

Teaching English Africa webinar

Teaching English in a resource-scarce environment

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25 January 2023

The speaker

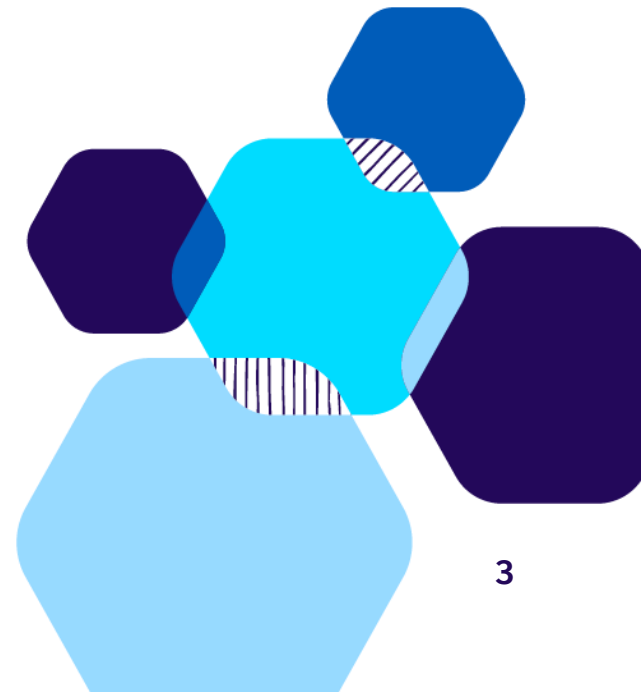
- English and French Language Teacher
- Fulbright TEA Alumnus
- UNESCO MGIEP Consultant/Master Trainer
- British Council's Master Trainer (English Connects)



Session objectives

By the end of this presentation, participants will be able to:

- describe a resource-scarce environment,
- develop/identify strategies, materials and techniques that can be used in such an environment to teach each of the 4 skills of English Language(Listening, Reading, Speaking and Writing).



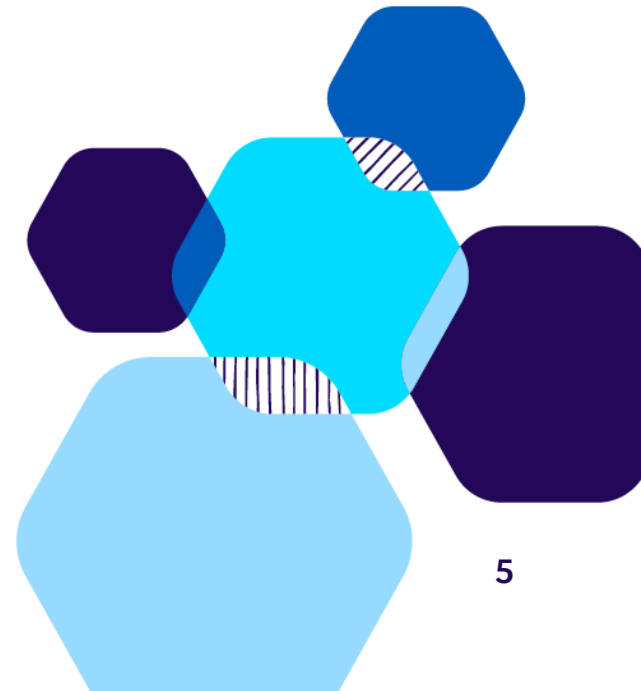
What is a material?
What is a resource?



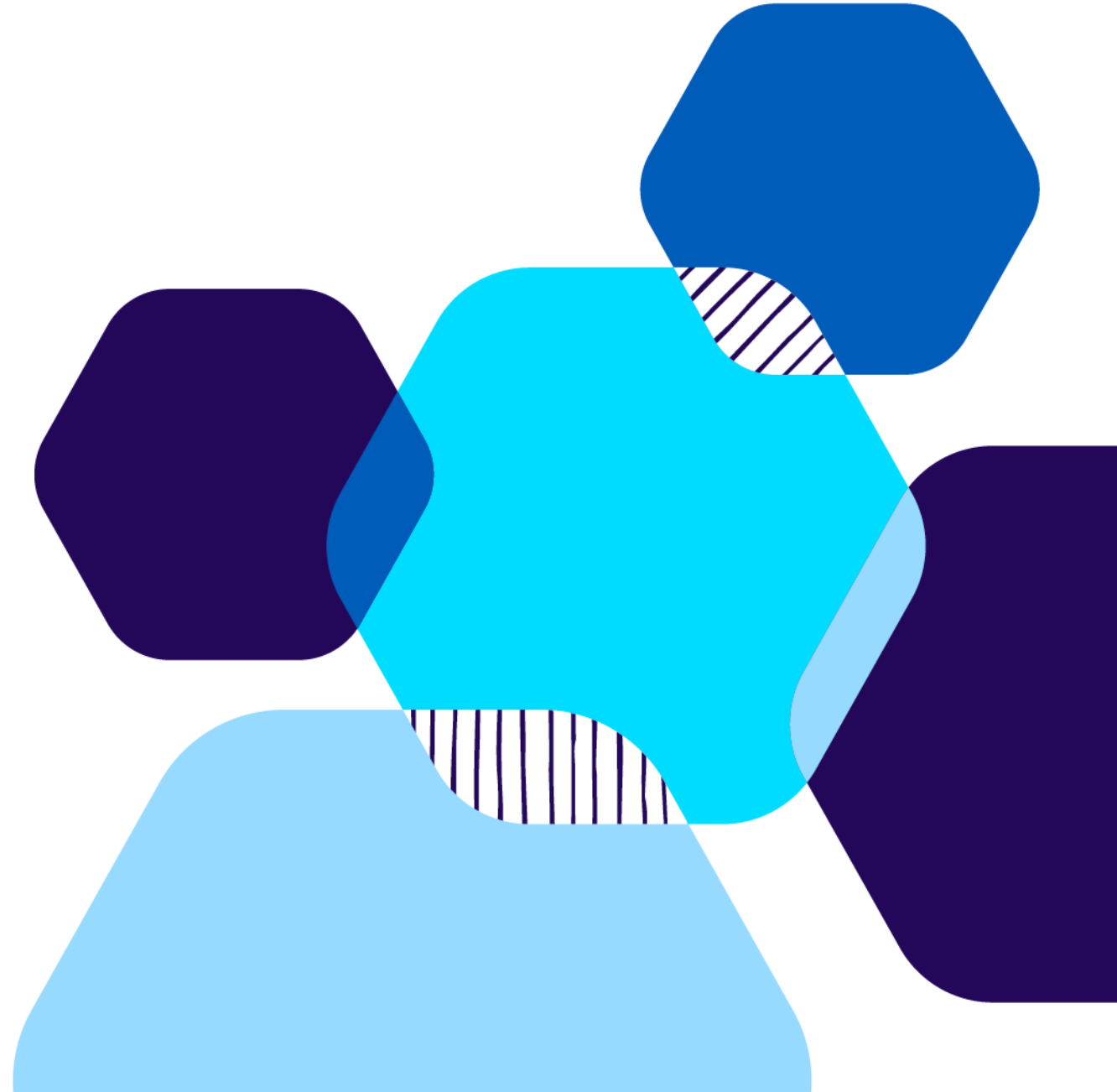
What is a material? What is a resource?

Materials include **textbooks, flashcards,** and **things** you can **touch** and **count**. But **resources** go much beyond that to englobe **everything that you can use to improve your teaching, support your learning and make the teaching and learning process easier and effective.**

e.g: The teacher is a resource, the students, too

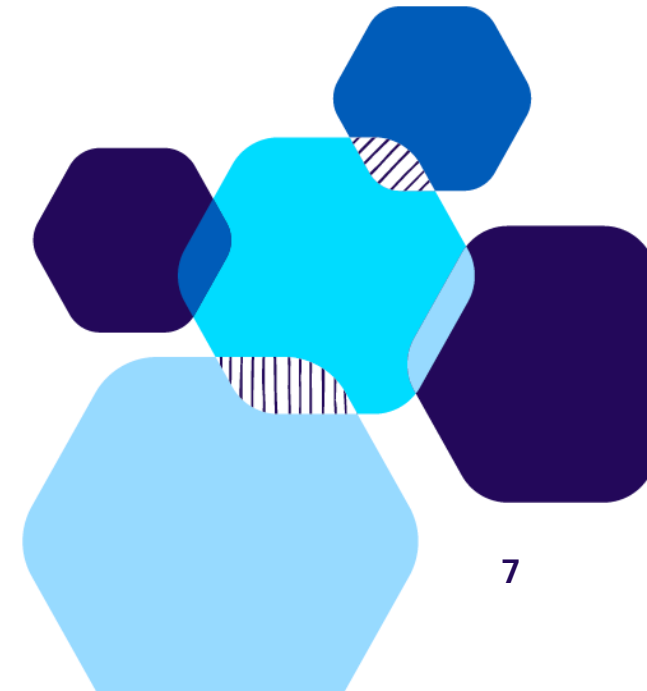
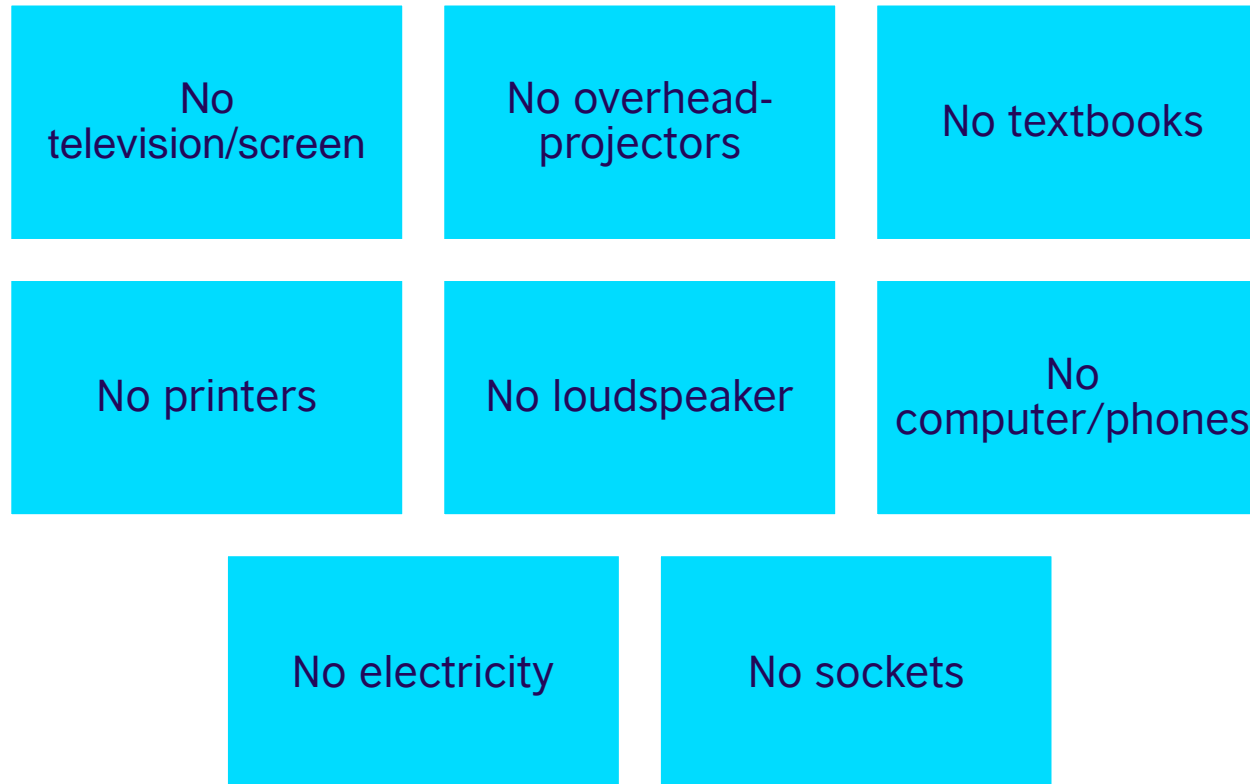


What is a resource-scarce environment?

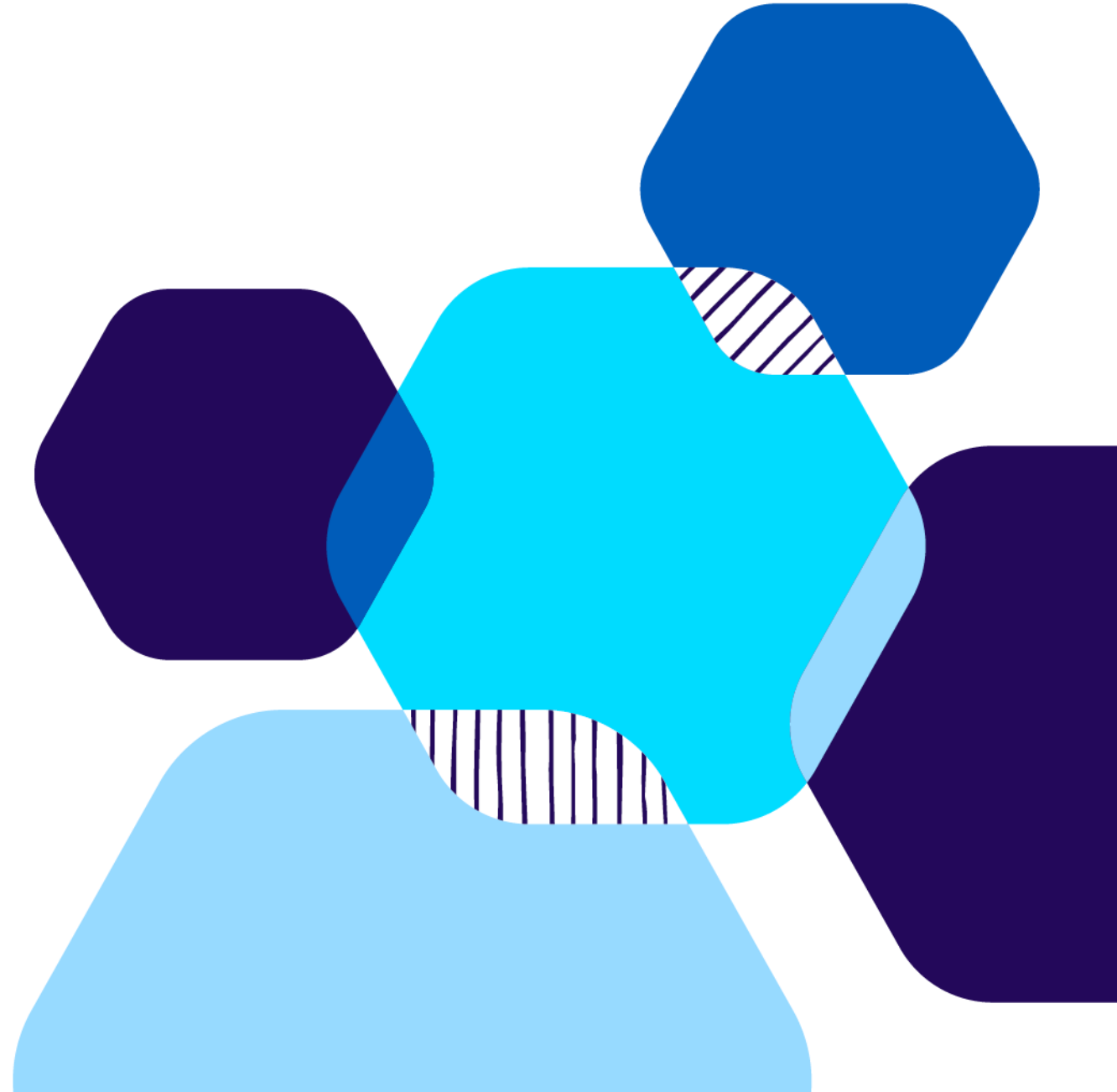


What is a resource-scarce environment?

A low resource or limited resource environment may have these characteristics:



How do you teach
reading in a resource-
scarce milieu?



Teaching **Reading** in a resource-scarce milieu

Photocopy the text to be read (Take note of copyright laws)

Organise students into (small) groups

Use authentic materials

Surf the net to get texts

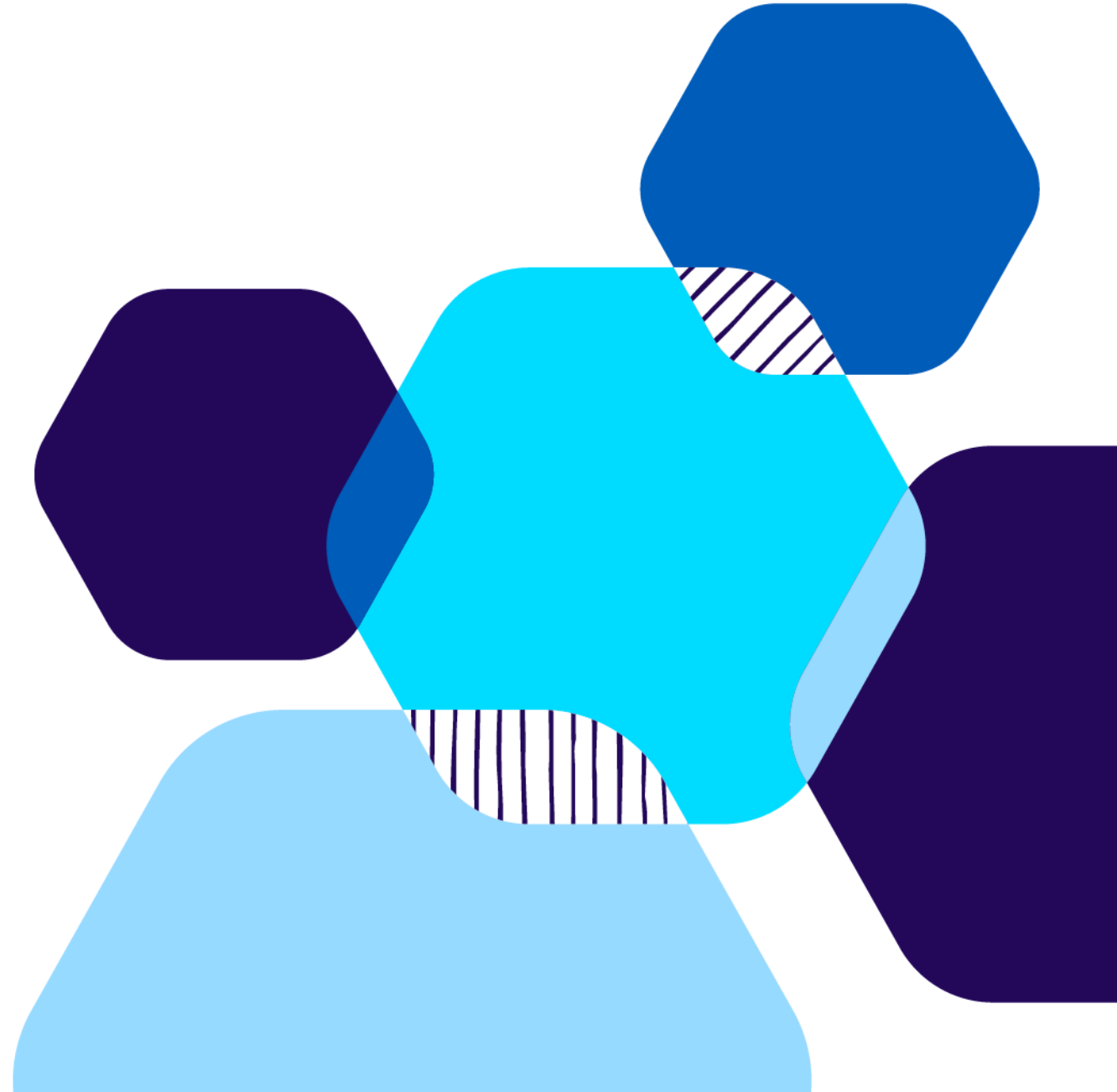
Dictate the text to learners

Copy the text on the board

Copy the text on a cardboard/flipchart

Teach the passage in sections

How do you teach
listening in a resource-
scarce milieu?



Teaching **Listening** in a resource-scarce milieu

Read the text to the learners/ do a dictogloss

Record the passage in your phone/device

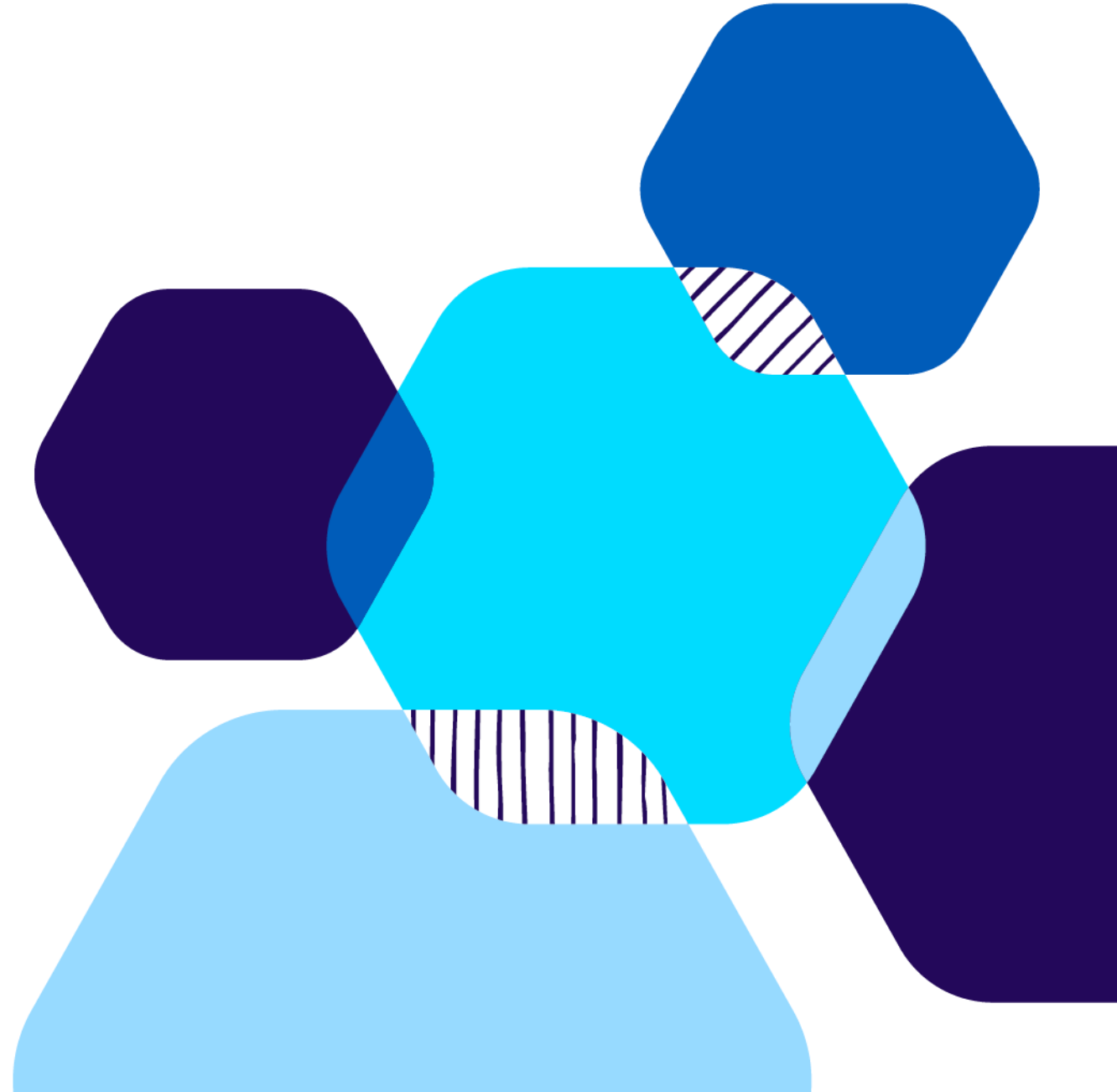
Get a small loudspeaker

Connect it to your phone via bluetooth to play the recording

Get a colleague/friend to read the text for you

Divide the passage in sections

How do you teach
speaking in a
resource-scarce
milieu?



Teaching **Speaking** in a resource-scarce milieu

Role-plays

Dialogues

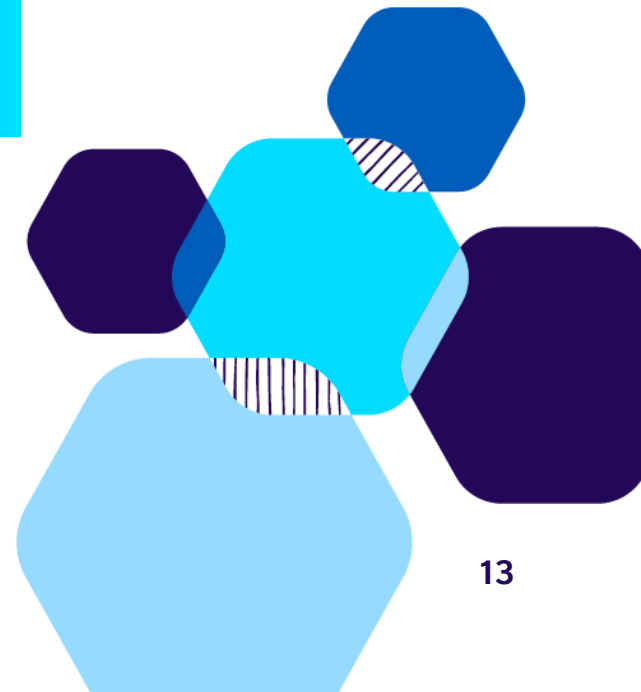
Skits

Drills

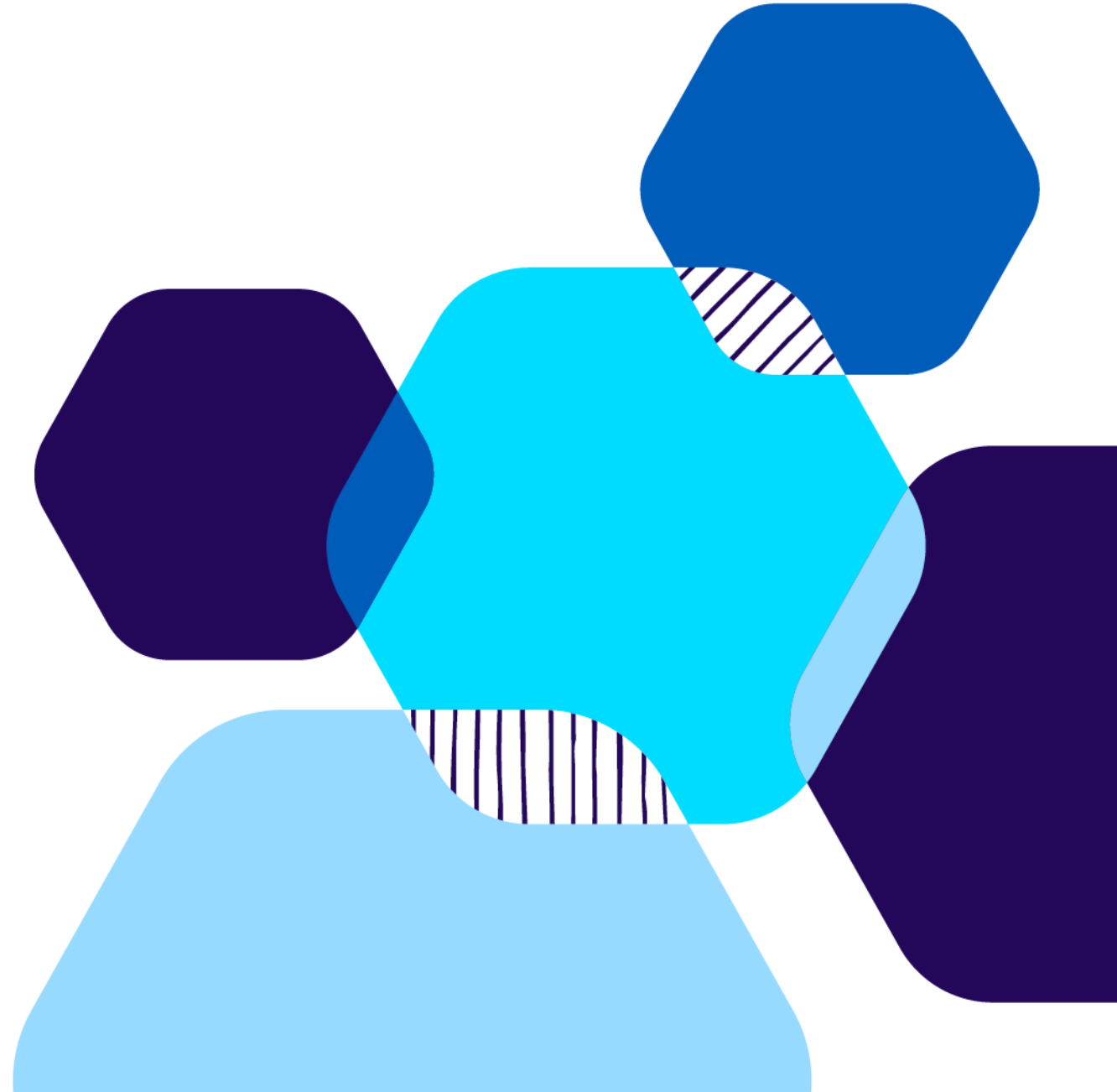
Songs

Recitations

Stories



How do you teach
writing in a resource-
scarce milieu?



Teaching **Writing** in a resource-scarce milieu

Pictures

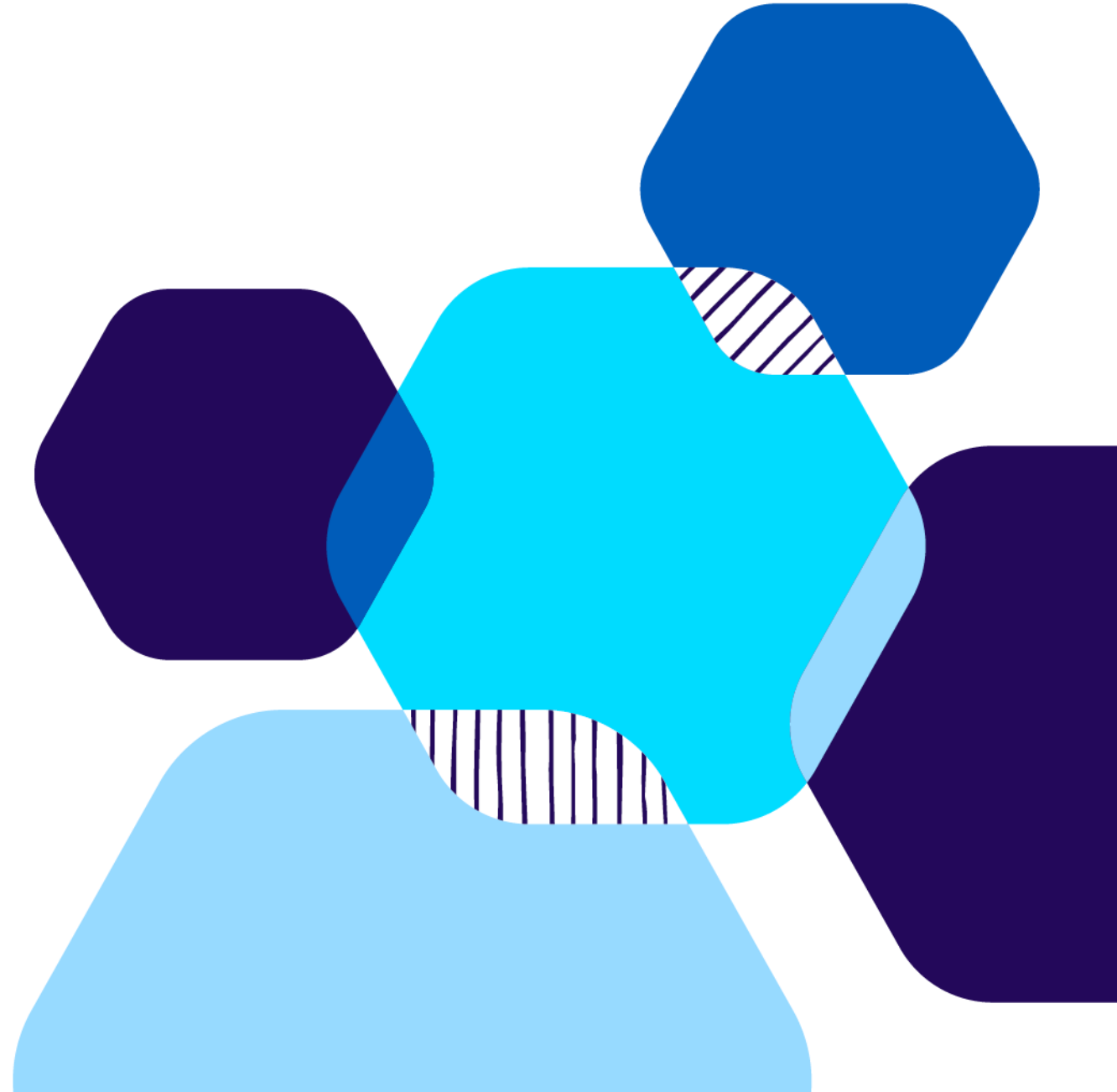
Authentic materials

Group writing

Flipcharts

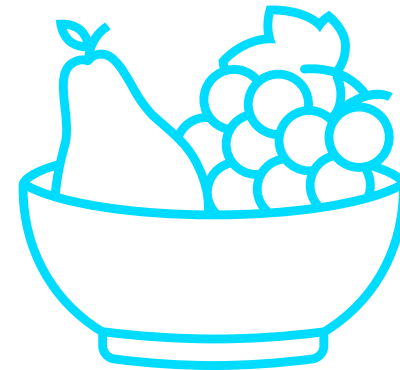
Personal stories

Teaching Materials/ Techniques/Resources in a resource-scarce milieu



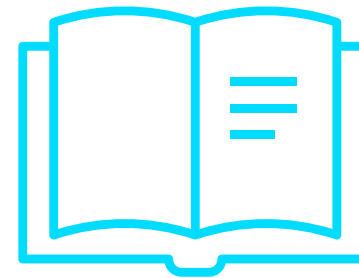
Teaching Materials/ Techniques/Resources in a resource-scarce milieu

Realia: Real world things like fruit, or household objects, or demonstrations of how to do daily tasks are all realia. Using realia brings the students' everyday lives into the classroom



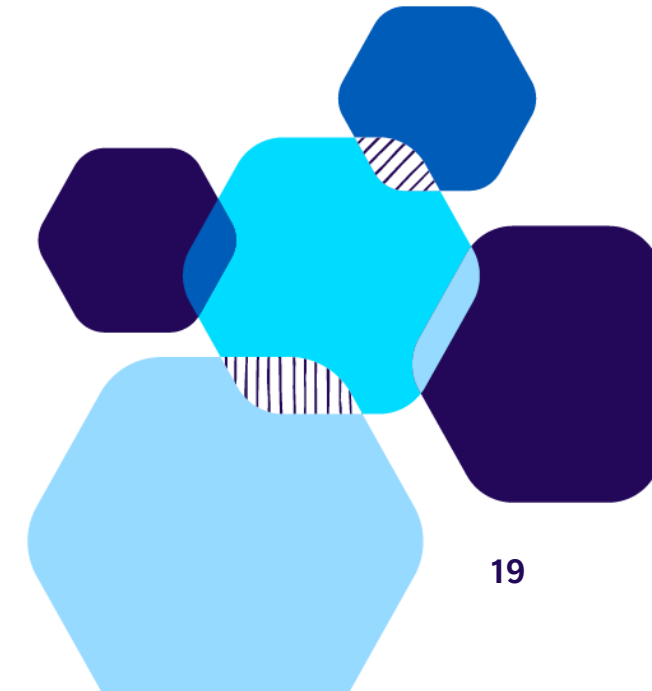
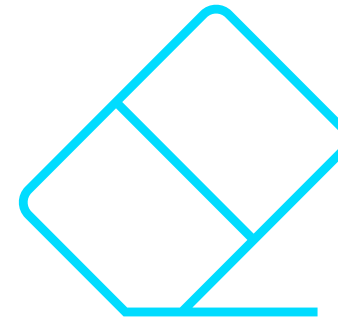
Teaching Materials/ Techniques/Resources in a resource-scarce milieu

Recycle and Review: End every class with a debriefing/review and begin the next class with a review of the previous class. Also review periodically over longer periods.



Teaching Materials/ Techniques/Resources in a resource-scarce milieu

Adapt /reuse Existing Materials: You don't have to build the wheel anew for every lesson. Often you can take lessons or materials that you already have and change the setting, the grammar tense, the characteristics of the participants, or many other features to have the original material reborn in a new guise.



Teaching Materials/ Techniques/Resources in a resource-scarce milieu

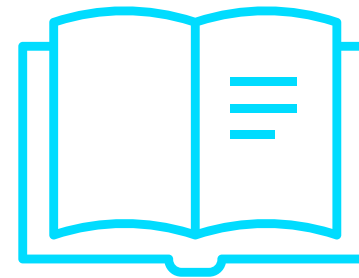
Teacher Peer Support: Many hands make light work. Be a second pair of eyes

(review each other's work, work together to create and share classroom materials, do mutual classroom observation)



Teaching Materials/ Techniques/Resources in a resource-scarce milieu

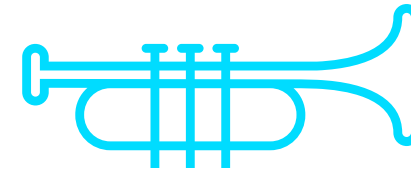
Exploit Materials Completely: If you have dialogue, do it as a listening activity, a pronunciation activity, a word/phrase study activity, and a role play and then have student develop related role plays using the same general language but changing the context slightly.



Teaching Materials/ Techniques/Resources in a resource-scarce milieu

Songs, Jazz Chants, and Skits: keep them short. Songs and Jazz

Chants help student learn the rhythm (the music) of English while skits encourage their creativity and push them to find the vocabulary and expressions they need to bring the skit to life.

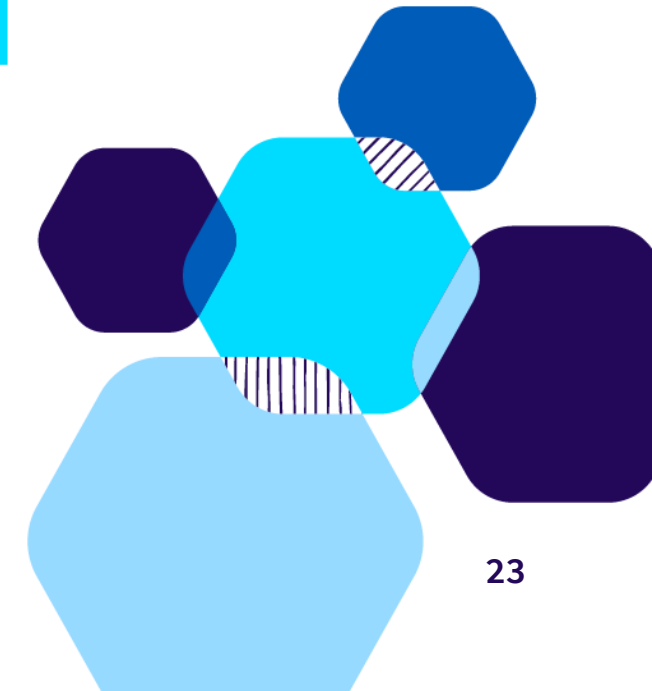


Teaching Materials/ Techniques/Resources in a resource-scarce milieu

Teacher as multimedia technology:

Teachers can be walking, talking, easy to access dictionaries. They can be a source of authentic listening activities. They can draw pictures, bring in materials and objects from outside of class, bring images, or texts or environmental print English (advertisements, product

instruction, etc), they can be cultural resources and referents, and they can give immediate feedback on the English students try out to see if it is effective or not.



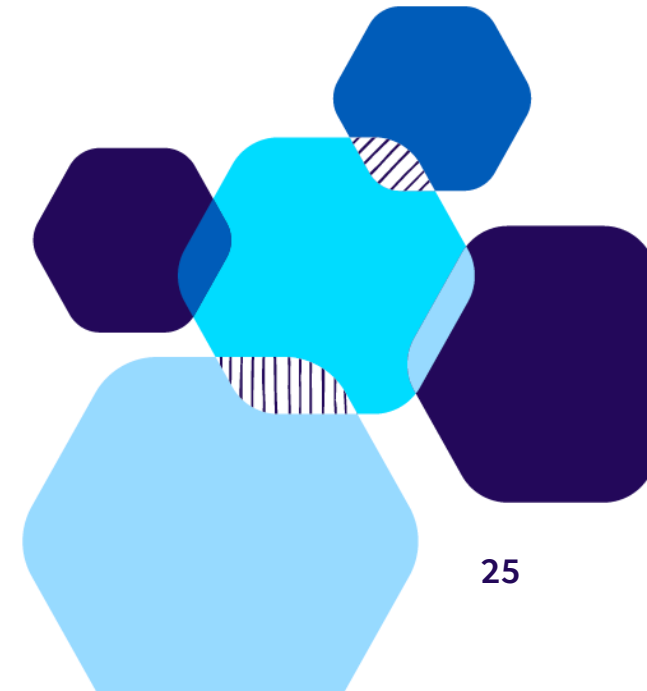
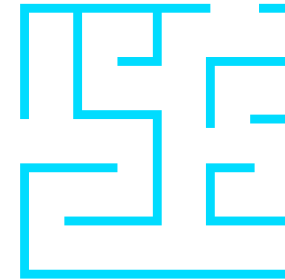
Teaching Materials/ Techniques/Resources in a resource-scarce milieu

Dictogloss: Pick a short text/ a paragraph. Students close their notebooks and put down their pens. You read a text and they listen carefully. Ask students to write down everything they can remember. Put students in pairs or small groups and ask them to share ideas and try and reconstruct the text. If you want you can read it out again, but make sure students aren't writing while you are dictating. You could also write up a series of questions on the board (these could be the comprehension questions) and tell students that the answers to the questions will help them reconstruct the text.



Teaching Materials/ Techniques/Resources in a resource-scarce milieu

Games: There are classroom games without end, but try to choose games that are appropriate to your students' age, knowledge/proficiency, and interest. For example "I spy" is a game that requires little vocabulary and which can be used with even young students. Pictionary or charades might be better for older students with a little more proficiency in English. For more advanced students a game of 20 Questions related to a recent class topic can be quite motivating.



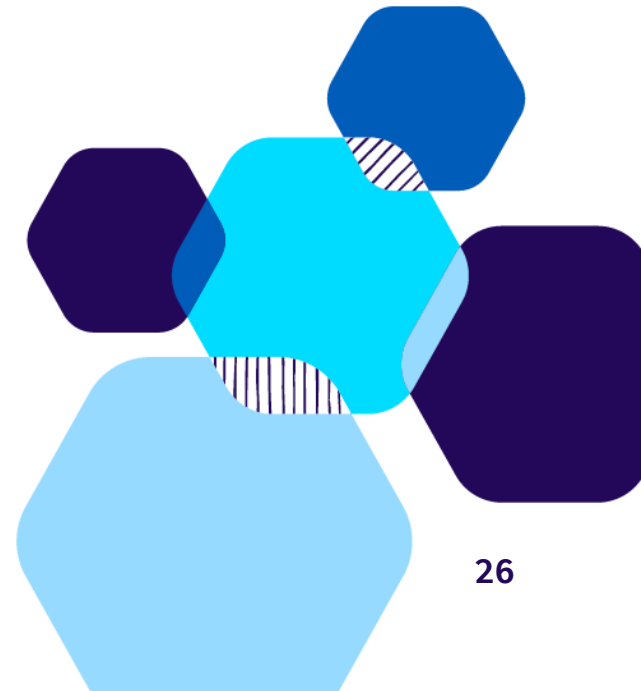
Teaching English in a resource-scarce environment

It requires a lot of imagination
creativity and skills.

The teacher must
praise learners for
little efforts made.

They must use a lot
of local materials
and local examples.

They must
contextualise the
lesson content and
make fun lessons.



Some references

- Marsland, B. (1998). *Lessons from Nothing. Activities for language teaching with limited time and resources.* Cambridge University Press.
- Cambridge, Renaud et. Al. (2007). *Student-Centred Teaching in Large Classes with Limited Resources.* United States

Thank you

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