

English Connects Professional Development for English teachers

Unit 6: Using teaching aids

Participant
Handbook

Learning outcomes

- 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 The video which accompanies this worksheet asks the viewer to:
 - 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

1.1



Work with a partner.

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/
photocopies |
| Flashcards | Realia (real objects) | |
| 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

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1.2



First write your own answers, then share them with others.

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

2.1



Watch the video then complete the following tasks.

2.1.1

Which of these teachers 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 _____

2.1.2

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 _____

3. Uses of teaching aids

3.1



Complete the chart

Which teaching aids do you think are most appropriate for these teaching and learning processes. 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 ideas for e.g. creative writing		
Making dialogues		

Practising words		
Reading stories		
Thinking about topics & language		
Watching things		
Writing in general		
Writing in public		

3.2



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

4.1



Write your own thoughts.

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

4.2



Discuss with others.

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

4.3



Think about your own classroom and write your own answers.

Think of three different lessons that you are going to teach soon where using realia might be useful.




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





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 Resource:	Summary:
Using the Board:	“Using the board”	https://www.teachingenglish.org.uk/article/using-board	Article Sue Clarke 	An article which gives you good general advice (and lots of ideas!) about how to use the board.
	“Slap the board”	https://www.teachingenglish.org.uk/article/slap-board-a-vocabulary-revision-activity	Activity Psyche Kennett 	This is a dynamic and fun idea for using the board to teach and revise words.
	“Hot Seat”	https://www.teachingenglish.org.uk/article/hot-seat-0	Activity Callum Robertson 	This is a nice activity for revising vocabulary which is also a good warm-up at the beginning of a lesson.

Using Worksheets, Pictures and Flashcards	“Why make worksheets?”	https://www.teachingenglish.org.uk/blogs/philwade/phil-wade-why-make-worksheets	Article Phil Wade 	Here an experienced teacher gives you 10 reasons why it can be a good idea to create worksheets for your students.
	“Picture Stories in the Communicative Classroom”	https://www.teachingenglish.org.uk/article/picture-stories-communicative-classroom	Article Jennifer Goodman 	In this article a teacher explains why pictures are so useful in class and provides some ideas about how you can exploit them for your students.
	“Picture to Story”	https://www.teachingenglish.org.uk/article/picture-story	Speaking/writing Activity Derek Spafford 	Here is a simple idea about how to use a picture (and your students’ imaginations!) to motivate your students to speak and write.
	“Using Flash cards with Young Learners”	https://www.teachingenglish.org.uk/article/using-flash-cards-young-learners	Article Joanna Budden 	Flashcards are a very flexible resource which you can use with all types of classes (and even make yourself!). In this article a teacher suggests a number of practical activities which you might try.

	“Kids and Vocabulary”	https://www.teachingenglish.org.uk/article/kids-vocabulary	Article Carolyne Ardron 	This article presents lots of ideas about how to use flashcards to test and remember vocabulary in the primary classroom.
	“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 	These short 5-10 minute videos will show you that it’s not difficult to be an artist and draw people, birds and animals on your board!
	“Conveying Meaning”	https://www.teachingenglish.org.uk/article/conveying-meaning	Article Nic Peachey 	This article discusses why pictures and realia are useful in demonstrating and testing the meaning of words.
Using realia (real objects)	“Realia”	https://www.teachingenglish.org.uk/blogs/rachael-roberts/rachael-roberts-realial	Article Rachael Roberts) 	This short article gives some practical advice and a few ideas about using realia in the classroom.
	“The teacher as a teaching aid”	https://www.teachingenglish.org.uk/article/teacher-a-teaching-aid	Article Sima Jalil 	Have you ever thought of yourself as a teaching aid? Here are some ways you can be!

Technology as teaching aids

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



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

Answers

- 2.1.1:** Which of the teachers uses which of the aids below? 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
- 2.1.2:** A Adjoumi, B Anderson, C Marceline, Jules, Adjoumi, D Annick, E, Marceline, Elsie, F Elsie, G Adjoumi, H Anderson, J Elsie, K Anderson, Adjoumi,
- 3.1:** 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 their colleagues. Here are possible suggestions.

Teaching and learning processes	Appropriate aid(s)	Examples of how to use them
Concentrating on new grammar	The board	<p>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'.</p> <p>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.</p>
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

	<p>Mime, gesture, expression</p>	<p>go further, as Anderson does in the video, and show a number of 'beauty' products to explain 'cosmetics'.</p> <p>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.</p>
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Note: Discuss the teaching aids you use and how you have used them with other teachers.