching English with minimal resources. Available online at: [www.onestopenglish.com/methodology/minimal-resources/](http://www.onestopenglish.com/methodology/minimal-resources/)

Ur, P and Wright, A (1992) *Five-minute activities: A resource book of short activities*. Cambridge: Cambridge University Press.

Wright, A (1997) *1000 pictures for teachers to copy*. London: Longman.

British Council (n.d.) Managing resources. Available online at: <https://www.teachingenglish.org.uk/teacher-development/continuing-professional-development/managing-resources>

British Council (n.d.) How to draw people and actions. Available online at: <https://www.teachingenglish.org.uk/article/how-draw-people-actions>

British Council (n.d.) Activities. Available online at: <https://www.teachingenglish.org.uk/teaching-teens/resources/activities>

British Council (n.d.) Resources. Available online at: <https://www.teachingenglish.org.uk/teaching-teens/resources>



## Introduction

To keep your lessons fresh and interesting, it's a good idea to use a variety of different resources. Learners can get bored if lessons always follow the next page in the book or always involve copying off the board. A new resource can motivate learners and make your lesson memorable. There are many resources available to teachers, from blackboards to digital devices, from paper dictionaries to online materials, and everything in between. However, that doesn't mean they are all effective or appropriate for your learners. It is important to evaluate any new resource you want to use. Does it cover the right language and skills? Is it useful and relevant to the learners' lives? Is it appropriate for the ages, levels and cultures in the class? Is it attractive and interesting? From your point of view, you also want to consider whether it is easy to prepare and use.

## Aims

### In this section you will:

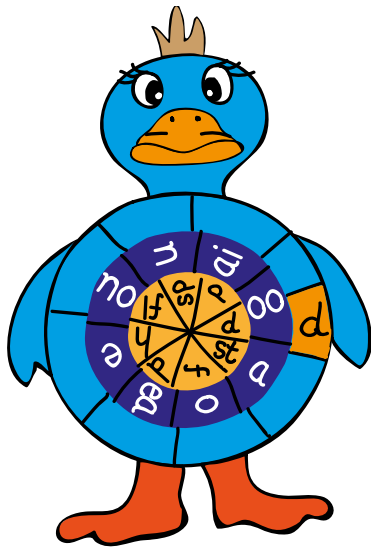
- evaluate resources teachers have made to decide their strengths and weaknesses
- think about the resources that you already use in your classroom and select some new ones to try
- use a checklist to evaluate new resources and try out a new resource with your learners
- work with your colleagues to create a school evaluation checklist and share ideas for new resources.

# 1A

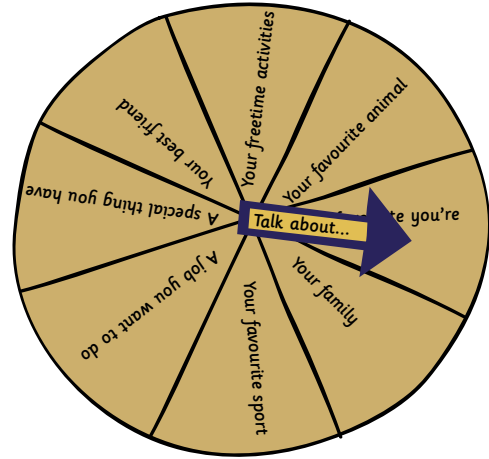
## Analyse: Can you advise this teacher?

Maria has been teaching for two years. She wants to try making some new resources to bring variety to her lessons. What do you think are the strengths and weaknesses of each of these teacher-made resources?

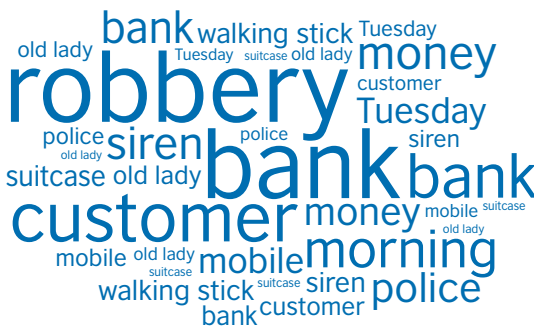
**A**



**B**



**C**



**D**

### Interview with a classmate

1. Think about the questions you need to ask.
2. Interview your classmate and write short answers on the lines below.

What/name? \_\_\_\_\_

What/born? \_\_\_\_\_

How old/you? \_\_\_\_\_

Where/live? \_\_\_\_\_

Free time? \_\_\_\_\_

Favourite subject? \_\_\_\_\_

(Your question) \_\_\_\_\_

(Your question) \_\_\_\_\_

### Reflection

- Draw up a table and think about the purpose of each resource, its strengths and its weaknesses.

Resource	Purpose	Strengths	Weaknesses
A	To practise blending sounds		

Now read the suggested answers in the *Answers and commentary* section on page 28.

# 1B Think: What do you know?

Even if you have an effective coursebook, it is still a good idea to bring other resources to the classroom to help you meet the particular needs of your learners. Lessons become more engaging and memorable when there is variety. While your learners will definitely thank you for bringing something new, it is important to evaluate these resources to make sure they are the most appropriate for achieving the lesson aims. You also want to consider how long they will take to prepare, what support learners will need and what activities will work well before and after them. In this section we look at some of the many different teaching resources you can choose from.

## Activity

Match the titles to each group of resources below:

**A.** media; **B.** print materials; **C.** real objects; **D.** learner-made materials; **E.** digital resources

1. \_\_\_\_\_

- Websites/online materials
- Videos
- Audios
- Books
- Magazines
- Newspapers

2. \_\_\_\_\_

- Personal photos
- Board games
- Brochures
- Menus
- Food packages
- Advertisements
- Comic books

3. \_\_\_\_\_

- Coursebooks
- Teacher's books
- Dictionaries
- Crosswords/puzzles
- Storybooks/graded readers
- Classroom activity books
- Worksheets
- Flashcards

4. \_\_\_\_\_

- Computer/laptop
- Tablet
- Projector
- Interactive whiteboard (IWB)
- CD player
- TV/DVD player

5. \_\_\_\_\_

- Posters
- Videos
- Puppets/masks
- Websites
- Quizzes
- Stories

Now read the *Answers and commentary* section on page 28.

## Reflection

- Tick any resources that you use already and put an asterisk (\*) next to any that you would like to try. What makes you interested in the ones you asterisked? Are there any you are unsure about?
- Add two more resources to each group (1–5).
- Other than a coursebook, which resources do you use the most? Why is that?



## 1C Try: How does it work?

**Resources:** An evaluation checklist and some new resources you'd like to try

**Time:** One lesson

### Rationale

It's important to select resources carefully so you present error-free materials that are interesting and appropriate for the needs of your learners. Using an evaluation checklist is one way of doing this.

### Instructions

Choose two or three new resources that you would like to try. Evaluate them using the evaluation checklist. Select one of the resources to use. Teach a lesson using the resource and watch how the learners respond to it. If possible, use it again with another class so that you can get better at using it.

### Evaluation checklist

Circle a score for each part. One is the lowest and four is the highest.

<b>Appeal:</b> Is it attractive and well presented?	1 2 3 4	<b>Level:</b> Is the level appropriate for your learners?	1 2 3 4
<b>Aim:</b> Is the aim clear? Is the material likely to achieve the aim?	1 2 3 4	<b>Relevance:</b> Is it useful to the learners' lives outside of the classroom?	1 2 3 4
<b>Communication:</b> Does it encourage learners to communicate with each other?	1 2 3 4	<b>Teacher-friendliness:</b> Is it easy to use? Are there teacher's notes and an answer key?	1 2 3 4
<b>Culture:</b> Is it appropriate for the culture and values of the learners?	1 2 3 4	<b>Thinking:</b> Does it encourage learners to think and participate?	1 2 3 4
<b>Interest:</b> Will the learners find it interesting and engaging?	1 2 3 4	<b>Time:</b> How much time do you need?	1 2 3 4

At the end of the lesson, ask the learners for feedback about the new resource.

### Reflection

- How happy were you with the new resource? Why? What would you change if you used it again?
- How did your learners react to it? What interesting/helpful feedback did they give you? Would you recommend it to your colleagues? Why/why not?
- How helpful was the evaluation checklist? How would you adapt it for next time?

## 1D Work together: What will help your teaching?

- 1 Share your new resources and talk about how you used them and the feedback you got. What ages/levels are they appropriate for? How could you adapt them or use them in different ways?
- 2 Make a school evaluation checklist by adding to and adapting the one provided in 1C.
- 3 Look again at 1B together. Add as many resource ideas to the list as you can. Share and add any good websites you know for finding teaching resources.



## Introduction

Is your coursebook ever too difficult for your learners? Do you sometimes find the topics and texts are not appropriate or relevant? Do your learners get bored with the coursebook? Perhaps you don't have a coursebook or very many resources at all. These are just some of the situations when it is helpful to make or adapt materials and resources. Coursebooks and other ready-made materials have many advantages; however, they are produced for a large national or international audience, which means they are not written for your particular learners or for what you want as a teacher. Learning can be far more powerful when we introduce materials and topics of local interest and start from what the learners know, like and have experienced. Teachers also adapt materials to make them more interesting, add more communication or personalise them (i.e. use the topic/language to talk about learners' own experiences and feelings).

## Aims

### In this section you will:

- give advice to a teacher about how they can adapt and improve a worksheet
- consider some tips for designing effective worksheets and presentations
- prepare a new worksheet or presentation and use it with one of your classes
- consider which materials in your coursebook need adapting for your learners, and share ideas for finding good copyright-free images.

## 2A Analyse: Can you advise this teacher?

Sarah is a new English teacher. She has made a worksheet for her 11- to 12-year-old learners. How can she improve the worksheet?



*John is eight years old. He's got two older sisters called Alison and Lucy. They also have a pet dog called Tim. John attends Harris Primary School in London. His preferred subjects are mathematics, English, and sport. He doesn't enjoy history. He is a keen sportsman and has represented his school in football, swimming, and karate. His other interests are computer games, robotics, and yachting. When he grows up, it's his ambition to work in international law.*



How old is John?

**How many brothers and sister has he got?**

**WHAT SUBJECTS DOES HE LIKE AT SCHOOL**

**What sports is John good at**

**what job does he like**

Answer the questions. Then write about yourself.

How old are you?

How many brothers and sisters have you got?

What subjects do you like at school?

What sports are you good at?

What job do you want to have?

.....
.....
.....
.....
.....

Now read the *Answers and commentary* section on page 29.

### Reflection

- How could you adapt this worksheet to make the content more appropriate for and relatable to your learners, e.g. using hobbies and jobs they know and understand?
- How could you adapt the activities so that the learners are encouraged to communicate and speak?
- How do you usually make worksheets? Do you usually handwrite them or use a word processor? What do you find easy/difficult?

## 2B Think: What do you know?

### Activity

Complete the gaps in this summary of the tips for making worksheets and presentations.

eyes    images    number    English    33    answers

The title is the focal point  
– the eyes look here first

### Tips for making worksheets and presentations

#### The content

- Include engaging, relevant and useful topics and information.
- Use short, simple and clear \_\_\_\_\_ (1.).
- Remember to put instructions on worksheets.
- Aim for no more than \_\_\_\_\_ (2.) words on a presentation slide.
- Think about the best order for the information on the page/presentation.
- Proofread carefully.

Two fonts – one for the title/  
sub-titles and one for the text

Use bullet  
points

#### The design

- Choose two fonts – one for titles and one that is easy to read for the main text.
- Make sure the main title is the focal point on the page, i.e. the place where your \_\_\_\_\_ (3.) look first on the page.
- Make sure sub-titles are consistent, i.e. always the same.
- Use bullet points and numbering to break up the text and make it easier to read.
- \_\_\_\_\_ (4.) any questions so it's easier to check the answers.
- Make sure there is enough space for learners to write their \_\_\_\_\_ (5.).
- Don't put too much information on the page/slide. Leave some white space too.
- Learn how to make lines quickly and easily in the software you are using. Some programmes have a feature called *leader tabs/dot leaders* that are helpful.

Leave some  
white space

#### Using images

- Use copyright-free \_\_\_\_\_ (6.) and make sure they are relevant to the topic.
- Check the rights to use information before using images from the internet.

Now read the *Answers and commentary* section on page 29.

### Reflection

- Tick the tips you think are the most important. Put an asterisk (\*) next to any you aren't sure about.
- What changes do you want to make to the way you make worksheets and presentations?
- Look through your coursebook. Which of the tips above can you see in the design of the pages?

## 2C Try: How does it work?

**Resources:** Presentation or word processing software, or paper and pens

**Time:** One lesson and preparation time

### Rationale

When you can adapt and make your own materials and resources, you are able to meet the needs of the learners better and provide materials that they can relate to and understand. For example, you can make topics more relevant, provide more support, add more speaking activities or make tasks more engaging. Whether you handwrite your materials or use computer software, it's important that they are professional looking and easy to read.

### Instructions

Look through your coursebook/syllabus and think of a resource you want to make. It could be adapting materials you already have or making a new worksheet/presentation. If you need an idea, you could make a worksheet about yourself or someone in your family, similar to the one in 2A. Learners always love finding out about the teacher.

- Make your worksheet/presentation. Look at 2B again and check that you have used the design tips. If you're making a presentation, take a look at [this video](#) for more ideas.
- Show your resource to a friend or another teacher and get their feedback. Does it look attractive and easy to read? Make any changes.
- Teach the lesson. Watch the learners to see how they respond to the resource. Are they able to follow it/use it easily?
- If appropriate, ask your learners for feedback on the resource you made.

### Reflection

- How did you feel about using the resource you made? What effect did it have on your lesson?
- How did the learners respond to the resource you made?
- What, if anything, will you change if you use the resource again? Why?
- How long did it take you to make the resource? How could you make it more quickly?

## 2D Work together: What will help your teaching?

- 1 Present the resources you made to each other and suggest ideas for improving them.
- 2 Look through your coursebook and find materials that are not appropriate for your learners. Think about the topics, the culture, the types of activities, how difficult they are, etc. Discuss how you could adapt the materials or whether you need to find something new instead.
- 3 Learners are usually motivated by materials they create for themselves. Discuss and make a list of materials you could have the learners make, e.g. quizzes, word searches or puppets.



### Introduction

You would love to teach in a world, I'm sure, where there's plenty of money and you could afford to buy any teaching resources you wanted. However, it's not what materials you have but what you do with them that's important. When you know what to do with your materials, learning is effective and enjoyable with even the simplest of tools.

Pedagogical strategies are teaching techniques, or the ways in which you teach and help learners to learn. As you are planning, there are some key questions you can ask yourself to help you use your materials and activities effectively. What instructions/demonstration do you need? What questions can you ask to get learners thinking and involved in the lesson? What problems could there be and how can you solve them? How do you want the learners to work – individually, in pairs, in groups? How will you give feedback or check answers?

### Aims

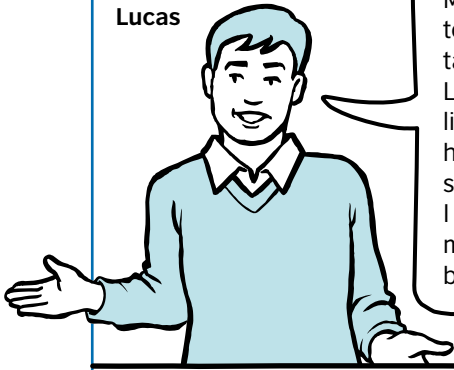
#### In this section you will:

- advise some teachers how to use materials more effectively in their lessons
- read about why flashcards are an important resource and different ways to use them in the classroom
- make a set of flashcards and try out different activities with them in a lesson
- present your flashcards and favourite activity to your colleagues, and practise asking questions as you show your cards.

## 3A Analyse: Can you advise these teachers?

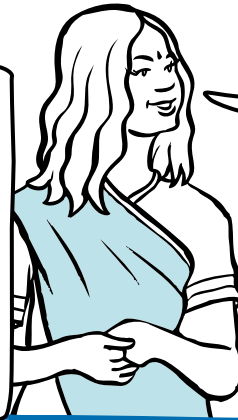
These teachers were observed as part of their professional development. Read about how they used resources/materials in the lessons.

Lucas



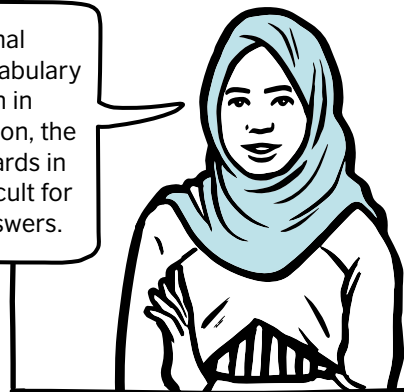
My learners were going to listen to an English child talking about their life in London. I found flashcards of life in London, such as typical houses, a school, typical sports and hobbies, and food. I showed the pictures and told my class all about London before they did the listening.

Sachini



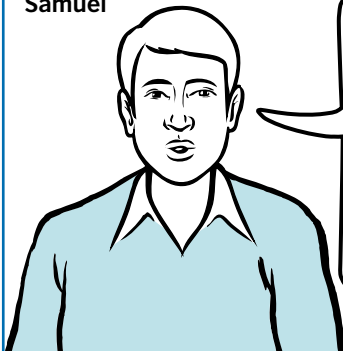
My children were going to read a text about dinosaurs. To get the learners interested, I found a related video online. Some of the language in the video was difficult but the children enjoyed it. The video took about 15 minutes.

Nan



I prepared cards of animal pictures and animal vocabulary for my learners to match in small groups. In the lesson, the learners matched the cards in two minutes. It was difficult for me to check all their answers.

Samuel



My class did a worksheet on question forms. They had to put the words in the correct order (*is-favourite-your-what-animal?*). After they finished, I collected the worksheets so I could correct them.

### Reflection

- What things did each teacher do well? What problems were there with the way they used the resources/materials in the lessons?
- What advice would you give to these teachers about how they could use the resources/materials more effectively?
- Have you ever spent a long time preparing a resource only for the learners to use it very quickly? What other activities could Nan have done to reuse the resource she made?

Now read the suggested answers in the *Answers and commentary* section on page 30.

## 3B Think: What do you know?

Flashcards (large cards with pictures or words on them) are a resource that many teachers have because they can be used with various pedagogical strategies. You can use them to introduce new words and practise or revise vocabulary. They can be used to practise grammatical structures, e.g. *Do you like... (lions, snakes, elephants)? Have you ever... (seen a lion, touched a snake, ridden an elephant)?* Flashcards can also be used as prompts for speaking activities or creative writing.

You can make sets of flashcards by drawing pictures, cutting out pictures from magazines or using a computer and printing them. You can even get the learners involved in drawing and colouring pictures to make flashcards. Once you have made a set of flashcards, you can use them again and again.

### Activity

Read the activities for using flashcards. Which ones:

1. practise grammar and vocabulary?
2. involve writing?
3. are good for introducing new vocabulary?
4. have some communication?
5. let learners move?
6. don't require learners to say the words?

#### A. Where am I?

Stick the flashcards on the walls around the room. Say the words, one by one, and have the learners point to the correct picture. You can change the activity by asking learners to say the words or by giving clues, e.g. *It's big and grey. It's got a trunk* (elephant).

#### B. Flash

Quickly 'flash' (show) the flashcards to the class, one by one, and ask learners to call out the English word if they know it. If nobody knows the word you can tell them. Show each picture again slowly and drill the words until the learners can say them confidently.

#### C. Card swap

Teach the class questions and answers they can use for the set of flashcards, e.g. *What's the weather like? It's sunny/cold/windy. Do you like chicken/eggs/bread...? Yes, I do./ No, I don't.* Give each learner a flashcard. Learners stand up and move around asking and answering questions using the picture they have. After they finish speaking to someone, they swap cards and repeat with another classmate.

#### D. Memory

Place 10–12 flashcards the learners already know on the floor so you can see the pictures. Learners come and study them for one minute. Turn all the cards face down. Learners go back to their desks and work in pairs to remember and write down all the words. You can check spelling if you want to.

Now read the *Answers and commentary* section on page 30.

### Reflection

- Have you used any of these activities with flashcards before? Which ones would you like/not like to try? Why/why not?
- What are some of the advantages and disadvantages of using flashcards?
- Look through the next lessons in your coursebook/syllabus. What vocabulary would flashcards be helpful for?



## 3C Try: How does it work?

**Resources:** A computer and printer or paper/card and coloured pens or pencils

**Time:** One lesson with preparation time

### Rationale

Flashcards make ideal teaching resources for visual learners, i.e. those who learn by seeing things. Images are memorable and can be colourful. Flashcards, when made on card, can last for years and years. There are many different activities you can do with them, making them perfect for recycling (revising) vocabulary in fun ways.

### Instructions

**Plan:** Choose a lexical set (vocabulary) you want to teach or revise. Make flashcards, or plan to have your learners make them. This link <http://learnenglishkids.britishcouncil.org/flashcards> may be helpful, but remember to make your cards big enough for all your class to see them in the lesson. If you are teaching new vocabulary, six to eight words is enough. If you can use the internet, do a search for videos with *ideas for using flashcards*. Choose and practise three or four activities you want to try with the flashcards.

**Do:** Teach the lesson using the flashcards. Observe the learners and take note of how they respond to the different activities. Have fun.

**Review:** Ask the learners *What did you learn? How did you learn it? Which activity did you like the most?* Remember to recycle the flashcards again in another lesson.

In another lesson, test the learners on the vocabulary to see how much they have remembered.

### Reflection

- Were the learners able to see and recognise your pictures on the flashcards. If not, why not?
- Which activities did the learners like best? Why?
- How confident did you feel about doing the activities? Would you do them again? Why/why not? What would you change if you did them again?

## 3D Work together: What will help your teaching?

- 1 Bring your flashcards and do one of your favourite activities with the other teachers.
- 2 Share your experiences with making the flashcards. What is the easiest, quickest and most effective way to make them?
- 3 Work with a partner. Practise showing a flashcard and asking questions about it, e.g. *What is it? Do you like it/them? Have you got one? Is it big/small? Where do you find it/them?*
- 4 Discuss the best way to store your flashcards. Is it possible to have a shared storage place for your resources/flashcards?



### Introduction

Although you might look at other classrooms and think *If only I had a computer/coursebook/projector/Wi-Fi*, etc., the best teachers make even the simplest resources work because they understand their learners' needs, and how to plan lessons that meet those needs effectively. Let's say you want to get the learners interested in the context of the lesson, you could show them coloured photos on your projector, but simple drawings with stick figures on the board would work just as well. You might want to photocopy a worksheet with grammar practice sentences on it, but you could dictate the sentences to your class instead and save all that paper. It's really a matter of understanding what you're doing, why you're doing it, and then selecting the most appropriate stationery, equipment or technology you have available to do the job.

### Aims

**In this section you will:**

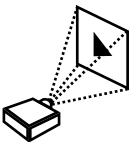
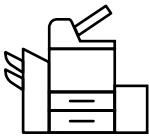
- identify the advantages and disadvantages of using different equipment/technologies and suggest tips for using them effectively to support teaching and learning
- consider how you use the blackboard/whiteboard and read about tips for using the board effectively
- plan how you will use the board before you teach a lesson and reflect on the difference it makes to teaching and learning
- discuss other tips for using the board in your school, and plan how you can get more learners involved in games that you usually do at the board or on a slideshow.

# 4A

## Analyse: Can you advise this teacher?



Rosa is a new teacher. She is working with her head of department to decide how to use different resources in her classes effectively. She has started completing a table for each type of resource. Add your own ideas to help her complete it. Add one advantage, one disadvantage and one tip for each resource.

Resource	Advantages/disadvantages	Tips
Presentation software and a projector 	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Helps to get learners to focus.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Computer/projector may not work.</li> <li>Expensive to buy.</li> </ul>	<ul style="list-style-type: none"> <li>Only put keywords on the slides, and no more than four bullet points per slide.</li> <li>Do not read aloud everything on your slides – learners can read them themselves.</li> </ul>
Photocopier 	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Can make a lot of copies quickly and easily.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Expensive to buy and run.</li> </ul>	<ul style="list-style-type: none"> <li>Spend time learning how to use your photocopier – it has useful features, e.g. duplex (copying on both sides of the paper).</li> <li>Do one copy and check it before you set the job for 40 copies.</li> </ul>
Having very few resources (minimal resources)	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Lessons can be more personal and relevant to the learners and their lives.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>More difficult to present information and practise activities with learners.</li> </ul>	<ul style="list-style-type: none"> <li>Get good at using the whiteboard/blackboard; what you write there and the learners copy down will become their coursebook.</li> </ul>

### Reflection

- What stationery, equipment and technology do you have for your classroom/teachers' room? What problems have you had with using them? What solutions have you found?
- What is the most important piece of equipment/technology you use for teaching and learning? Why?
- What new piece of equipment/technology would you most like to have? Why?

Now read the *Answers and commentary* section on page 31.


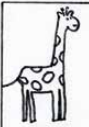
## 4B Think: What do you know?

Most classrooms have some form of board (e.g. blackboard, whiteboard or interactive whiteboard). The board is a flexible resource that allows you to build up your lesson with the learners, including their ideas/questions/problems, as the lesson goes along. It provides a visual reference that focuses the learners' attention, helps with understanding and makes the lesson memorable.

### Activity

Read the information below on how to use the board effectively and match headings A–C to tips 1–3:

A. use it effectively B. write on it clearly C. organise it well

Aim: I can compare two animals		Tuesday 20 May	Vocabulary
	An elephant is bigger than a zebra.		giraffe (n)
	A giraffe is taller than a cheetah.		cheetah (n)
	A cheetah is faster than a kangaroo.		elephant (n)
			zebra (n)
			kangaroo (n)
Homework Pg 25 Ex 3a Ex 4	Feedback on language A mouse is <del>more</del> smaller than a kangaroo. A kangaroo is shorter than a giraffe. ✓		

### Tips for using the whiteboard/blackboard effectively

1. \_\_\_\_\_
  - Make sure the board is clean and your whiteboard pens work.
  - Don't turn your back to the class as you write. Try to stand side-on to the board and keep looking back to the class as you speak.
  - Print, don't write. *Writing is much harder to read.*
  - Use capital letters correctly, e.g. at the start of a sentence or for names. Don't write all in capitals unless it's for a title.
  - Make sure the print is large enough.
  - Keep it neat. If it's not clear, erase it and try again.
  - Use colour to highlight information.
  - Check your board from the back during the lesson. Do you need to change anything?
2. \_\_\_\_\_
  - Divide your board into different spaces.
  - Plan any examples you want to use in a grammar presentation.
3. \_\_\_\_\_
  - Ask questions about what you should write and use the learners' ideas whenever you can.
  - Get learners to copy down key information and give them time to do it.
  - Draw pictures too – simple stick people can get the learners' attention, make the situation or meaning clear and make your lesson memorable.
  - Let the learners use the board too (if appropriate). They could write answers, draw pictures, play games or brainstorm ideas.

Now read the *Answers and commentary* section on page 32.

### Reflection

- Which tip(s) did you find the most interesting or surprising? Why?
- Is there anything that you don't think would work in your classroom? Why not?
- What other tips can you add?
- Do you use the board very much? Why/why not? What things do you usually write on it?

## 4C Try: How does it work?

**Resources:** A lesson plan and materials

**Time:** One week

### Rationale

Because learners don't understand everything they hear, using the board helps them understand the message. It also lets them match written language to the sounds they are hearing. The board is more flexible than other resources, e.g. handouts or slideshows, because it allows you to capture anything important that comes up during the lesson. You are able to use the learners' ideas during the lesson, which makes it more interesting for them than examples that you prepared beforehand.

### Instructions

Begin by noticing what you put on the board for a few lessons. Make a list or take some photos.

- Take some blank paper and make a plan for your board. Divide the board into different sections, as you saw in 4B, with areas such as aims, vocabulary, homework, pictures/flashcards, answers, feedback on language use, and a working space.
- Plan a lesson. As you go through your plan, add anything you will write on the board to your board plan. If appropriate, use colour to highlight information.
- Teach the lesson. Stick your board plan on the board so you can look at it during the lesson.
- At the end of the lesson, take a photo of the board or draw what it looked like.
- Ask your learners for feedback. What did they find helpful about the board? Was there anything they couldn't read/understand?

### Reflection

- Compare your plan to your picture of the final board. What was different? Why?
- How would you change the board if you taught the lesson again? Think about the feedback you got from the learners.
- If you don't use the board much, think about why not. Were there any places in the lesson where you could have used the board to support the learners?

## 4D Work together: What will help your teaching?

- 1 Work with a partner. Compare your board plans, your photos and your reflections. What can you learn from your partner?
- 2 Discuss any other tips for using the board you thought of and add them to 4B.
- 3 Together, think of some class games you play using the board. Divide into pairs. Take one game per pair and identify how you could adapt it so that as many learners as possible are involved. After teaching the game on the board, how could learners do the same thing in pairs or small groups? Join together and present your ideas.



### Introduction

If you're lucky enough to work in a school with reasonable resources, or if you've been teaching for a few years, you've probably collected quite a lot of materials (books, worksheets, tests, flashcards, craft supplies etc.). Perhaps you even paid for a lot of materials yourself, but do you use/need them all now? Can you find the materials you need quickly and easily? Do you have enough space to store your materials? Is your workspace/classroom tidy and organised? If you answered 'No' to any of these questions, you may benefit from taking a good look at how you store your materials and making some time to have a clean-up. An organised workspace/classroom helps to clear your mind so that you and the learners are more efficient, productive and creative.

### Aims

**In this section you will:**

- give advice to a teacher who has problems finding and managing materials for her lessons
- read about ways to declutter and organise your workspace and classroom, i.e. organise the space and get rid of anything you don't need
- declutter an area of your workspace or classroom by removing any unnecessary materials and using appropriate and clearly named storage containers
- work with your colleagues to declutter and organise a shared area of the school such as the staffroom or a book room.

Trang's school director observed her teaching a reading lesson. Trang was surprised when she got some negative feedback about her organisation of materials.



Trang prepared an engaging reading lesson about dinosaurs. Her 12-year-old learners were to read a text about different dinosaurs and complete a table with information such as height, weight and diet for each one.

Trang is an effective teacher who manages learners' behaviour well and creates a positive learning environment. However, on this day, a number of things went wrong.

Trang got the learners interested in the topic by putting pictures of dinosaurs on the walls of the classroom. The learners walked around with a partner and discussed which dinosaur they thought was the biggest, smallest and scariest.

When it came to the reading, Trang had brought the text about dinosaurs with her, but she couldn't find the table of information for the learners to complete. Trang doesn't have her own classroom, so she left the class and went back to the staffroom to look for it. She couldn't find it, so when she came back, she drew the table up on the board and asked the learners to copy it into their notebooks. At this stage, more time was lost because five children needed to get up and sharpen their pencils. Trang took a few minutes to pass out all the reading papers and the learners got started. They enjoyed reading about dinosaurs very much, but Trang was unable to finish all of her lesson.

## Reflection

- Underline all the problems Trang had. What negative feedback do you think the school director gave her?
- What advice would you give to Trang so that she doesn't have these problems again?
- Do you have to move around and teach in different classrooms like Trang does? What can she do to make sure she has all the resources she needs with her?

Now read the *Answers and commentary* section on page 32.

## 5B Think: What do you know?

When you make space in your environment, it also frees up space for thinking. Of course, it also makes it much easier to find things. This section gives you tips for how to create an organised space.

### Activity

Read the tips for decluttering and organising your materials below and mark them as:

- D – decluttering (getting rid of unwanted materials)
- O – organising materials.

Some tips may be both D and O.

#### How to declutter and organise your materials

Using wall space



Containers



Hanging files



1. Stop keeping things 'just in case'. Get rid of the things you 'might' use and keep only the ones that you do. If you're not sure, put them in a 'maybe' box and throw them out after six months if you don't use them.
2. Have a home for all your materials, e.g. dictionaries on the second shelf, homework in the red folder. Label (name) these places clearly so that the learners can also find things and help put them away. Try to have an individual container for everything. Put it on a wall, in a box or in a file.
3. If you don't already have them, think about getting hanging files to sort your papers. They make it easy to file and find things. Organise and name the files in a way that makes sense to you. It might be alphabetically or by term, month, topic, class, etc.
4. Get creative and make containers to store your materials, too.
5. Choose homes for materials that are going to be convenient. If you use them often, put them close by.
6. When you have made a home for everything, put them away. Spend five minutes at the end of every day putting things back in their place, and train learners to help.
7. Save resources digitally when you can. Not sure if you'll need that old worksheet again? Why not take a photo of it or scan old materials you want to keep?
8. Sort a pile of papers quickly by doing one of three things: 1) throw it away, 2) file it immediately, or 3) file it in an 'action' folder if you need to do something with it.

Now read the answers in the *Answers and commentary* section on page 33.

### Reflection

- Tick the techniques above that you already do. Put an asterisk (\*) next to ones you would like to try.
- What other advice would you give to teachers to help them store and retrieve materials easily?
- What things make it difficult for you to store and organise materials effectively?



## 5C Try: How does it work?

**Resources:** Storage containers such as files, folders and boxes

**Time:** One day to do the 'makeover' (possibly before the start of a new term) and a few weeks for monitoring and reflection

### Rationale

Having your materials well sorted and organised will save you time when the term starts. Instead of searching for that worksheet on past continuous, you'll be free to focus on teaching and motivating your learners. You'll also be surprised at how good it makes you feel to finally get to the bottom of that pile of paper or to tidy the book cupboard and find your favourite old books.

### Instructions

Do a 'makeover' (a complete change to the way something looks and works).

1. Look around your classroom and workspace(s) and take some photos if possible. Select an area that needs a makeover, i.e. decluttering and organising.
2. Think about what is not working in that space. Is it too crowded? Do you need a filing system or containers to store everything in? Try an internet search for 'organising classroom materials' to get ideas.
3. Buy, borrow or make the storage solutions you need.
4. Think about how you want to organise the space. Will you have a file for each class? What labels will you need? Prepare and print your labels.
5. On the makeover day, take everything out of the area. Go through it all and sort it into three piles – 'to throw away', 'to give away' and 'to keep'. If you find it difficult to get rid of things, have a box to put 'maybe' things into as well.
6. Clean the area well.
7. Put your 'to keep' items away in your files, boxes or containers. Label these clearly.
8. Take an 'after' photo of your makeover.
9. Use the new system for a few weeks and reflect on the effect it has on planning, teaching and learning.

### Reflection

- How easy/difficult was it for you to get rid of things? Why?
- What effect does the makeover have on your planning and teaching? How do you feel about the change?
- What other areas would you like to declutter and sort?

## 5D Work together: What will help your teaching?

- 1 Share the 'before' and 'after' photos of your makeover. Talk about the changes you made and the effect they had. Discuss any problems.
- 2 Share any other storage tips and solutions you've found.
- 3 Choose a shared area of the school, e.g. the staffroom or a book room, for a makeover. Work together to declutter and organise the area (or part of it).



### Introduction

The rationale for a resource you use is all the reasons why you chose that particular resource. What makes it the best tool for the job? When you articulate your rationale, you explain it clearly and effectively. You articulate a rationale when you help learners to understand why they are doing an activity and what they will learn. It focuses their attention and prepares them to add new ideas and skills to what they already know. A rationale is useful when you want to explain a resource you like/don't like to a colleague, a senior teacher or a parent. A strong rationale is also important when you need to request money to buy new resources.

### Aims

#### In this section you will:

- advise teachers who need to give a rationale for materials they use and resources they need to learners, parents and school leaders
- study an example rationale and a procedure for writing one
- prepare a rationale for a material/activity you are going to use with one of your classes, and make sure the rationale is clear to the learners
- collaborate with colleagues to write a rationale for new resources/materials you would like your school to buy.

## 6A Analyse: Can you advise these teachers?

Winston



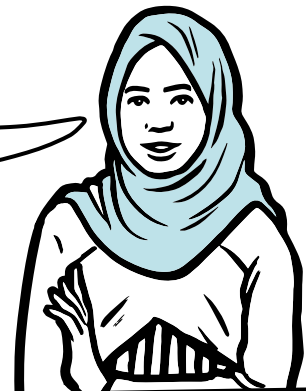
I teach 13–15-year-olds. Last week, a parent complained to my school principal that we were playing too many games in class. The mother wanted to know when the children would start proper lessons so they could pass their exams. We have worked really hard on grammar, vocabulary and reading. We always play some games, but they have a purpose, for instance practising vocabulary or racing to find words in a reading text. My class seems happy. I don't know what the problem is.

Nan

I'd like the school to buy a computer and projector for my classroom. I was nervous about asking, so I wrote down everything I wanted to say and practised it.

I'd like to request a computer and projector for the English room. With a computer, I'd be able to make the lessons really interesting with pictures and videos and it would save me so much time finding and drawing pictures. I could look up lesson ideas on the internet and we could use some of those British Council websites to get new materials. I could save all my lessons too and I could use them all again next year. It really would be exciting for the children.

I went and spoke to the school director last week, but he said that other things, such as whiteboards and CD players, were more important for the school. I wonder what else I could say to convince him.



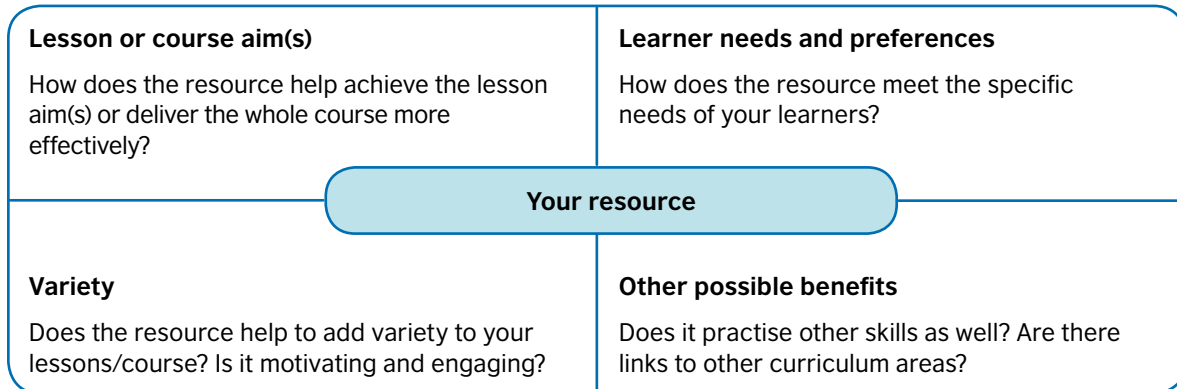
### Reflection

- Why do you think the parent complained about Winston's lessons? What can Winston do to avoid this problem?
- What advice would you give to Nan? How could she present a stronger argument to her principal?
- What else would a computer and projector be useful for in Nan's classroom? Think of other reasons for buying them that Nan could give.

Now read the *Answers and commentary* section on page 33.

## 6B Think: What do you know?

To articulate a rationale for the resources you use, begin by briefly saying what the resource is and what it does. Then go on to explain why you chose it, with specific examples. Take a look at how we can use the diagram below to help write a rationale. There is another example provided in the *Answers and commentary* section.



### Activity

Read a teacher's rationale for using paper fortune tellers (you could try searching the internet to see what these are). Match the parts of the rationale (A–D) with sections (1–4).

**A.** Learner needs; **B.** What it is/does; **C.** Other benefits; **D.** Achieving lesson aims

**Lesson aim:** Learners will be able to make future predictions using *will/won't*

1. A paper fortune teller is a type of children's origami (paper folding) that has colours and numbers for learners to choose from. Inside the folds of paper there are hidden predictions they read to their friends.
2. Making a paper fortune teller provides effective practice of the target language because the learners need to write eight sentences using *will/won't* inside it to predict their classmates' futures. There is a lot of repetition with this language as they make predictions for their friends.
3. My class lacks confidence with speaking and gets bored easily. This activity supports them by letting them write before they speak.
4. Paper fortune tellers make a change from the usual book work, and children are motivated by doing arts and crafts. It is also something they can take home, so there is an opportunity for more practice after class.

### Reflection

- Have you ever made paper fortune tellers with your learners? If so, were they clear about the rationale – why they were making them? How could you help them to make this connection?
- Think about material you used recently in a lesson. How would you explain your rationale for it?

Now read the answers *Answers and commentary* section on page 34.

## 6C Try: How does it work?

**Resources:** Some materials or a resource you plan to use for a lesson

**Time:** One lesson and preparation time

### Rationale

Articulating a rationale for a resource is a good way to check whether the resource you have chosen is the best option for achieving the lesson aim(s) with your learners. It is also important for helping learners to understand the purpose of what they are doing. With this awareness, they are more likely to notice important information, patterns and skills, and get a sense of their own progress.

### Instructions

1. Look through your lessons for the next week and choose an interesting resource you want to use.
2. Write a rationale for the resource/activity as you might explain it to your school principal or head of department, using the ideas from 6B. If you find your resource/activity doesn't meet your lesson aim(s) well, choose again.
3. Think about how you will introduce the material/activity and its purpose to your learners. For example:  
*You are going to interview a classmate about what they do in their free time to practise vocabulary for free-time activities.*  
You are going to \_\_\_\_\_ (activity) to \_\_\_\_\_ (give the reason).
4. When you finish using the resource/activity in the lesson, remind the learners of the lesson aim(s). Ask them to reflect on the activity and what they learnt. They could write answers to the following questions or discuss the answers in pairs (talking partners). Use a shared language if this is more appropriate.
  - Why did you do that activity? How did it help you achieve the lesson aim(s)?
  - What did you enjoy about the activity? Why?
  - What was one problem you had or one thing you would like to improve?

### Reflection

- How easy or difficult was it for you to write a rationale? What would make it easier next time?
- Were your learners able to reflect on the resource/activity you used and their learning? Why/why not? Would you do anything differently next time?
- What was interesting/surprising about the feedback from the learners?

## 6D Work together: What will help your teaching?

- 1 Work in pairs. Share your resource and the rationale you wrote. Get feedback from your colleague.
- 2 Work together to brainstorm new materials/resources you would like your school to buy. Make a list and order them from most important to least important.
- 3 Choose one of the items at the top of your list. Work together to write a rationale for it using the ideas from 6B.
- 4 Take turns to role play asking your school director to buy the new resource.

## Answers and commentary

### 1. Selecting resources

#### 1A Analyse: Can you advise this teacher?

Resource	Purpose	Strengths	Weaknesses
A.	A tool for practising blending/joining sounds in reading. Children turn the inside circles to make words ending in 'd' e.g. <i>food, paid</i> .	Young learners find it colourful and appealing. The letters and sounds can be changed as children learn new ones.	It takes a long time to make.
B.	To provide topics for learners to speak about. To encourage learners to speak in a fun way.	Learners enjoy the surprise; they don't know which topic they will spin. It's quick and easy for learners to make their own.	The arrow may not spin very well. (You could have only six topics and let learners roll a dice to select the topic.)
C.	To provide ideas for creative story writing or storytelling. Learners can produce their own if they have access to the internet.	It looks appealing. It provides ideas but allows learners to create their own original stories.	Needs to be printed, or shown on a projector.
D.	To practise question forms and to support speaking.	Easy to make. Could be written on the board for learners to copy. Supports speaking by letting learners write the questions before they talk.	Doesn't look as appealing or interesting as the other resources.

#### 1B Think: What do you know?

Answers: 1-A; 2-C; 3-B; 4-E; 5-D.

## 2. Developing and adapting materials and resources

### 2A Analyse: Can you advise this teacher?

#### Improving the worksheet

- Include a title.
- Make sure the font (style of letters) is easy to read.
- Write instructions for the reading and reading questions.
- Number the questions.
- Use no more than two or three different fonts on the page.
- Make sure the font size is big enough for the last questions.
- Make sure there is enough space for learners to write in the box.
- Make sure she has permission to use the photograph if it's her own, or use Creative Commons to find free images and remember to attribute the author.
- (If appropriate) simplify the vocabulary (e.g. John attends **goes to** Harris Primary School. His preferred **favourite** subjects are ...).
- Proofread carefully for errors.

How old is **J**ohn?  
How many brothers and sister**s** has he got?  
What subjects does he like at school**?**  
What sports is John good at**?**  
**W**hat job does he like**?**

#### How to adapt the worksheet

- Write about a person who is typical for your country.
- Include a photo of someone who looks like the children in your class.
- Include a text of a girl as well so that the girls can relate to the resource.
- Include hobbies/free-time activities and a job that are typical of your country.
- Have learners interview a partner with the questions in the final part and then write about their partner. This will encourage speaking and communication, and mean they write in third person like the example about John.

### 2B Think: What do you know?

1. English
2. 33
3. eyes
4. Number
5. answers
6. images

### 3. Using materials effectively in the classroom with appropriate pedagogical strategies

#### 3A Analyse: Can you advise these teachers?

##### Lucas

Life in London is probably completely different from where Lucas and his class live. Using pictures to help the learners understand some of the differences was an excellent idea. However, Lucas could use questioning techniques more. The lesson would be more powerful and memorable if he asked questions about the pictures, e.g. *How is this house different from/the same as your house? Would you like to try this food? What are these sports? Do you play any of them?* He could then provide more information if necessary. By asking questions, he would involve the learners in the lesson and make them think. Being active in the lesson makes it more enjoyable and memorable.

##### Sachini

Video is an excellent way to get learners interested in a topic. However, Sachini could improve this lesson by giving the learners questions to answer while they watch the video. For learning to take place, the children need to be actively involved in doing something and thinking. There was difficult language in the video. Having specific questions to answer would help the learners focus on what they can understand instead of worrying about everything they can't.

##### Nan

Nan's idea of matching pictures and words was a good one. Unfortunately, she does not have enough time to make so many cards if the learners are only going to use them for a few minutes. Teachers are far too busy. One solution would be to have the learners make the cards. Nan also needs to think of different activities the learners could do to reuse the cards. For example, ask the learners to:

- name the animals in English (without the words cards)
- sort the animals into categories, e.g. wild/tame, big/small or fast/slow
- order the animals from most to least dangerous
- put the animals in alphabetical order
- play a memory game where the cards are turned face down on the table and learners take turns to pick up two cards; if they match they keep them
- turn over the picture cards, one by one, and ask and answer questions, e.g. *Do you like \_\_\_\_\_s? Why/why not?*

To make it easy to check the answers, Nan can number the pictures (1–10) and the word cards (A–J). She needs to mix them up though and not have 1A, 2B, 3C, etc.

##### Samuel

Word order is a problem for learners when making English questions, so Samuel's activity was a good one and the learners probably enjoyed it. However, it would help the learners if they checked their own answers and noticed their mistakes, and it would save Samuel time. Samuel has missed a great opportunity to introduce some speaking. The learners could work in pairs and ask and answer the questions after they have put them in the right order.

#### 3B Think: What do you know?

Answers: 1–C; 2–D; 3–B; 4–C; 5–C/D; 6–A (possibly D)



## 4. Making effective use of stationery, equipment and technology to support learning

### 4A Analyse: Can you advise this teacher?

Resource	Advantages/disadvantages	Tips
Presentation software and a projector	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Can easily and cheaply show coloured images.</li> <li>• Can be saved and added to, changed, and used again.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Teachers may go through their slides too quickly and have too much information on them.</li> <li>• Learners can spend too much time watching and not being actively involved in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Have notes and other interesting things to say that are not on your slides.</li> <li>• Get everyone involved in games you show. For example, if using a quiz with multiple-choice answers, get learners to make cards (with a, b, c, d) in groups; after showing a question on your slide, they should discuss the answer and hold up the correct (a, b, c, d) card.</li> <li>• Always check the technology before your lesson and have a 'plan b' – what will you do if it doesn't work?</li> </ul>
Photocopier	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Can enlarge and decrease the size.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Paper jams.</li> <li>• Easy to make mistakes and waste paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a box to collect and recycle paper beside the copier for when things go wrong – use the blank side of this paper for other classroom activities you want to make.</li> <li>• Always ask yourself whether you need to copy something – sometimes it would be just as effective to write on the board or dictate sentences to the class.</li> <li>• Think about where copies will go after the learners finish with them – do they have a folder to put them in?</li> </ul>

Resource	Advantages/disadvantages	Tips
Having very few resources (minimal resources)	<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• The teacher has more choice about what they do.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Lack of lesson ideas and support for the teacher.</li> <li>• Lack of variety.</li> <li>• Preparation takes more time.</li> </ul>	<ul style="list-style-type: none"> <li>• Make use of learner-made materials such as learners bringing in real objects, making revision quizzes for classmates or writing stories, etc. for classmates to read.</li> <li>• Learn as many low-resource activities as you can (some are listed in the Further Reading section for this module).</li> <li>• Set group activities that have learners share copies of books.</li> <li>• Use actions/drama as much as possible; for example, have learners act out a story another learner is reading aloud.</li> <li>• Write dialogues on the board by drawing stick figures and asking learners to give the ideas; use situations that are common in their daily lives.</li> </ul>

#### **4B Think: What do you know?**

**Answers:** 1–B; 2–C; 3–A.

## 5. Developing and maintaining a system for storing and retrieving materials

#### **5A Analyse: Can you advise this teacher?**

##### **Problems**

Trang can't find the materials she needs for the lesson. Time is wasted by:

- Trang leaving the class to look for the worksheet. Does she usually leave the class without a teacher? She needs to think about her responsibilities for child protection
- learners having to copy down the table to complete (although this was a good solution when she couldn't find the worksheet)
- learners taking time to sharpen their pencils
- Trang passing out the worksheets.

##### **Advice**

- Trang needs a container for storing the materials she needs for each class and each lesson. It could be a file, box, bag, etc. that is clearly labelled with the class/day. When she does her preparation, she can put all the materials in the container. On the day, she can pick up the container to take to class and know she has everything she needs.
- Learners can be trained to sharpen their pencils and have all their materials ready before the start of class.
- Trang can ask two learners to pass out any worksheets. This will be quicker and it will leave her free to manage everything else that is happening.

## Changing classrooms is never easy

Trang could try:

- asking teachers if she can have a space to store materials that she always needs in each classroom
- involving learners in helping her to carry materials to and from the classroom
- having a routine where learners do something without the teacher at the start of every lesson while she gets to class and organises her materials, e.g. the learners could check homework, write in a journal, sharpen pencils, or have free reading time
- finding a safe and easy way to carry her materials to class, e.g. a backpack or a trolley bag with wheels.

### 5B Think: What do you know?

Answers: 1-D; 2-O; 3-O; 4-O; 5-O; 6-O; 7-D; 8-D/O.

## 6. Articulating the rationale for the resources you use to your colleagues, learners and others

### 6A Analyse: Can you advise these teachers?

#### Winston

It is likely that Winston is not making the purpose of the games/activities they do in class clear to the learners. The purpose may be obvious to Winston, but be completely unnoticed by learners. Being clear about the purpose alerts learners to what information is important, motivates learners because they know why they are doing something and helps to give a sense of progress and achievement. To do this, Winston needs to be clear himself about why they are doing an activity and how the activity helps to achieve the lesson aims. He could start the activity by stating *We are going to \_\_\_\_\_ (reason/purpose) by \_\_\_\_\_ (doing this activity)*. Here are some examples:

- We are going to practise using transport vocabulary by playing a card-matching game.
- We are going to practise guessing the meaning of words we don't know by looking at the sentences and deciding if the words are nouns or verbs.

At the end of the activity, Winston should also ask his learners *What did we do? Why did we do it?* to remind them of the purpose.

#### Nan

Nan has thought of some good reasons why a computer and projector would be helpful in her classroom. However, she has presented the ideas as things that would help her rather than talking about how they would help the learners or increase learner achievement. The school principal is interested in spending money to improve outcomes for the learners. Nan talks about 'what' she would use the computer and projector for, but she doesn't describe 'why' those things are useful. A good rationale focuses on 'why'.

With a computer and projector, I could show high-quality, coloured pictures and videos. This would help the learners see the meaning of new vocabulary quickly and easily, and I would be able to save these pictures and use them again in other lessons for review games.

Showing pictures on a projector is also an excellent way for learners to understand the context of a lesson. For example, if they were going to read a text about Egypt, I could show them pictures of a map, pyramids, the Sphinx, a desert, etc. to get them interested before they read. Images on the screen help to engage and motivate learners. They help learners to follow and understand the lesson.

We could also watch videos. Videos are a natural way to practise listening skills. The learners can see what is happening in the situation, which helps them to understand what they are listening to.

Reason 1 (pictures and video)

Why are pictures and video important? How can they help Nan's learners?

### **Example rationale**

Sara wants her principal to buy coursebooks for her class.

A coursebook is a collection of lesson materials written by experienced teachers. A coursebook would provide a structure for our course, making sure learners get a balance of grammar/vocabulary and skills lessons (listening, reading, speaking and writing). Learners would be able to see their progress as they work through the book. The materials in a coursebook have been tried and tested many times, so we know that they work. A coursebook provides a variety of lesson topics as well as different types of activities. Other benefits are the supplementary materials that come along with the coursebook, e.g. a teacher's book with fun communicative activities, videos and a website with practice activities.

### **6B Think: What do you know?**

1. What it is/does; 2. Achieving lesson aims; 3. Learner needs; 4. Other benefits







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